

**PENAIR  
SCHOOL**



Date: September 2025

## **SEND Information Report**

**A summary of the support and interventions in place at Penair School in the academic year 2024-2025**

**“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](mailto: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 style="text-align: center;">Whole school approaches<br/>The universal offer to all children and YP.</p>  | <p style="text-align: center;">Additional, targeted support and provision</p>   | <p style="text-align: center;">Specialist, individualised support and provision</p>   |
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| <p style="text-align: center;">Student voice via the Year and School Council<br/>Student Survey<br/>Tutor/Personal Development Leader<br/>Pastoral Support Team</p>                          | <p style="text-align: center;">Assess/Plan/Do/Reviews<br/>Provision Maps<br/>One Page profiles</p> <p style="text-align: center;"><b>Student feedback about:</b><br/>Yr 6 SEND transition days<br/>1:1 support<br/>Leanne Sherwood (Careers Advisor)</p> | <p style="text-align: center;">All About Me document in preparation for EHCP reviews and PSP meetings<br/>Records of Need<br/>Student feedback for individualised programmes<br/>Assess Plan Do Reviews collated with student voice.</p> |

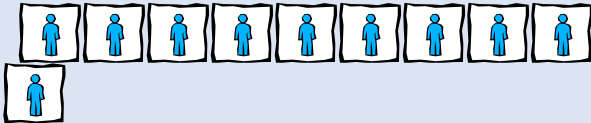


**Partnership with parents and carers**

| <p>Whole school approaches<br/>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<br/>Yr 6 intake evening for parents<br/>Year group parents' evenings<br/>Half termly progress reports/data<br/>Information evenings and events.</p> | <p>SEND information evening – Yr 6<br/>SEND parents' workshop evening<br/>Parental meetings with PDLs, SWOs, SENCo,<br/>Inclusion Manager etc. on request –<br/>Assess/Plan/Do/Reviews<br/>Pastoral Support Team/Inclusion Manager are in<br/>regular contact with families<br/>SENCo meetings with pupils on SEND support<br/>following curriculum parents' meetings</p> | <p>EHCP Annual Statement Review meetings with<br/>parents<br/>Meetings with SENCo<br/>Pupil Premium parental meetings<br/>With key workers<br/>Neurodiverse Tool carried out with SENCO</p> |




**The curriculum**




| <p>Whole school approaches.<br/>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<br/>Dedicated and enthusiastic specialist teachers<br/>Carefully planned lessons</p>                                  | <p>Small group Literacy programme<br/>Small group Numeracy programme<br/>1:1 Literacy intervention<br/>Homework Club<br/>Handwriting Club<br/>Dyslexia Champion<br/>Dyslexia pupil packs<br/>ASD Champion<br/>GCSE support groups/ HOT tutor groups based on Core studies<br/>Exam access arrangements</p> | <p>Personalised timetables<br/>Alternative provision e.g. Short Stay School<br/>Alternative Programmes e.g. Pendynas/pre 16 college<br/>Work placement<br/>Access to teaching assistant support</p> |

**Teaching and learning**




| <p>Whole school approaches<br/>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<br/>Dyslexia Advisor<br/>Sight/hearing impairment strategies<br/>ASD friendly strategies<br/>Adaptive teaching through precision teaching<br/>Regular Assessment<br/>Praise and Reward<br/>Clear, consistent boundaries and consequences<br/>Variety of individual paired and group tasks.<br/>Early identification system</p> | <p>Records of Need for pupils with an EHCP<br/>Provision maps<br/>One-page profiles and RON or dyslexia plan for all SEND support pupils (K code on the RON)<br/>Visual prompt cards<br/>Displays<br/>Task management boards<br/>Key word lists for pre/post learning<br/>Overlays/coloured rulers<br/>Coloured backgrounds on boards<br/>iPads/laptops for classwork<br/>Handwriting Club<br/>Dyslexia Champions<br/>Dyslexia Support Club<br/>Dyslexia pupil packs<br/>ASD Champion<br/>SEND training opportunities<br/>Differentiated resources and outcomes<br/>Seating plans<br/>Strategies for specific needs distributed</p> | <p>Nurture groups<br/>Access to TA support<br/>Specialist resources and equipment<br/>Advice from partner agencies (see page 10)<br/>Additional support for Pupil Premium</p> |

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|  | Additional adult support in lessons group<br>teaching<br>Homework Club<br>Assessment and exam access<br>Arrangements for GCSE study plus |  |
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| <p>Whole school approaches<br/>The universal offer to all children and YP</p>                             | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>    |
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| <p>Actively encourage independent working</p>  | <p>Use of ICT including laptops and reader pens</p>  | <p>Practical assistance for Physically impaired</p>   |
| <p>Independent home study/Homework<br/>PSHE programme<br/>Regular marking and feedback for next steps<br/>Peer Mentors/buddy system<br/>Variety of independent, paired and group tasks</p> | <p>One-page profiles for all SEND support pupils<br/>Small group interventions with clear success criteria<br/>Homework Club<br/>Handwriting Club<br/>Dyslexia Champion<br/>Dyslexia Support Club<br/>Dyslexia pupil packs<br/>ASD Champion<br/>Pastoral Support Plans<br/>Differentiated tasks<br/>Visual prompts<br/>Hearing Support Group<br/>Walk and Talk<br/>Draw and Talk</p> | <p>Supported access to extra-curricular activities<br/>Break and lunch-time supervision<br/>Referral to Homework Club after school<br/>Referral for Community Support<br/>Referral to external community groups<br/>Use of the Education Endowment Foundation Independence Hierarchy to identify support and progress in independence in learning</p> |

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>    | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>  |
|---|--|---|
| <p>First Aid policy<br/>Anti-bullying policy<br/>Inclusion policy<br/>Pastoral Support team (SWOs<br/>Safeguarding Lead and Cover)</p>  | <p>Time out/ Medical/ Movement arrangements<br/>Referrals to partner agencies</p>  | <p>Access to counsellor<br/>Alternative Provision (see page 13)<br/>Individual Health Care Plans<br/>Multi-agency meetings</p>              |
| <p>Safeguarding Policy<br/>School Nurse<br/>School Health profile<br/>Qualified First Aiders<br/>Restorative Justice programme PSHE<br/>programme to develop community awareness,<br/>social and relationship skills.<br/>Peer mentors/buddy system<br/>Praise and reward system<br/>Variety of extra-curricular activities<br/>Presentation/celebration assemblies</p> | <p>Access to the Link (access at break/lunchtimes and<br/>additional programmes)<br/>Access to school nurse drop-in sessions/referral<br/>Access to School Counsellor<br/>Additional support programmes organised by<br/>SWO/PDL<br/>Pastoral support centre</p> | <p>Referral to Social Care</p>  |




**Social Interaction opportunities**

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>   |
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| <p>Extra-curricular activities/clubs<br/>Activities at lunch and break times<br/>School and Year group Council<br/>Tutor Groups<br/>Outdoor Education opportunities such as Duke of Edinburgh and cadets</p> | <p>Supervised lunch and break times<br/>Additional support programmes organised by PDL/SWO<br/>ASD team group activities.</p>         | <p>Referrals to partner agencies (see page 13)<br/>External support groups<br/>Alternative Programmes e.g. Pendynas/<br/>White Gold<br/>Supervision at lunch and break times<br/>Supervision for extra-curricular activities and trips</p> |




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

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>    |
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| <p>Health and Safety policy<br/>Structured rules for moving around the buildings<br/>Risk assessments<br/>Qualified teachers in specialist subjects<br/>Displays in classroom and corridors<br/>First Aid team<br/>Accessibility policy regularly reviewed and updated</p> | <p>Equality and Diversity policy<br/>Management of medical needs<br/>Liaison with Medical professionals and parents</p>               | <p>Disabled Access Policy<br/>Specialist mobility equipment<br/>Liaison with external professionals<br/>Lifts maintained<br/>Health Care plans written with medical specialists and advice<br/>Dedicated space to support</p> |

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**Transition from year to year and setting to setting**

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>   |
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| <p>Visits to primary schools<br/>Yr 6 Primary liaison event<br/>Yr 6 Intake days and evening<br/>College visits for year 11 students</p>                        | <p>Summer Challenge for yr 6<br/>Yr 6 SEND transition for vulnerable students<br/>SENCo attending meetings at primary schools.<br/>Liaison with Truro College for Post 16 setting.<br/>Careers Advisor</p> | <p>Transition plans for yr 6 to 7<br/>SENCo attends Yr 6 Annual Reviews for pupils with statements<br/>Transition review meetings for years 9, 10 and 11 for students with statements attended by Careers South West/Truro College/Post 16 Provider<br/>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>   |
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| <p>Regular audit of staff SEND training needs and review through performance management</p> <p>SENCo delivers INSET to update staff re:<br/>SEND Code of Practice</p> <p>SEND CPD programme available to all staff</p> <p>TA allocated lessons</p> <p>Learning Walks with SEND</p> | <p>TA performance Management</p> <p>TA training opportunities displayed on SEND notice board/ shared at faculty meetings</p> <p>TA CPD delivered by SENCo and training by outside services and professionals including:</p> <p>Dyslexia Champion training</p> <p>Autism Champion training</p> <p>Sight/Hearing Support training</p> <p>Nurture Group training</p> <p>Supporting pupils with SEMH</p> <p>Supporting pupils with EAL</p> <p>Mental Health – Identifying and Supporting Learners with Difficulties (SEND Services Southwest)</p> <p>Dyspraxia Training</p> <p>Phonological Awareness (Dyslexia Service)</p> <p>Emotion coaching, Lego therapy and precision teaching training provided by</p> | <p>Director of Inclusion performance Management</p> <p>Qualified SENCo with National award</p> <p>Master’s qualification Maed/ Training preparing for CCET (Psychometric testing Assessment and Access Arrangements</p> <p>Director of Inclusion training with outside services/agencies and professionals</p> <p>Inclusive and Dyslexia friendly schools (DFC/IDFS)</p> <p>SIMs SEND training/Edukey/ Provision mapping</p> <p>Exam Access Arrangements for SEND students (RTA)</p> <p>Maximising TA Impact (MENCAP)</p> <p>Mental Health – Identifying and Supporting Learners with Difficulties (SEND Services Southwest)</p> |

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|  | South West SEN services. |  |
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**Services and organisations that we work with:**

| <b>Organisation</b>                  | <b>What they do in brief</b>   | <b>Contact details</b>   |
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| <b>Autism Spectrum Team Cornwall</b> | 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 and Emily Miles<br><a href="mailto:kframpton@cornwall.gov.uk">kframpton@cornwall.gov.uk</a><br><a href="mailto:emiles@cornwall.gov.uk">emiles@cornwall.gov.uk</a><br><br>County Team                        |
| <b>CAMHS</b>                         | Offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.   | Dr Marianne Groen<br><a href="mailto:Marianne.groen@cft.cornwall.nhs.uk">Marianne.groen@cft.cornwall.nhs.uk</a><br><br>Jenny Caddy<br><a href="mailto:Jenny.Caddy@cft.cornwall.nhs.uk">Jenny.Caddy@cft.cornwall.nhs.uk</a> |
| <b>Careers Officer</b>               | 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. | <a href="mailto:Isherwood@penair.cornwall.sch.uk">Isherwood@penair.cornwall.sch.uk</a>   |

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| <b>CHAOS Stay at Home Ltd</b>           | An alternative learning environment that focuses on catering and horticulture and small animal care  | <a href="mailto:Lindsay@stayathomeltd.co.uk">Lindsay@stayathomeltd.co.uk</a>  |
| <b>Dreadnought Centre</b>               | 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.   | <a href="mailto:team@thedreadnought.co.uk">team@thedreadnought.co.uk</a>  |
| <b>Cognition &amp; Learning Service</b> | Support the needs of children and young people with Dyslexia and identified area of need with cognition in education. They offer advice and guidance to people with Dyslexia, family and friends, and provide literacy support and training for those in the statutory or voluntary sector, in business, education or employment services. | Jo Davidson<br><a href="mailto:jo.davidson@cornwall.gov.uk">jo.davidson@cornwall.gov.uk</a><br>Carly Brooker<br>Carly.brooker@cornwall.gov.uk |
| <b>Early Help Hub</b>                   | 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.<br>A source of information and advice to help make the best decisions for a child/ young person.  | <a href="http://www.cornwall.gov.uk/earlyhelphub">www.cornwall.gov.uk/earlyhelphub</a>  |
| <b>SEN Services SW</b>                  | Help and support children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning.<br><br>Challenges may include social, emotional problems or learning difficulties  | <a href="mailto:senservicesw@gmail.com">senservicesw@gmail.com</a>  |

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| <p><b>Hearing Support</b></p>                       | <p>Support children and young people with sensory impairment to:</p> <ul style="list-style-type: none"> <li>• develop good language and effective interaction communications skills;</li> <li>• be given the equality of opportunity to access a wide curriculum at school and college;</li> <li>• gain social and emotional inclusion in their wider community;</li> </ul> <p>to achieve economic well-being</p> | <p>Sarah Wardle<br/> <a href="mailto:sarah.wardle@cornwall.gov.uk">sarah.wardle@cornwall.gov.uk</a></p>       |
| <p><b>Kooth.com</b></p>                             | <p><b>1:1 counsellor</b> - Provides vulnerable young people, who have emotional or mental health problems, with support when they need it most.</p>   | <p>Alison Fox<br/> <a href="mailto:alison@xenzone.com">alison@xenzone.com</a></p>                             |
| <p><b>Occupational Therapy Team (Community)</b></p> | <p>Assess and treat physical and psychiatric conditions using specific activity to prevent disability and promote independent function in all aspects of daily life</p>   | <p>Sophie Roberts<br/> <a href="mailto:Sophie.roberts@cornwall.gov.uk">Sophie.roberts@cornwall.gov.uk</a></p> |
| <p><b>Pendynas</b></p>                              | <p>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.</p>  | <p>Clint Lanyon<br/> <a href="mailto:clanyon@pendynas.co.uk">clanyon@pendynas.co.uk</a></p>                   |

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| <b>Physical Disability Support</b>      | 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.                              | Steve Deacon Physical and Medical Needs Advisor<br><a href="mailto:sdeacon1@cornwall.gov.uk">sdeacon1@cornwall.gov.uk</a><br><br><a href="mailto:Melinda.leishman@cornwall.gov.uk">Melinda.leishman@cornwall.gov.uk</a> |
| <b>Police Youth and Missing Officer</b> | Focus on early intervention and prevention  | PC Paul Stevenson 07710076047   |
| <b>School Nurse Team</b>                | 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. | <a href="mailto:chloe.pellow1@nhs.net">chloe.pellow1@nhs.net</a>  |
| <b>SENDIASS</b>                         | Provide support for students, families and schools in finding the best opportunities for learning and success in education and all aspects of life.   | <a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a>  |
| <b>Social Care</b>                      | Personal care, protection or social support services to children or adults in need or at risk   | Ben Jones<br><a href="mailto:bgjones@cornwall.gov.uk">bgjones@cornwall.gov.uk</a>   |

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| <p><b>Speech and Language Therapy (SALT)</b></p> | <p>Assess and treat speech, language and communication problems in people of all ages to help them better communicate</p>   | <p>Mel Meadows<br/> <a href="mailto:mmeadows@cornwall.gov.uk">mmeadows@cornwall.gov.uk</a></p>  |
| <p><b>Together For Families Advocates</b></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<br/> <a href="mailto:jdavies2@cornwall.gov.uk">jdavies2@cornwall.gov.uk</a></p>   |
| <p><b>Vision Support</b></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><b>Visual Impairment service<br/>                 Cornwall Council</b><br/>                 Theresa Maunder <a href="mailto:tmaunder@cornwall.gov.uk">tmaunder@cornwall.gov.uk</a></p> |
| <p><b>White Gold</b></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> <ul style="list-style-type: none"> <li>Are vulnerable or at risk.</li> <li>Present unacceptable or challenging behaviour.</li> <li>Are excluded from, or failing to engage in, education</li> <li>Lack confidence, self-esteem and/or social skills</li> <li>Are involved, or at risk of becoming involved, with the Criminal Justice System.</li> </ul> | <p>01209 31076<br/> <a href="mailto:admin@whitegoldcornwall.co.uk">admin@whitegoldcornwall.co.uk</a></p>  |

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| <p><b>Young People Cornwall</b></p> | <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<br/> <a href="mailto:g.talis@ypc.org.uk">g.talis@ypc.org.uk</a></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 SEND provision is**

Children’s Records of Need are reviewed to ensure they are supported and working towards targets. 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. Their RON stays in places as information enables them to be successful.

**If you wish to complain:**

**Please contact the Head teacher:**

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

**Chair of Governors:**

Mr Alex Tullett  
 Penair School

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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.childrenergency.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

#### **2 How will I raise concerns if I need to ?**

Talk to us – firstly contact your child's PDL/Tutor. 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 Personal Development Leader (PDL) and the form 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 adaptive 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 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.

**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 form 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 Team and Inclusion 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.

**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 operate 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 be 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 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 accessible and in line with the accessibility policy, with accessible lifts and toilets available to those that require them.

**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 an extended transition program, 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 SENCO, Inclusion manager and Pastoral team will discuss the child's needs 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.