



Find Your Future

Penrice Academy School Offer 2025 – 2026

Pride

Respect

Success

Support for students with Special Educational Needs and/or Disabilities

Everyone included, everyone achieving

Our expectations of all students at the Academy are high and aspirational; this is no different for students with SEND. To maintain this ambition and culture of success, we ensure the curriculum offer is ambitious, underpinned by high expectations, providing the right level of support at the right time to maximise life chances and inclusive opportunities. Staff understand the individual needs of learners and use high quality, adaptive teaching to support students' progress, social need and wider development.

The table below outlines the range of provisions that are additional to and different from our outstanding universal provision of high quality, adaptive teaching. Some of these form part of our exceptional classroom practice, and others are delivered via additional intervention or keyworker support. **This list is not exhaustive.**

1. Universal Provision is available to every student through high quality, inclusive and adaptive teaching and support.
2. Targeted Provision is additional to and different from universal provision in order to support students on the Record of Need at Support Required (K).
3. Specialist Provision is highly individually in order to support students on the Record of Need with Education, Health and Care Plans (E).

The table sets out provision across these three tiers; it also identifies the context (Learning, Teaching or Support) and highlights the 4

areas of SEND as set out in the Code of Practice - Communication and Interaction; Cognition and Learning; Sensory and/or Physical; Social, Emotional and Mental Health.

For any questions regarding SEND provision and support at our school, please contact Mr Kirsty Taylor, SENDCo. ktaylor@penrice.celtrust.org (01726 72163)

Penrice Academy SEND School Offer

Level of Provision	Provision context	Communication and Interaction <i>Including but not exclusively: ASD; ADHD, ADD; and SCLN</i>	Cognition and Learning <i>Including but not exclusively: Dyslexia, Dyscalculia; SpLD and MLD</i>	Sensory and/or Physical <i>Including but not exclusively: Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Sensory Processing disorders and Physical Disability</i>	Social, Mental and Emotional Health <i>Including but not exclusively: Anxiety; Depression; Post Traumatic Stress Disorder; Attachment disorders and personal challenges</i>
Universal Inclusive 'High Quality First adaptive Teaching for all'	Learning (Curriculum)	<ul style="list-style-type: none"> • All teachers have an awareness of, and skills in, meeting a range of additional needs • All teachers are aware of a range of support mechanisms to assist them in meeting additional needs • Consideration to range of learning needs given when setting classes • Scaffolded and adapted teaching/content to remove potential barriers to learning • Ambitious and aspirational expectations through an adaptive approach • Constructive feedback for all home-learning and assessments to help support further development and progress • Use of unambiguous language • Avoidance of idioms unless explained where required • Teacher aware of literacy/numeracy levels of all students; teaching is adapted accordingly and reading supported through anticipation, planning and in-the-moment adaptations • Ensure tier 2 and 3 vocabulary understood and accessible throughout lesson contexts, with opportunities for further pre-teaching and overlearning where necessary 			

		<ul style="list-style-type: none"> • PE staff aware of physical abilities of all students and offer appropriate opportunities for those with additional needs • All teachers aware of potential upset/anxiety (ACEs) students may experience when delivering curriculum content
	Teaching (Strategies)	<ul style="list-style-type: none"> • Fully accessible learning environment • Autism friendly approaches • Dyslexia friendly approaches • Intelligent seating plans informed by data sources • Use of Red/Amber/Green visuals • Appropriate pace including Chunk, Chill, Check approach • Range of delivery styles in lessons to meet all learning styles • Use of brain breaks where cohorts would benefit • Greet all students at door and praise on exit where appropriate • Classroom expectations are consistently narrated and reinforced with a consistent approach • Consistent cross Academy classroom routines • Engagement with learning expectations clear to all and monitored • Reward and sanction systems clear and consistent • Closely observed peer working • Ensure seating allows for clear sight of teacher • Ensure seating allows for all to hear teacher clearly • Dyslexic friendly PowerPoints and other shared resources to be available • Well organised class displays, key information easy to notice • Reduction of clutter in classrooms to prevent sensory overload • Ensure classroom environment reduces distraction to minimum • Ensure whole class attention before giving whole class instruction or information • Classroom rules consistently explained/displayed • Consistent across Academy classroom routines • Engagement expectations clear to all and monitored • Reward and sanction systems clear and consistent
	Support (Organisational/ Access/Wellbeing)	<ul style="list-style-type: none"> • Tutors, Heads of Year, Pastoral Team available to all students • SEND team available to those on Record of Need; SEND Referral process for others • Fully accessible environment • Lucid Exact testing – informs individual need (Yr7) as well as exam dispensation (Yr9) Clear process around sharing this data with staff at the Academy • Accessible extra-curricular opportunities including, educational visits, enrichment opportunities, after-school clubs and assemblies • Use of Class Charts support through teacher/student interventions and access to Home-learning club each evening (except where student attending Penrice + activity) • Maintain positive working environment

		<ul style="list-style-type: none"> • Work collaboratively with all staff across the Academy
Targeted Provision that is additional to and different from universal provision - to enable students to work at age related expectations or above	Learning (Curriculum)	<ul style="list-style-type: none"> • Adjustments for cohorts in this aspect are primarily for those with cognitive challenges • SENDCo works with, and advocates at, Senior Leadership Team and Curriculum Leader level to drive school improvement in regard to SEND practices • Yr7/8 Bespoke and nurture group SEN teaching provision for identified cohort (English/ Maths/Humanities) • Use of subject based HLTA to support identified cohorts (English) • Vocational qualification choice to suit academic range (e.g. BTEC Animal Care) • Access to Entry Level qualifications for identified cohorts (currently Maths and English) • Reading Recovery through RWI Fresh Start programmes for identified cohort below chronological reading age • Targeted and adapted curriculum content
	Teaching (Strategies)	<ul style="list-style-type: none"> • SENDCo drives school improvement around SEND via Senior Leadership Team and CPD for all staff - "Every teacher a teacher of SEND and every leader a leader of SEND" • Opportunities to repeat and revisit content, with precision teaching methods, overlearning and pre teach • Ongoing assessment of understanding and completion of tasks • Targeted feedback on home-learning and assessments • Exam Access Arrangements: Exam dispensation testing and assigned for PPEs, controlled assessments and external examinations; and used for internal assessments/tests to demonstrate usual way of working • Autism SEN Specialists liaise with teaching teams for general support and development of practice to maximise engagement with learning • Group interventions – e.g. social skills, life skills, dyscalculia support (targeted after school) • Literacy SEN Specialists liaise with teaching teams for general support and development • Group interventions – e.g. handwriting, dyslexia, travel training • Dyslexic/Dyscalculic in-class approaches for targeted cohorts • SEN Specialists liaise with teaching teams for general support and development • TIS and Pastoral Support Managers (PSMs) liaise with teaching teams for general support and development • Curate and Narrate used by all teaching staff
	Support (Organisational/ Access/Wellbeing)	<ul style="list-style-type: none"> • SENDCo works with, and advocates at, middle and senior leadership level • SENDCo works with Pupil Premium team and CEIAG lead level • SEND support staff work with, and advocate at, Year Team meetings and Year group assemblies • SENDCo, Operational SENDCo and SEN support staff ensure representation at all parent information evenings and events, including Year 11 exam success evenings • SFC lead works with, and advocates at, Head of Year level • Exam Access Arrangements and Exam Dispensation • Adult support (shared) available in targeted sessions • Access to facilities: Learning Pathways Centre (Key Stage 3 learning inclusion centre), Future Pathways Centre (Key Stage 4 learning inclusion centre), and/or Student and Family Centre (SFC) • Small group interventions: e.g. social skills, life skills, handwriting skills clubs • Home-learning Clubs • Outdoor Sensory Gym

		<ul style="list-style-type: none"> • SEND based booster sessions e.g. exam revision techniques, using exam dispensation effectively, controlled assessment guidance • Information sharing processes available to staff including Record of Need (RoN) and record of Provision Mapping/Interventions • Online resource bank through the SEND Hub • SEND referral process • Support to identify, secure and attend Work Experience • Support to identify, secure and prepare for Post16 transition • Traffic Light Tool
Specialised Additional highly personalised interventions, stipulated in EHC plans	Learning (Curriculum)	<ul style="list-style-type: none"> • Bespoke curriculum offer for identified individuals/small cohorts • Anger Management programmes • Working with alternative provision • Access to LPC or FPC provision
	Teaching (Strategies)	<ul style="list-style-type: none"> • Use of SEND Success Plans to illustrate additional needs and alert teaching staff to required individual strategies • Visual systems to develop independent learning skills • Overlays • Laptops • E-Reader pens • Individualised resources • Electronic devices use to remove barriers to learning
	Support (Organisational/ Access/Wellbeing)	<ul style="list-style-type: none"> • SEND support staff (EHCP/SEN Support students) • Termly meetings with parents • Lunch club passes • Individual Risk Assessments • PEEPs • 1:1 mentoring • Autism SEN Specialists liaise with teaching teams for specific support and development • Visual aids to support organisation • Literacy SEN Specialists liaise with teaching teams for specific support and development • Scotopic sensitivity screening - coloured overlays • SEN Specialists liaise with teaching teams for specific support and development • Use of Medical Care Plans to illustrate support needs • One to one support • Additional equipment • Toilet passes • Home-School liaison including communication books • Alternative PE changing facility • Desensitisation programmes • TIS and SFC staff liaise with teaching teams for specific support and development

		<ul style="list-style-type: none">• Individual Behaviour Plans/Positive Report Cards• Time In cards• Liaison with, and referral to, Early Help Hub• Liaison with, and referral to other external agency e.g. Education Psychology, Education Welfare Officer, ASD team• Consideration of EHCP application
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