

Special Educational Needs and Disability (SEND) Report

(September 2018)

Everyone Included | Everyone Challenged | Everyone Successful

Inclusion at Penrice Academy

At Penrice we welcome everyone into our community. Penrice endeavours to make available inclusive provision to ensure that all pupils, including those pupils 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.

At Penrice Academy, all students 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 and work experience. Students with SEND are fully included in all aspects of the life of the school as the whole, including its social and cultural activities.

Penrice Academy believes that:

- The needs, rights and entitlement of individual students are the focus of both an educational and social environment.
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.
- The family and Academy should work together to achieve outcomes for all.

Our Special Educational Needs and Disability Co-ordinator (SENCO) is Mr Chris Knipe
Our SEND Governor is Mrs Sarah Acraman.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements.

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. If the impairment has a substantial and long term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

There are four types of Special Educational Needs and Disabilities (SEND), decided 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 onto 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.

Students with SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If a Statement of Educational Needs or 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 the new faces and the change of environment before starting with us in September. An electronic transfer of student data occurs on the 1st September; this includes a student's SEND status.

Soon after the students start at Penrice we complete a range of diagnostic and baseline testing. This testing is also repeated for individuals at the request of the SENCO and is also repeated for entire cohorts throughout their time at Penrice to ensure the correct level of support is in place for students. 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 (SENCO).

How will Penrice 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, quality first classroom teaching will fulfil their learning needs. Some students may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. Teachers will differentiate the curriculum on a regular basis as a usual way of working. These students will not be on the SEND RON.

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 Learning Support Assistant in lessons or a targeted support programme delivered by SEN Support Specialists (SSS).

These students will be identified on the RON as **SEN Support**.

The aim of any additional provision for the individual is to support them with achieving age appropriate levels of progress and performance. Once students achieve this they will be removed from the RON. If they fall behind again, they may be added once more and receive appropriate short-term interventions.

For a few 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. The EHCP will set out clearly what provision the student needs in order to achieve at school.

The SENCO is responsible for ensuring:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs
- High quality teaching for students with SEND
- Provision across the school is efficiently managed

Penrice has **3 Teachers of SEN**: These specialist teachers deliver bespoke and specialist lessons in English, math and to support the KS4 curriculum for a small number of students requiring significant support at this point of their education.

Penrice has **6 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 will provide teaching staff and families with specialist advice and guidance on meeting the needs of individuals within their area of specialism.

3 SEN Support Specialists support dyslexia and literacy

2 SEN Support Specialists support autism

4 Learning Support Assistants (LSAs) provide in-class support for part of a lesson or support students with physical disabilities in a range of subjects.

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

The SEN Record of Need (**RON**) is a document that contains a range of information relevant to the learning needs of the individual child. Staff are able to access this information and use this to identify those students who would benefit from differentiated materials, tasks or teaching strategies that could help to ensure they receive appropriate levels of challenge in all of their learning.

At the transition from Year 6 to Year 7, the SENCO, Assistant SENCO, Head of Year 7 and the Assistant Head of Year 7 visit teaching staff, support staff and SENCOs 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 Y7-Y11) will have information about their needs assessed through telephone, electronic and printed means.

All information gathered will be placed on the RON.

At Penrice Academy we provide an alternative to the Individual Education Plan or IEP. The format we advocate is the 'Support Our Student Profile' (**SOS Profile**). It is a working document which is regularly updated by staff working with individuals. It will identify short-term targets where success can be measured, it will profile teaching methods or learning resources which have been effective in supporting individual students and it 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 production and updating of the SOS profile through a series of reviews and meetings.

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'. This is a commitment we made part of this school's SEND policy many years before the Code of Practice became law.

At Penrice we have a drive to 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 other learners who do not quite meet the profile of an SEND student. For example, good dyslexia practice is good classroom practice that will positively affect the learning of others.

To this end, staff are audited annually to assess their SEND skills. These are then used to create a programme of professional development to ensure that every member of staff has the skills and confidence to support the widest range of SEND within the school. Attendance at these sessions is compulsory.

Teaching staff will be 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 curriculum development plans.

SEND Support Specialists are part of the professional development programme for staff. In support of the staff and pupils, the SEND Support Specialists (**SSS**) will regularly conduct observations of pupils, provide advice to improve teaching and learning and meet subject staff regularly to review progress and/or teaching strategies.

We aim to provide a bank of effective teaching resources or strategies for each SEND student as part of their SOS Profile.

Staff concerns about the progress made by students can make a referral to the SENCO for further assessment as part of the graduated approach to SEND or for further advice from the SENCO or SSS 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:

- ▯ The Learning Centre (**LC**)
- ▯ The Learning Inclusion Centre (**LIC**)
- ▯ The Student and Family Centre (**SFC**)

SEN Support Specialists, the SEN Teacher, SFC and LIC staff will offer the most appropriate interventions within the school. 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 SENCO / Operational SENCO or SEN Support Specialists will contact parents/carers explaining the aims of the intervention. Letters, phone-calls 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 Cornwall Schools Admissions Team.

Alongside the information contained in this section you should also read the Cornwall School Admission Policy document which can be viewed at <http://www.magakernow.org.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 pupils with an Educational and Health Care Plan (EHCP) who name the school. Children in Care must also be given the highest priority in Admissions Policy oversubscription criteria.

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

Mr. M Carter: Specialist Teacher of SpLD (Dyslexia) mcarter@penrice.org.uk

Mrs. E Paylor: SEN Support Specialist (Dyslexia and Literacy) epaylor@penrice.org.uk

Mrs. K Apfelstedt: SEN Support Specialist (Literacy) kapfelstedt@penrice.org.uk

Mrs. S Jones: SEN Support Specialist (Literacy) sjones@penrice.org.uk

How do we identify students at risk of dyslexia?

All Year 7s are screen tested to establish if they are at risk of dyslexia. The test used is the Lucid Rapid which identifies any weaknesses in Phonological Awareness (auditory), Phonemic Decoding and Auditory Sequential Memory (Working Memory).

We also use the Lucid Rapid to screen test other students throughout the school identified by members of staff or for new students arriving at Penrice.

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 differentiate accordingly when preparing and delivering lesson.
- Students are frequently monitored in lessons to ensure they are using strategies put in place and subject teachers are aware of these students and their individual needs.
- Interventions to support developing reading skills are held three mornings a week during Tutor time. We use the Literacy Tool Kit as a proven tool to support reading development and promote greater confidence with reading tasks. A wider programme of reading development was deployed at Penrice in 2015. Students take part in the most appropriate programme to support their needs.
- We also provide two Twilight sessions each week. These 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 & Short Term Memory), Phonological Awareness (Spelling/Reading), Improving Processing Speed and Confidence Building. The Twilight sessions are voluntary and fun.
- Exam Access Arrangements are carried out within the department for Key Stage 4 students who may be eligible for exam concessions.

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

Mrs. Susie Westwood: SEN Teacher (Dyscalculia and Numeracy)

swestwood@penrice.org.uk

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 math lessons at KS3
- * Weekly morning 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:

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

How do we support Austistic Spectrum Difficulties at Penrice?

Mrs. Julia Coyle: SEN Support Specialist (ASD) jcoyle@penrice.org.uk

Mr. Rob Smith: SEN Support Specialist (ASD) rsmith@penrice.org.uk

We have two 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 usually refer concerns to the SENCO or the Inclusion 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

- ▯ Building relationships with the students. It is imperative that relationships are established over time and not rushed.
- ▯ Devising strategies for teaching staff working with students on the autistic spectrum. These strategies are easily accessible by all staff within the academy. This may mean meeting cover/trainee teachers prior to the lesson to ensure they are aware of individual needs or sensory difficulties/behavioural triggers.
- ▯ Devising strategies for students on the autistic spectrum to cope in times of uncertainty and anxiety.
- ▯ Finding out about changes of classroom/teacher to prepare students for this.
- ▯ Delivering group interventions- such as our social skills or life skills courses.
- ▯ 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.
- ▯ Providing 'Energise' sessions in the Gym every morning during Tutor Time for students on the autistic spectrum. This assists in grounding the students, allowing them to get the deep muscle sensation and sensory input they require, thus alleviating sensory seeking behaviours during their first lesson of the day.

The Learning Centre Provision

Mr. M Carter, Mrs. S Westwood and Mrs. I Hunter-Craig: SEN Teachers

The 3 Learning Centre classrooms (LC, LC2 and LC3) provide spaces for small group teaching (with an approximate teacher : student ratio of 1:8).

Students with a deficit in English and struggling with the fundamentals of reading, writing, speaking, listening or spelling would usually be considered for this provision.

Within Years 7 and 8, pupils working towards developing literacy skills will follow a range of programmes within this centre.

Read, Write Inc. 'Fresh Start' is a key component of the provision in the Learning Centre as part of an alternative curriculum English and Humanities programme.

The small group nature of these groups provides opportunities to develop confidence, self-esteem and social communication.

Teaching will be carried out by the designated SEN teacher.

During social times, the Learning Centre is used as a safe base for vulnerable students and for some students in Years 7 and 8 attending 'Lunch Club' (a provision allowing pupils to access the school canteen before their peers to provide a calmer lunch time experience). Lunch club will be fully supervised by support staff.

A programme of social interactions will take place within the Learning Centre at break times to begin to develop simple expectations of behaviour within a social setting.

The Learning Centre may also play host to 1-1 provisions such as speech and language therapy, meetings with external support agencies, assessments by educational psychologists and is the location of the SENCO's office for meeting with parents and professionals.

The Learning Centre is also used for the delivery of a bespoke curriculum for a small number of KS4 students unable to access a Progress 8 curriculum.

The Learning Inclusion Centre (LIC)

Mrs. Marie Thomas : Head of the Learning Inclusion Centre
mthomasl@penrice.org.uk ext 285

How can the LIC help your child?

The LIC recognises and values the uniqueness of every young person. They are encouraged and enabled to discover their own strengths and motivated to develop themselves as fully as possible.

The LIC offers a range of Key Stage Three and Key Stage Four support, including:

1. Course work and Core subject support with English, Maths and Science.

Teaching staff, support staff and LIC staff regularly provide learning opportunities to support pupils with core subjects. This is often timetabled as part of an individual's provision.

The LIC has worked closely with pupils who may have attendance issues, complicated family arrangements, long-term medical difficulties etc to ensure access to the curriculum where it has required careful management.

2. Alternative Qualifications

The LIC promotes independence and new experiences by sending students on a sailing course. Students explore the Cornish coast and harbours as well as visiting South Devon. Young people also regularly schedule Mileage Building Cruises taking us further from the Cornish coastline to the Channel Islands, Brittany and the magical Isles of Scilly.

3. Potential NEETs (Not in Education, Employment, or Training) Provision

The LIC manages a Practical Environmental Conservation course funded by the Learning Partnership. Our research shows that there is a need for students with a background and experience in sustainable skills and knowledge.

The program's core is a NOCN Level 1 Practical Environmental and Conservation Skills course. This course is practical and suited to our NEETS students, who often find an academic classroom environment challenging. Furthermore, the students will be putting their skills into practice on volunteer sites and college visits.

4. Mentoring

Pupils may be mentored to enable a focus on unlocking their potential at Key Stage Four, support and motivating them through their academic career at Penrice.

5. Extended work placement advice.

The LIC co-ordinates extended work experience. "Extended" work placement enable students to work with a provider one day a week or fortnight over a period of time. It is intended for students who wish to follow a particular occupation as part of their curriculum and usually leads to, or is part of, a vocational qualification.

6. Progression advice and transition to college advice and support

The LIC works with Cornwall College to provide support for students who need extra transition before their progression to college. Students attend a programme run by the National Citizen Service which aims to develop their confidence, entrepreneurship and teamwork skills. The programme runs for four weeks and includes a week's residential at an outdoor activity centre, a week's residential at Tremough Campus, University of Falmouth and two weeks working in teams of 15 young people to plan and complete a community social action project.

7. Cornwall College Alternative curriculum

The LIC has strong links with Cornwall College, St Austell. Together the LIC and Cornwall College offer courses for a wide range of learners, from those needing some extra support and alternative qualifications to students with learning difficulties, who need to develop core life and employability skills. Courses are designed to focus on developing skills that can be used in any vocational area and enable students to try out numerous career paths before committing to a vocational course.

8. Careers Southwest

The LIC works with Careers South West providing impartial, careers information, advice and guidance to help engage all our students in learning and work; raising their aspirations is central to this.

9. Lunch and break time student provision

The LIC is open for all KS4 students during break and lunch times. This fosters a friendly atmosphere for students to express themselves

10. Life Skills

LifeSkills, created with **Barclays**, helps young people get the **skills** and experiences they need to enter the world of work and is an education programme designed to give young people in the UK access to the **skills** they need to make the transition into employment.

Outside Agencies Involved:

Career South West
Falmouth Try Sail
Cornwall College
Porthpean Outdoors
Learning Partnership Trust
Barclays Life Skills
Newquay Learning Partnership
National Citizenship Service
Cornwall county council
Local Employers
NOCN

Student & Family Centre and Thrive Hub

Here at Penrice we recognise that, for some children, school is not always an easy experience. Children occasionally face social and emotional challenges which can impact on their learning.

The SFC and Thrive Hub 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 chat to discuss any worries they may have about a student, or for information regarding family support.

The SFC and Thrive Hub is available from 7.30am – 4.30pm Monday to Friday. Contact: 01726 72163.

Meet the Team:

Pastoral Support Manager and TIS Practitioner – Kirstin Libby Ext 291 klibby@penrice.org.uk

Year 7 & 8 Pastoral Support Mentor – Lorraine Farr Ext 292 lfarr@penrice.org.uk

Year 9 Pastoral Support Mentor – Leah Mason Ext 294 lmason@penrice.org.uk

Year 10 Pastoral Support Manager – Kirstin Libby Ext 291 klibby@penrice.org.uk

A little idea of what we offer:

- ▯ 1-1 Mentoring
- ▯ Group Work
- ▯ Gender Support
- ▯ Attendance Support
- ▯ Behaviour Management
- ▯ Social & Emotional Support
- ▯ Sexual Health Advice
- ▯ The Thrive Approach
- ▯ The ELSA Programme
- ▯ Emotional First Aid/Mental Health Support
- ▯ CAF/FGC Advocates
- ▯ Signposting to Outside Agencies

Further information:

Trauma Informed School (TIS) is aimed at young people who have been emotionally thrown off track, either temporarily or over longer periods of time. TIS is committed to improving the health and wellbeing of the most vulnerable children, namely those who have suffered trauma, abuse, neglect and/or have mental health or attachment issues. **Contact: K Libby** klibby@penrice.org.uk

The ELSA Programme helps support young people to understand and regulate their own emotions whilst also respecting the feelings of those around them. **Contact: L Farr** lfarr@penrice.org.uk

Emotional First Aid is an early intervention to support young people experiencing emotional distress. **Contact: K Libby** klibby@penrice.org.uk

Every Thursday break and lunchtime:

The Young Carers Drop-in is held for any students who have a family member at home with a medical condition.

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, math and art areas.
- ▯ Accessibility toilets are available at Reception, in the Maths block and the Learning Inclusion Centre. There is sufficient room to accommodate changing.
- ▯ A hygiene room is available for students requiring personal care throughout the day.
- ▯ Personal Emergency Evacuation Plans are created to ensure the safety of wheelchair users.
- ▯ The school has recently had extensive works completed to make the site accessible for a visually impaired student.
- ▯ Disabled parking spaces are located outside of 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.

How does Penrice manage the administration of medicines?

Mrs. D McGrath: First Aid Coordinator: dmcgrath@penrice.org.uk

Medicines for students are 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 the Student Health Worker 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 Student Health Worker.
- ▯ 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.
- ▯ The Student Health Worker 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 will be identified by the SENCO and EAL coordinator (Mrs. I Hunter-Craig)

The EAL coordinator will communicate with Head of Year, personal tutors and teaching staff.

Progress reports will highlight any academic concerns.

EAL pupils will be checked against the RON and pupil premium databases to identify additional needs.

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 timetable to support students either through subject-specific support or within the Learning Centre or Learning Inclusion Centre.

This support will cover Literacy and Cultural/Social issues.

Students will be supported in lessons not only through differentiation but 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 we will invite you into school to meet with the SENCO, Operational SENCO or one of the SEN Support Specialists to develop a Supporting Our Students (SOS) profile. This will take place regularly. 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 SOS profile is shared with your child's teachers. We encourage all students on the SEND RON to be involved with this process.

For a few students that have a Statement/EHCP, in addition to the SOS profile review we also hold an Annual Review of the Statement/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.

On the first Tuesday of each month, there will be an 'Open House' from 3.15pm – 4.00pm. This will be a chance for an informal meeting to discuss your child with the SENCO, Assistant SENCO, SEN Support Specialists and other members of the support team.

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 the team:

Chris Knipe: SENCO cknipe@penrice.org.uk ext 211

I am the SENCO here at Penrice. 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. I work alongside teachers to ensure they are aware of an individual's needs and are able to appropriately differentiate the curriculum and employ strategies to support the individual student. Please do contact me if you have any concerns or would like to know more about what we offer at Penrice.

Abby MacDonald: Operational SENCO amacdonald@penrice.org.uk ext 206

I have worked in SEND since 2006 and have built up a secure knowledge of SEND systems and how to ensure all students are given opportunities in education to support their development. I liaise directly with our SENCO, SEND Specialist staff and outside agencies to ensure that provision is in place to support our SEND students.