



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

“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.”

Equality and Diversity for Pupils with disability and special educational needs at Penair School

2025-6

**The levels of support and provision offered by our school
(September 2025)**

	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 adaptive teaching and options tailored to students needs • 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 • Exam concessions • Access to TA support • Access to The Link • Time Out Card • Graduated response Assess Plan Do Review (ADPR) 	<ul style="list-style-type: none"> • Personalised timetables as appropriate, including a range of provisions such as the onsite Harbour (KS4) and Hive (KS3) as Wave 3 support • Reduced Timetables • Alternative educational provision options at local short stay providers • Work placement programme • Access to 1:1 TA support as appropriate
2. Teaching and learning approaches	<ul style="list-style-type: none"> • Adaptive Teaching • Metacognitive teaching strategies • Dyslexia-Friendly Strategies • ASD friendly strategies • Sight/hearing impairment strategies 	<ul style="list-style-type: none"> • Dyslexia Champions • Dyslexia Support Club • Individual Dyslexia learning packs for example-coloured overlays • ASC Champion • Individual Records of need 	<ul style="list-style-type: none"> • Records of Need for pupils with an EHCP • Access to 1:1 TA support where appropriate • Specialist resources and equipment

	<ul style="list-style-type: none"> • ICT provision across the curriculum • ASC friendly strategies embedded across the curriculum • Regular Assessment • Praise and Reward • Clear, consistent boundaries and consequences through the behaviour policy embedded and actioned across the school • Variety of individual paired and group tasks. • Home learning support through. Homework Club GCSE study plus • Whole staff CPD • Whole school SEND training and information shared • Regular SEND updates for teaching staff regarding individual students through staff briefing and bulletins 	<ul style="list-style-type: none"> • One page pupil profiles for student voice • Bespoke adaptive teaching. Visual prompt cards Key word lists for pre/post learning Seating plans Individual iPads/laptops for classwork • Additional adult support in lessons where appropriate • Small group literacy/maths intervention • Assessment and exam access arrangements • Graduated response delivered through Assess Plan Do Review • Interventions, including. Handwriting Finger Gym – fine motor skills Fit n Fun – for gross motor skills Walk and Talk Draw and Talk 	<ul style="list-style-type: none"> • Diagnostic testing to inform strategies for support in classroom and interventions • Referrals to County specialist teams for example, Autism, hearing, Vision, Cognition and Learning • Advice from partner agencies (see page 6) • Additional support for Pupil Premium • Personalised /alternative timetable and/or educational provider • Support and advise from special schools if required and partner/external agencies
--	---	---	--

<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) • Variety of independent, paired and group tasks • Work experience programme • Wide range of extra-curricular activities • Work experience/careers programme 	<ul style="list-style-type: none"> • Use of ICT including laptops • Individual Records of Need • One page pupil profiles • Break and lunch-time supervision in The Link • School Nurse Drop in and referral • Adaptive teaching strategies • Careers/Post 16 – school targeted support 	<ul style="list-style-type: none"> • Records of Need for pupils with an EHCP • Supported access to extracurricular activities/PE Supported lunch/specialist equipment • Referral to Homework Club • Referrals to Community Support/ external agencies and social inclusion • Referrals to external community groups • Practical assistance for physical needs as needed and where appropriate
<p>4. Health, wellbeing And emotional support</p>	<ul style="list-style-type: none"> • Dedicated Safeguarding Officer • Safeguarding Policy • First Aid policy and first aiders • Anti-bullying policy • Inclusion policy • Student Welfare Support Team • Pastoral leads (PDL) for each year group • Sports Day • Variety of extra-curricular activities • Presentation/celebration assemblies • PSHE programme to develop community awareness, social and relationship skills. • School Nurse Service 	<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 • Record of Need provided • Additional support programmes organised by the Student Welfare Team 	<ul style="list-style-type: none"> • Alternative Provision (see page 6) • Individual Health Care Plans • Student Action Group meetings fortnightly to identify and respond to needs. • Referral to Early Help Hub/MARU/CAMHS/EP etc • Child in Need meetings (CHIN) • Child Protection Meetings (CP) • Annual Review/ EHCP Meetings • Regular contact with parents and carers as required and following the home school communication pattern as shown in the SEN policy.

<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 • Daily Tutor Group programme • Outdoor Education opportunities • Leadership opportunities • Assemblies • Christmas Carol Concert • Presentation Evening • Sports Presentation Evenings • Year 11 Leaver Ball 	<ul style="list-style-type: none"> • Supervised lunch and break times in the link • Additional support programmes organised by Student Welfare team • Peer mentor programme • Hearing Improvement Support Student Group – Loud and Clear • Curriculum Enrichment week • Curriculum Trips home and abroad • Work Experience (Y10) • Sports Day • School Production 	<ul style="list-style-type: none"> • Referrals to partner agencies (see Page 6) For example Wave, BF adventure • External support groups • Alternative Programmes and Individual adaptations e.g. • Kooth, Whitegold, Pre 16 college • 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 • Single Equality Scheme • Equality & Diversity Policy • Keep Kids Safe text messaging service • Structured rules for moving around the buildings currently applying covid regulations • Risk assessments in school and off site • Qualified teachers in specialist subjects • First Aid Team 	<ul style="list-style-type: none"> • Management of medical needs for example Epilepsy • Liaison with Medical professionals for example Hearing/ Occupational Health specialists and parents • Continued Professional Development for key staff • Fire Safety Policy • Graduated response (APDR) • Reasonable adjustments made 	<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, And delivery of individual programs. • Team Teach • Individual Student risk assessment

	<ul style="list-style-type: none"> • School Nurse Drop In • Staff Training in Team Teach • Duty Staff • Lifts maintained and accessible • Safeguarding Team • Students Support Pastoral Team 		
<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 • Summer Challenge for year 6 pupils • College visits for year 10 & 11 students • Yr11 College applications completed through PSHE curriculum • Tutorial programme • Student Welfare Team • Personal Development Leaders for each year • IAG (Informative Advice & Guidance) For all students in year 9 	<p>Year 6 enhanced transition programme for vulnerable students/SEND SENCo attends meetings at primary schools summer term year 6 Liaison with Truro College & Cornwall College for Post 16 setting for enhanced programme Penair Careers Advisor / County C&G contact Additional guidance and discussion around GCSE option choices from KS3 to KS4 SENDCO reviews of SEN progress</p>	<ul style="list-style-type: none"> • Transition plans for Yr 6 to 7 • Additional transition time for Year 6 students • SENCO attendance of year 5 and 6 EHCP annual reviews • EHCP transition review meetings for KS4 pupils attended by the School's Careers Officer and Truro • College/ post 16 provider • Additional college visits and transition plans for year 11 students. • Support from county careers guidance; CSW Group

<p>8. Engagement with families</p>	<ul style="list-style-type: none"> • Community Open evening Year 5/6 Intake Evening for parents • All year group parents' evenings • SENCO available at all parent evenings • Parental questionnaire invitation given out at parent's evenings • Regular progress reports/data • Information evenings and events • Student Welfare Team/home liaison • School website • School production • Celebration events • Carol Service • 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 • Parental meetings with SENCO/Form Tutor/Curriculum Leads /Assistant Head on request • Parental questionnaires. • Parent forum under review and construction • In house & external Education Welfare Officer involvement • Safeguarding lead liaison • Police liaison officer 	<ul style="list-style-type: none"> • EHCP Review/Transition meetings with parents • SEND Department staff are key workers for vulnerable families as needed • CHIN Meetings (Child in Need) • CP Meetings (Child protection) • CIC Reviews (Child in Care) • Parent SEND Cafe's
---	---	---	---

9. Listening/ Responding to young people	<ul style="list-style-type: none">• Student voice through School Council and faculty pupil voice• Tutor Programme• Informal discussions• Assemblies• Student Support• Student Groups for example Loud and Clear & Skittles	<ul style="list-style-type: none">• Reviews of progress meetings• Graduate response ADPR following interventions.• One page student profiles	<ul style="list-style-type: none">• EHCP review process including “All About Me” & Parent Contribution• Individual timetables & bespoke curriculum models• Neurodiverse Profiling tool completed and reviewed.
---	---	--	--

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.	Emily Miles emiles@cornwall.gov.uk County Team
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
CSW Group	CSW become involved in EHCP Yr11 transitions. They outline the available options.	contact@cswgroup.co.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	sandra.page@cornwall.gov.uk

	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.	cognitionandlearning@cornwall.gov.uk 01872 324140
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
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 01872 322277
Educational Psychology Service/ SEN Services Southwest	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	
Hearing Support Service	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. 	sensorysupportservice@cornwall.gov.uk 01872 324140

SEND School Offer 2025

	<ul style="list-style-type: none"> gain social and emotional inclusion in their wider community. to achieve economic well-being 	
Kooth.com	1:1 counsellor - Provides vulnerable young people, who have emotional or mental health problems, with support when they need it most.	Alison Fox alison@xenzone.com
MARU	MARU stands for Multi-Agency Referral Unit and is a department within the Council. The MARU provides a multidisciplinary response to concerns about the welfare or safety of a child or young person in line with statutory guidance. They are also able to offer advice to professionals, parents and members of the public regarding the safeguarding of children.	0300 1231116
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
Physical Disability Support	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 sdeacon1@cornwall.gov.uk Melinda.leishman@cornwall.gov.uk
Police Liaison Officers Youth Intervention Officer	Focus on early intervention and prevention	PC Jay Dorman 01726 22482
School Nurse Team	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.	Carol Hiley 01872 221704

SEND School Offer 2025

<p>SENDIASS Special Educational Needs & Disabilities Information Advice & Support Service</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 01326 331633</p>
<p>Social Care</p>	<p>Personal care, protection or social support services to children or adults in need or at risk. Contacts and referrals are made through the Early Help Hub and our Multi Agency Referral Unit (MARU) for social care provision.</p>	<p>Truro Children’s Social Care Office 0300 1234131 01208 251300 (emergencies only)</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>Statutory SEND Service</p>	<p>Make statutory arrangements for children and young people with the most complex SEND EHCP admissions</p>	<p>statutorysen@cornwall.gov.uk 01872 324242</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>

SEND School Offer 2025

<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>sensorysupportservice@cornwall.gov.uk 01872 324140</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> <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 Lack confidence, self-esteem, and/or social skills Are involved, or at risk of becoming involved, with the Criminal Justice System. 	<p>01209 31076 admin@whitegoldcornwall.co.uk</p>
<p>Young People Cornwall</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 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?

Penair follows the guidelines set in the SEND Code of Practice which recommends the graduated approach

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

- Liaison with Primary School
- The Penair SEN Referral system;
Teacher/TA identifies a pupil performing below age expected levels
Concerns raised by Parent, recommend contacting the inclusion team.
Concerns raised by PDL/SWO for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- SENDCO attendance at Year 6 EHCP reviews along with Year 6 and SENCO meetings in the summer term of Year 6

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

Talk to us – firstly contact your child's Tutor, Personal Development Leader, Student Welfare Officer 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 and their form tutor are responsible for your child's progress and success with the support of the Pastoral Support and Tutor team.

- All teachers are responsible for the progress of their classes, all teachers are teachers of SEN.

4. How will the curriculum be matched to my 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.

There is a yearly plan for communications in the SEN policy which demonstrates the different contact for students from the school across the academic year.

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 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 Form teacher liaises with the Inclusion Team 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 L Neesham/ Mrs N Hosking). 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?

We have access to many external providers that work with us to enhance our existing support team. The full list is found on the previous pages.

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, enabling full accessibility for all students. The accessibility policy is regularly reviewed and site checks carried out to ensure all members of the community can access the site and learning.

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

KS2 -3
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.

KS3 -4
This is supported in school with early meetings in the year to establish with students the new routine, and there are additional consultations offered in the option process to consider need and offer on an individual basis.

KS4 -5
For the transition to further and higher education, Penair School has close links with the local colleges and works in partnership with Careers Southwest Group. The Careers Southwest 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 need's 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. This is in line with the graduated approach

SEND School Offer 2025

15. Who can I contact for further information?

SEN@penair.cornwall.sch.uk

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

Tel 01872 274737

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 head@penair.cornwall.sch.uk

Or

Chair of Governors:

Alex Tullett

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 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.

Our SEND information report and school offer is renewable and adapted. To view our graduated approach in more detail please visit the SEND page of the school website.