



Find Your Future

Special Educational Needs and Disability Annual Information Report

September 2025

Pride

Respect

Success

SENDCo: Mrs Kirsty Taylor

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Operational SENDCo: Ms Sue Wakeling

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Telephone Number: 01726 72163

SEND Governor: Mr Pani Bundy

Inclusion at Penrice Academy

At Penrice we welcome everyone into our community. Penrice endeavours to make available inclusive provision to ensure that all students, including those students identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential. All students at Penrice Academy, irrespective of ability, race, gender or need are respected and valued as individuals. This is reflected in the Academy's organisational and curriculum structure, its assessment and rewards systems and the arrangements made for careers education, work experience and Post 16 transition. Students with SEND are fully included in all aspects of school life.

Penrice Academy believe that:

- The needs, rights and entitlement of individual students are the focus of both an educational and social environment
- The families of students and Academy should work together to achieve outcomes for all.
- Our Special Educational Needs and Disability Co-ordinator (SENDCo) is Mrs Kirsty Taylor and our SEND Governor is Mr Pani Bundy.

As a school we are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions and strategies to support this during a student's journey at the school. These are in addition to, and different from, our universal provision: high

quality, inclusive and adaptive teaching. We are very proud of all our students and their achievements and promote an ethos of success, as well as developing character.

Whole School Approach to Teaching and Learning:

- High Quality, Adaptive Teaching and Learning – All teachers are responsible for the learning and progress of every student in their class, including those with SEN
- Annual CPD focusing on effective SEND practice and High-Quality Inclusive Teaching practices as well as termly teacher SEND clinic to support students across the 4 Areas of Need
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life

Our Graduated Response for Learners:

- Penrice Academy adheres to the CELT Graduated Approach Policy. Please see our SEND Policy for detail and the separate CELT document published on our website
- Continual monitoring of the quality of teaching across the Academy
- Identifying and tracking the progress of students that require support to catch up by monitoring the progress, engagement and attainment of all students on the Record of Need (RoN)
- Working with Heads of Year and Curriculum Leads to ensure effective and consistent intervention as appropriate
- Robust identification process of emerging needs with a focus on high quality, inclusive and adaptive teaching.
- The progress of students identified as requiring SEND Support is subject to a cyclical process of 'Assess, Plan, Do, Review' cycle as part of our Graduated Response
- Consideration of application for an Education, Health and Care Plan needs Assessment (EHCP)
- All students identified as requiring SEND Support 'K', or with an Education, Health and Care Plan 'E' are on our Record of Need (RoN)

How we identify students that need additional or different provision:

- At entry to school via transition meetings with primaries, or liaison with previous school if in-year transfer
- Emerging concerns system - SEND may be an issue where a student has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- On-going curriculum assessments
- Tracking progress using progress and pastoral data
- Further assessments by specialists, using our CELT assessment toolkit, including those from external agencies

We take a holistic approach in all aspects of a student's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all students, including those with SEND, are set out in our school offer. Our measures to prevent bullying are clearly outlined in our anti-bullying policy.

Does my child have a Special Educational Need or Disability (SEND)?

A young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

There are 'Four Areas' of Special Educational Needs and Disabilities (SEND), as outlined by the Department for Education:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Mental and Emotional Health**
- 4. Sensory or Physical**

If your child is identified as having a SEND we will inform you and place them on to the SEND Record of Need (RON). The RON is kept in school and enables our staff to access support information and/or strategies for individual students to help them access learning more effectively.

Students with SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If an Education, Health and Care Plan (EHCP) is in place, the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help students become accustomed to new teaching staff and the change of environment before starting with us in September. This includes additional, bespoke SEND transition days and parental visits to the school to meet with members of our SEND team including the SENDCo and Keyworkers to discuss provision and support. In addition, learners transitioning into Year 7 are invited to participate in our Summer School. Furthermore, an electronic transfer of student data occurs on the 1st September; this includes a student's SEND status.

Shortly after the students start at Penrice we complete a range of diagnostic and baseline testing, including Lucid Exact testing, a standardised assessment to measure reading skills of students aged 5-16 years against the national average. Testing is repeated for individuals at the request of the SENDCo and is also repeated for entire cohorts throughout their time at Penrice to ensure the correct level of support is in place at the right time for students as they journey through school. This diagnostic and baseline testing allow us to identify students who require further intervention for literacy and numeracy or may have some additional learning needs within the curriculum.

If you are still concerned about your child's educational needs in the first instance please raise your concerns with your child's form tutor. If you still require further guidance contact the school's Special Educational Needs and Disability Coordinator (SENDCo) - Mrs Kirsty Taylor ktaylor@penrice.celtrust.org

How will Penrice Academy support my child?

At Penrice, in line with the 2015 SEND Code of Practice, we use a Graduated Approach to meet the needs of an individual student. For the majority of students, High Quality Inclusive classroom teaching will fulfil their learning needs. Some students may require the curriculum to be slightly adapted to access learning in order to make progress. Teachers will use adaptive teaching methods to adapt curriculum content as a usual way of working. **These students will not be on the SEND RON** as this is part of our 'universal' provision and practice.

Some students may require small group or highly personalised intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from a SEN Support staff member in lessons, or a targeted support programme delivered by SEND Support Specialists/Key Worker (SSS/KW). These students will be identified on the RON at SEND Support.

The aim of any additional provision for the individual is to support them with achieving age appropriate levels of progress. Once students achieve this they will be removed from the RON and monitored as part of the school's universal offer. Should they not make expected progress, they may be escalated once more to the RoN and receive appropriate short-term interventions. As part of this process, student data will be monitored and tracked to ensure that students who require support receive it at the right time.

For some students, with more complex needs, they may require more intensive and long-term support in order to thrive at school. These students will have an Education, Health and Care Plan (EHCP). The EHCP will set out clearly what provision the student needs in order to achieve at school. The SENDCo is responsible for ensuring:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs through targeted CPD
- Teachers have support in planning to meet a student's needs
- High Quality Inclusive Teaching for students with SEND, monitored through regular targeted lesson visits, book sampling and student conferencing
- Provision across the school is efficiently managed

At Penrice we have specific SEN Teachers: These specialist teachers deliver bespoke and specialist lessons in English, Mathematics and support both the KS3 and KS4 curriculum for a small number of students requiring significant support at this point of their education.

At Penrice we have SEN Support Specialists: The post of SEN Support Specialist (SSS) can be seen as the school's own specialist in an area of SEND. They provide teaching staff and families with specialist advice and guidance on meeting the needs of individuals within their area of specialism. They provide a clear link between the home/school partnerships. Our SEN Support Specialists support dyslexia and literacy across KS3 and KS4 and support students with ASD and associated conditions. The Academy also has experienced SEND staff that provide in-class support for lessons or support students with physical disabilities across the school day on a 1:1 or small group basis.

Support Staff Deployment

Support staff are deployed in a number of roles:

- Support in the classroom, using the Webster model of support
- Key Workers with student caseloads to support learning and development
- Co-production of Student Success Plans, target setting and APDR updates
- 1:1 provision or small group support in a classroom
- Small group intervention
- Break time and lunch time support
- Supporting at after school clubs and Penrice +
- Leading after school clubs and literacy interventions/Socially Thinking programmes
- Home learning support
- Support for medical needs
- Supporting trips and other off-site visits
- Supporting 'Curriculum Enrichment Week'
- Supporting work experience placements
- Home/school liaison and effective communication
- Post-16 support and guidance
- Additional visits to tertiary establishments to support Post 16 transition
- Additional visits to support the transition from KS2 to KS3
- Input and delivery of staff CPD, whole school or bespoke or within classroom settings

How will teaching staff be aware of the needs of my child?

The SEND Record of Need (RON) is a document that contains a range of information relevant to the learning needs of the individual child, these are published for teaching staff via our Penrice Staff Hub. Students on the RON also have a **SEND Success Plan** created which gives teachers a more detailed understanding of your child's needs (see below). Staff are able to access this information and use this to identify those students who would benefit from adaptive teaching methods and resources.

As part of the transition process from Year 6 to Year 7 a team of our staff (SENDCo, Head of Year 7 and Pastoral Support Managers) will visit teaching staff, support staff and SENDCos from the primary setting to gather as much

relevant information about individual needs, existing programmes of support and the success of previous interventions. Students who transfer from out of area (or arrive part way through Years 7-11 inclusive) will have information about their needs assessed through telephone conversations, electronic file transfer and printed means. All information gathered will inform the SEND Success Plan.

The '**SEND Success Plan**' is a working document which is regularly updated by the SEND staff working with individual students. It identifies short-term targets where success can be measured and profiles teaching methods or learning resources which have been effective in supporting individual students and will record intervention received and log any significant recent diagnostic testing data. As it is a 'live document' it aims to remain up to date and relevant. Students and parents are involved in the co-production and updating of the Plan through a series of reviews and meetings. This forms part of our Assess, Plan, Do, Review cycle.

How are teaching staff equipped to support students with SEND?

The 2015 SEND Code of Practice set out to ensure that, '**Every teacher is a teacher of SEND**'. Staff at Penrice advocate for all learners.

At Penrice we place SEND at the centre of school improvement. We believe that techniques and skills that benefit many SEND students also have a similar impact on all learners who do not quite meet the profile of a SEND student. For example, effective dyslexia practice is good classroom practice that will positively impact the learning of others. Teaching staff are encouraged to develop their skills and interest in SEND with professional courses as they become available and/or link in with their own professional development or Team Improvement Plans. We have specifically planned SEND CPD for each curriculum area, ensuring that SEND is a regular agenda item on both pastoral and curriculum leader meetings. We believe that our curriculum offer is ambitious for all learners, but particularly for those with SEND, allowing learners to be successful academically, as well as developing their independence and character.

SEND Support Specialists are part of the professional development programme for staff. In support of the staff and students, the SEND Support Specialists (SSS) will regularly conduct observations of students, provide advice to develop teaching and learning strategies and meet subject staff regularly to review progress and/or teaching methods. We provide a bank of effective teaching resources or strategies for each SEND student as part of their SEND Success Plan and hold termly SEND Teacher Clinics, in addition to annual CPD and bespoke classroom support.

Staff concerned about the progress made by students can make a referral to the SENDCo for further assessment as part of the Graduated Approach to SEND or for further advice from the SENDCo or SEND Support Specialist about how to meet a particular learning need.

What support or interventions are offered at Penrice?

The nature and extent of support is largely dependent upon the individual's needs. As such we need to be able to offer a wide range of support measures or interventions to reflect these needs. Some provisions will be linked to their setting. Within the school we have several highly- specialised provision centres:

SEND specialist teaching classrooms (LC2, LC3 and LPC)

Learning Pathways Centre (Learning Inclusion facility for KS3 students)

Future Pathways Centre (Learning Inclusion facility for KS4 students)

The Student and Family Centre (SFC)

SEN Support Specialists, SEN Teachers, Pastoral Support Mentors, teaching staff and centre staff will offer the most appropriate interventions. Additional external agencies will lead interventions such as speech therapy, targeted behaviour management programmes or physiotherapy sessions.

Who will explain provision to me?

In the case of individual or small group interventions, the SENDCo or SEN Support Specialists will contact parents/carers explaining the aim of the intervention and duration. Face to face meetings, letters, telephone-calls and/or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

Admissions

All admissions to Penrice Academy are co-ordinated by the Cornwall Schools Admissions Team.

Please follow the link for further information:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/school-admissions/>

The Schools Admissions Team is based at: 3 West, County Hall, Treyew Road, Truro, TR1 3AY. Schools Admissions can be contacted on 0300 1234 101.

Oversubscription Criteria

Places cannot be guaranteed. If there are more applications than places available according to the Academy's Published Admission Number (PAN) applications within each Admissions Policy category are ordered on the basis of straight-line distance from the Academy, starting with the shortest and places will then be allocated up to the PAN of the Academy. Distance is measured using the Council's computerised measuring system. There are however regulations in place which means that places must initially be provided for students with an Educational and Health Care Plan (EHCP) who name the school. Children in Care will also be given the highest priority in Admissions Policy oversubscription criteria.

How do we identify students at risk of Dyslexia?

All Year 7 students are screen tested to establish if they are at risk of dyslexia. The screening tool identifies any weaknesses in Phonological Awareness

(auditory), Phonemic Decoding and Auditory Sequential Memory (Working Memory). Students are tested on entry into Year 7 in the Autumn term. We also use the Lucid screening tool to test other students throughout the school identified by members of staff or for new students arriving at Penrice. Lucid Exact screening is also conducted when students are in Year 9. Students are tested at the start of the Spring term; this helps to inform decisions about access arrangements (exam dispensation) as well as being another measure of progress of a student's literacy skills

Further investigations

Once a student has been identified as being at risk of Dyslexia they will have further tests to establish any Visual Stress or Processing difficulties.

Support and strategies

Student information is passed to all teachers containing student strategies for learning. This enables teachers to adapt learning content accordingly when preparing and delivering lessons. Students are frequently monitored in lessons through lesson visits to ensure they are using strategies put in place and the subject teachers are aware of SEN support and EHCP students and their individual needs. Interventions to support developing reading skills are held during the school day and as part of our Breakfast Club provision. We use Read, Write Inc. 'Fresh Start' for cohorts of students who are below their chronological reading age. As a school, we promote reading during our Tutor Reading programme and we use the Literacy Tool Kit as a proven tool to support reading development and promote greater confidence with reading tasks. Students take part in the most appropriate programme to support their needs.

Interventions focus on developing learning strategies to help with problem areas relating to Dyslexic tendencies. These include lessons involving the following areas; Memory Skills (Working and Short-Term Memory), Phonological Awareness (Spelling/Reading), Improving Processing Speed and Confidence Building.

We deliver the Read Write Inc. Fresh Start programme to ensure those students who are below their chronological reading age have a personalised reading programme to make the necessary gains and fully access curriculum areas through reading fluency. Exam Access Arrangements are administered within the SEND department by Mr Carter for Key Stage 4 students who may be eligible for exam concessions. Teachers can refer students they are concerned about using an Exam Dispensation referral form to enable further testing and support. During calendared exam practice, such as walking talking mocks, annual PPEs (Pre Public Examinations/Mocks) and in-class assessments, teachers and Heads of Department are encouraged to speak with Mr Carter or the SENDCo if they have concerns about a student's performance in an exam. During assessments, students who have access arrangements should practice these as part of the usual way of working.

How do we support Specific Learning Difficulties (Dyscalculia) at Penrice?

The Dyscalculia provision at Penrice School aims to provide children with Dyscalculia the opportunity to benefit from specialist numeracy teaching delivered in a multi-sensory format.

Support is given either by:

- Providing the class teacher with a full assessment of the child's strengths and weaknesses and subsequently collating recommendations for in class resources to support their learning.
- Specialist teaching within mathematics lessons at KS3 and KS4
- Appropriate intervention

If I think my child has Dyscalculia, what will Penrice do next?

The following steps are put in place to identify and design appropriate interventions in response to individual needs:

- A referral is made by the teacher/parent
- In-class observations are carried out
Teacher and parent feedback is collated
- Screening takes place
- Further assessment is carried out
Individual strengths and weaknesses are fed back to students and staff.
- Recommendations are provided for teachers and children to aid with multi-sensory learning in the classroom
- Students are invited to multi-sensory intervention (where necessary, either 1:1 or 1:4 depending on an individual's needs)
- Discussion/feedback to parents
- Review intervention termly.
- Progress, attendance and areas of concern are recorded on a weekly basis
- Review child's progress in class with teacher- at least termly or more regularly if other concerns arise

How do we support Autistic Spectrum Difficulties at Penrice?

We have 2 highly skilled Autism Champions within the school. They are at the heart of providing parents and staff with the advice and support surrounding children with difficulties associated with the autistic spectrum.

How do we identify students with social communication difficulties?

Parents or staff can refer concerns to the SENDCo or the SEND team. Students are observed in a variety of lessons to assess their level of need (as this

can vary from one lesson to another depending on the learning environment). Feedback from staff is gathered leading to a conversation with parents surrounding observations within school and building a picture of the child's behaviour patterns both inside and outside of school.

Support and strategies

It is imperative that relationships are established over time and not rushed.

We take our time to devise effective strategies for teaching staff working with students on the autistic spectrum.

Devising strategies for students on the autistic spectrum to cope in times of uncertainty and anxiety include;

- Finding out about changes of classroom/teacher to prepare students for this.
- Delivering group interventions- such as Socially Thinking
- Delivering a range of 1:1 interventions or support such as coping with change, emotional language development, behaviour support through social stories, meeting at the start of the day, managing problems using comic strip conversations, preparation for work experience or exams, providing visual timetables and other tailored programmes or materials in response to the diverse needs of our students.

Learning Support - Bespoke Teaching

We have 3 teaching spaces for small group bespoke teaching (with an approximate teacher: student ratio of 1:8). In Years 7, 8 we currently run small bespoke groups for students who are significantly behind their peers. They are taught English, Maths, Science and Humanities in these groups, and attend mainstream classrooms with their peers with support as necessary for all other subjects.

Students with a deficit in English and struggling with the fundamentals of reading, writing, speaking, listening or spelling would usually be considered for specialist provision. Read, Write Inc. 'Fresh Start' is a key component of this provision as part of a supported English and Humanities programme. The small group nature of these groups provides opportunities to develop confidence, self-esteem and social communication. Teaching is carried out by the designated SEN teacher and the curriculum offer is ambitious and in line with the corresponding year group curriculum.

During social times, the Learning Pathways Centre is used as a safe space for vulnerable students and for some students in Years 7 and 8 attending 'Lunch Club' (a provision allowing students to access the school canteen before their peers to provide a calmer lunch time experience). Lunch club is fully supervised by support staff. A programme of social interactions takes place within the Learning Centre at break times to begin to develop simple expectations of behaviour within a social setting.

Learning Pathways Centre: A supportive and inclusive learning environment for students (KS3)

How can the Learning Pathways Centre support?

The Learning Pathways Centre is an early intervention space for our Key stage 3 students who may be facing challenges to thrive and progress in some mainstream lessons. Our aim is to offer a safe space to encourage conversations, growth both socially and educationally. We offer a small welcoming space where we can design a bespoke timetable to help students with more one to one or smaller classes with subject specialist teachers to work with the educational barriers and needs to ensure that the students progress and develop a pride and enjoyment in learning. In addition, we timetable enrichment lessons to help grow their ability to be successful in practical lessons, such as learning new working on our farm. There are timetabled sessions with our TIS practitioners to ensure that the students' voices are being heard and can work through emotional barriers that may be impacting on their progress. Members of staff within the Learning Pathways Centre work closely with the Heads of Year, teachers, Pastoral Support Mentors, Safeguarding, SEND team and Behaviour team to make sure there is a supportive and slow reintegration to ensure that the transition is a success for the student.

Future Pathways Centre: A supportive and inclusive learning environment for students (KS4)

How can the Future Pathways Centre support?

The Future Pathways Centre recognises and values the uniqueness of every young person and is the centre that supports students with additional needs at KS4. Students are encouraged and enabled to discover their own strengths to prepare themselves for life after Penrice and motivated to develop as fully as possible.

RS4 offers a range of support including:

- Controlled assessment and Core subject support with English, Maths and Science
- Teaching staff, support staff and FPC staff regularly provide learning opportunities to support students with core subjects. This is often timetabled as part of an individual's provision
- The Future Pathways Centre has worked closely with students who may have attendance concerns, experience of family bereavement, long-term medical implications and those returning/accessing CHES provision to ensure access to the curriculum where it has required careful management and support
- Lunch and break time student provision, developing social skills. This fosters a friendly atmosphere for students to express themselves and develop new friendships

Progression advice and transition to college support

A named SEND staff member and the School's Careers Lead work in partnership with local settings to provide support for students who need extra transition before their progression to a tertiary setting.

Student and Family Centre

At Penrice Academy, we recognise that, for some children, school is not always an easy experience. Students occasionally face social and emotional challenges which can impact on their learning. The SFC works closely with school staff, external agencies, families, parents, carers and students to provide a friendly and warm environment, and a caring ear when needed. The SFC and Thrive Hub can be contacted for an informal conversation to discuss any worries they may have about a student, or for information regarding family support.

Pastoral Support Managers

A Pastoral Support Manager (PSM) is attached to each year group, supporting the Head of Year. A PSM may work closely with your child; the work of a PSM can include;

- 1:1 Mentoring and support
- Group Work
- Gender Support
- Attendance Support
- Behaviour Management
- Social and Emotional Support
- Sexual Health Advice
- The Thrive Approach
- Emotional First Aid/Mental Health Support
- Signposting to Outside Agencies

Further information:

In the Summer Term of 2021, the Academy was successful in achieving the Trauma and Mental Health Informed Schools Award, accredited by Trauma Informed Schools (TIS). The award recognises the Academy for outstanding provision of mental health and wellbeing support. A trauma informed school is one that is 'able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.' Emotional First Aid is an early intervention to support young people experiencing emotional distress. In the Summer Term of 2023 the academy was successful in achieving the National Wellbeing Gold Award in acknowledgement of your participation in the Raising Attainment with Wellbeing Programme: *Putting wellbeing at the heart of learning, teaching and leadership.*

How accessible is the school environment?

- As the school has areas on two levels, stairs are a necessity. Elevator access is available for Language, Maths, Art and Humanities rooms.
- Permanent ramps are available so that ground floor access is available to wheelchair users in Creative Media, Music, outdoor Humanities and Science spaces

- Stair lifts are available to provide access to English rooms, downstairs Science spaces
- Reception and Canteen/Core spaces - Lifts are in place for access to Humanities, mathematics and art areas
- A hygiene room is available for students requiring personal care throughout the day
- The school site is accessible for visually impaired students
- Disabled parking spaces are located outside of the school entrance by reception
- A hearing loop system is fitted in the reception area and main hall. Tour guide systems are available for students with hearing impairments who require this technology to access learning
- Accessibility toilets are available in the reception area and the LIC

You can view our Accessibility Plan on our website.

How does Penrice manage the administration of medicines?

TBC: First Aid Coordinator:

Medication for students is managed by the First Aid Coordinator in the medical room. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to TBC by a parent/carer
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the medical room
- To take their medicine, the student must go the medical room, where the dose will be overseen by TBC
- Each time the medicine is administered, the time, date and dosage is recorded. Diabetic students are able to access the medical room for blood sugar checks.
- Tbc needs to be advised (in writing) of any changes to medication

How does Penrice identify and support students with EAL?

Students registered with English as an Additional Language (EAL) will be identified by the SENDCo and EAL coordinator (Mrs I Hunter-Craig) ihuntercraig@penrice.celtrust.org

The EAL coordinator communicates with the Heads of Year and teaching staff to disseminate relevant information. Progress reports will highlight any academic concerns and further interventions/support.

EAL students will be checked against the RoN and Student Premium databases to identify additional needs and support.

Assessments

Identified students will be assessed using a group reading test as well as an Initial Assessment and IAG (Information, Advice and Guidance)

Students requiring support:

Small intervention groups will be set up within the timetable to support students either through subject-specific support or within the Learning or Future Pathways centres

This support will cover Literacy and Cultural/Social issues.

Students will be supported in lessons not only through differentiation but also by accessing online resources (as directed by the EAL coordinator). If applicable the EAL coordinator will assist with parent meetings, organise translated documents or liaise with interpreters.

How can I be involved?

At Penrice we aim to work in cooperation with parents and students to create the best outcomes for individual students. For all parents/carers of students at Penrice we will invite you into school regularly throughout the academic year to discuss your child's progress. We encourage all parents/carers to contact your child's form tutor or Head of Year if you have any concerns in the first instance.

If your child is placed on the SEND RoN at SEN Support level 'K' we will invite you into school to meet with the SENDCo or one of the SEN Support Specialists to develop a SEND Success Plan. This will take place regularly and we invite parents to communicate concerns directly with the SEND team. We will explore the strengths and difficulties of your child together and develop strategies to achieve the best possible outcomes for your child, with your child. The SEND Success Plan is shared with your child's teachers and we actively encourage all students on the SEND RoN to be involved with this process.

For those students within our school community who have an EHCP, in addition to the SEND Success Plan review we also hold statutory Annual Reviews for our students with an EHCP which is monitored by the Local Education Authority.

We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary. We will meet with parents/carers each term either in person or via TEAMS to discuss the needs of each child on our RoN. Some of these meetings will be conducted as part of the scheduled parent consultation evenings.

Who can I talk to if I have any concerns?

If you have any concerns with regards to the SEND provision offered at Penrice please contact:

Mrs Kirsty Taylor Assistant Headteacher Inclusion & SENDCo

ktaylor@penrice.celtrust.org

My role is to manage the provision made for students with SEND and ensure the right support and interventions are put in place to enable students with SEND to make good progress and thrive at school. I work alongside teachers to ensure they are aware of a student's needs and are able to appropriately adapt the curriculum and employ effective strategies to support the individual student. Please do contact me if you have any concerns or would like more information regarding SEND provision at Penrice.

Our complaints procedure

Should you wish to make a complaint with regard to SEN support and provision please refer to the Policy which can be found at:

[Policies - Penrice Academy](#)

Other relevant information and documents

The Designated Safeguarding Lead at Penrice Academy is Mrs Abby Macdonald amdonald@penrice.celtrust.org

The Designated Teacher for Children in Care is Mr Oliver Brotherhood obrotherhood@penrice.celtrust.org

The Local Authority's SEND Offer can be found using the link below;

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

Our Accessibility Plan can be found on our website

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details of how we keep students/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Students and Families Act 2014.