



## Penrice Academy

### Special Educational Needs and Disability

### Annual DSEN Report

Autumn 2020

**Everyone Included | Everyone Challenged | Everyone Successful**

<b>SENDCo:</b>	Mrs Claire Gurd <a href="mailto:cgurd@penrice.org.uk">cgurd@penrice.org.uk</a>
<b>Operational SENDCo:</b>	Mrs Abby Macdonald <a href="mailto:amacdonald@penrice.org.uk">amacdonald@penrice.org.uk</a>
<b>Telephone Number:</b>	01726 72163
<b>SEND Governor:</b>	Mrs Jacky Sage

#### **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, work experience and Post 16 transition. 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 families of students and Academy should work together to achieve outcomes for all.

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is Mrs Claire Gurd and our SEND Governor is Mrs Jacky Sage.

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/opportunities to support this during a student's journey at Penrice Academy. We are very proud of all our students and their achievements and promote an ethos of success.

### **Whole School Approach to Teaching and Learning:**

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every student in their class, including those with SEN
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life

### **Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching across the Academy
- Identifying and tracking the progress of students/young people that require support to catch up by monitoring the progress, engagement and attainment of all students on the Record of Need (RoN) and those 'On Alert' or who have otherwise previously been identified as having a SEN ~~taken off~~ during their school career. Working with Heads of Year and Heads of Department to assure effective and consistent intervention as appropriate
- Identification of students/young people requiring SEN Support and initiation of 'Assess, Plan, Do, Review' cycle.
- Consideration of application for Education, Health and Care Plan.
- All students/young people identified as requiring SEN Support 'K', or with an Education, Health and Care Plan 'E' are on our Record of Need (RoN)

### **How we identify students/young people that need additional or different provision:**

- At entry to school via transition meetings with Primaries, or liaison with previous school if in-year transfer.
- Referral system to SENDCo – SEN 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, including those from external agencies

We take a holistic approach by all aspects of a student's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all students/young people, including those with SEN, is set out in our school offer. Our measure to prevent bullying is evident 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. 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), 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 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 new teaching staff 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 SENDCo and is also repeated for entire cohorts throughout their time at Penrice to ensure the correct level of support is in place for students as they develop 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).

### **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/Key Worker (SSS/KW).

These students will be identified on the RON as SEN Support and will have a named Key Worker.

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 and monitored as part of the school's universal offer. Should they fall behind again, they may be added once more 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 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 SENDCo is responsible for ensuring:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs through CPD
- Teachers have support in planning to meet a student's needs
- High quality teaching for students with SEND, monitored through observations, book sampling and student conferencing
- Provision across the school is efficiently managed

Penrice has 3 Teachers of SEN: 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.

Penrice has 5 SEN Support Specialists: The post of SEN Support Specialist (SSS) can be seen as the schools 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 partnership.

3 SEN Support Specialists support dyslexia and literacy across KS3 and KS4 and 2 SEN Support Specialists support students with ASD and associated disorders.

The Academy have 6x Learning Support Assistants (LSAs) and 4x 1:1 Specialists who provide in-class support for part of a lesson or support students with physical disabilities in a range of subjects on a 1:1 basis.

## **Support Staff Deployment**

Support staff are deployed in a number of roles:

- Support in the classroom
- Key Workers with student caseloads to support learning and development
- 1:1 provision
- Small group intervention
- Break time support
- Lunch time support
- Supporting at after school clubs and Penrice +
- Running after school clubs
- Homework club
- Breakfast club
- First aid
- Support for medical needs
- Supporting trips and other off-site visits

- Supporting 'Curriculum Enrichment Week'
- Supporting work experience placements
- Home/school liaison
- 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

## **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. Students on the RON also have a SOS (Support our Student) Profile created which gives teachers a more detailed picture (see below). 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 SENDCo, Operational SENDCo (Mrs Abby Macdonald), Head of Year 7 (Mrs Kirsty Taylor) and the Pastoral Support Mentor (Mrs Lorraine Farr) 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, electronic and printed means.

All information gathered will be placed on the RON, and /or the SOS Profile (see below).

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 the Key Workers working with individual students. 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. 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'.***

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.

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 curriculum development plans. This year, we have specifically planned SEND CPD for each department area, ensuring that SEND is a regular agenda item on both pastoral and departmental meetings.

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 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 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 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 Teachers, 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 SENDCo/Operational SENDCo or SEN Support Specialists will contact parents/carers explaining the aims of the intervention. Letters, telephone-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.

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.

## **Over-Subscription 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](mailto:mcarter@penrice.org.uk)

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

Mrs S Jones: SEN Support Specialist (Literacy KS3)  
[sjones@penrice.org.uk](mailto:sjones@penrice.org.uk)

Ms April Smith: SEN Support Specialist (Literacy KS4)  
[asmith@penrice.org.uk](mailto:asmith@penrice.org.uk)

## **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 test used is the **Lucid Rapid** which 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 (September 2020) and this is completed as part of the two calendared transition days.

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.

Lucid Rapid screening is also conducted when students are in Year 9. Students are tested at the start of the Spring term (January 2020).

## **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 through lesson observations 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 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 and Short Term Memory), Phonological Awareness (Spelling/Reading), Improving Processing Speed and Confidence Building.

Exam Access Arrangements are carried out within the SEND department by Mr Carter and Mrs Paylor for Key Stage 4 students who may be eligible for exam concessions. Access arrangements are communicated through the student's SOS so teachers can encourage students to practise their usual ways of working within the classroom.

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 and in-class assessments, teachers and Heads of Department are encouraged to speak with Mr Carter or Mrs Gurd if they have concerns about a student's performance in an exam.

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

Mrs Susie Westwood: SEN Teacher (Dyscalculia and Numeracy)  
[swestwood@penrice.org.uk](mailto: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 mathematics lessons at KS3 and KS4
- 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 Autistic Spectrum Difficulties at Penrice?**

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

Mrs Nina Richardson: SEN Support Specialist (ASD)  
[nrichardson@penrice.org.uk](mailto:nrichardson@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 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.

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 include;

- 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.
- The team are delivering a 'Socially Thinking' programme during the academic year of 2020-2021

## **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 or 2:8).

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.

Developing literacy skills is a key component of the provision in the Learning Centre as part of an alternative curriculum English and Humanities programme. We also use the Units of Sound package and have been using this with individual students as well as those students in Mr Carter's Year 7 and Year 8 nurture groups.

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 is 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 Operational SENDCo's office for meeting with parents and professionals.

## **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 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.

The LIC offers a range of support including:

- Coursework 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.

- Lunch and break time student provision, developing social skills. This fosters a friendly atmosphere for students to express themselves and develop new friendships

## **Mentoring**

Students may be mentored to enable a focus on unlocking their potential at Key Stage 4, support and motivating them through their academic career at Penrice.

## **Progression advice and transition to college support**

The Assistant SENDCo, Rob Smith and Lorraine Turner, Careers Lead, work in partnership with Cornwall College to provide support for students who need extra transition before their progression to a tertiary setting.

## **Student and Family Centre and Thrive Hub**

At Penrice Academy, 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 Hooper Ext 291  
[khooper@penrice.org.uk](mailto:khooper@penrice.org.uk)

Year 7 Pastoral Support Mentor: Lorraine Farr [lfarr@penrice.org.uk](mailto:lfarr@penrice.org.uk)

Year 8 Pastoral Support Mentor: Rebecca Kevill [rkevill@penrice.org.uk](mailto:rkevill@penrice.org.uk)

Year 9 Pastoral Support Mentor: Gemma Bentley  
[gbentley@penrice.org.uk](mailto:gbentley@penrice.org.uk)

Year 10 Pastoral Support Mentor: Matt Potter [mpotter@penrice.org.uk](mailto:mpotter@penrice.org.uk)

Year 11 Pastoral Support Manager: Kelsie Sutcliffe  
[ksutcliffe@penrice.org.uk](mailto:ksutcliffe@penrice.org.uk)

### **What's On Offer?**

- 1:1 Mentoring
- Group Work
- Gender Support
- Attendance Support
- Behaviour Management
- Social & Emotional Support Sexual Health Advice
- The Thrive Approach
- Emotional First Aid/Mental Health Support
- 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: Mrs K Hooper [khooper@penrice.org.uk](mailto:khooper@penrice.org.uk)

Emotional First Aid is an early intervention to support young people experiencing emotional distress.

Contact: K Hooper [khooper@penrice.org.uk](mailto:khooper@penrice.org.uk)

### **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
- Personal Emergency Evacuation Plans are created to ensure the safety of wheelchair users
- The school site is accessible for visually impaired students
- 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
- 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?**

Mrs D McGrath: First Aid Coordinator: [dmcgrath@penrice.org.uk](mailto: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 (EAL) will be identified by the SENDCo and EAL coordinator (Mrs I Hunter-Craig) [ihuntercraig@penrice.org.uk](mailto:ihuntercraig@penrice.org.uk)



The EAL coordinator will communicate with the Heads of Year and teaching staff. Progress reports will highlight any academic concerns and further interventions/support.

EAL pupils will be checked against the RoN and Pupil 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 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 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, Operational SENDCo or one of the SEN Support Specialists/Key Workers 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 those students within our school community who have an EHCP, in addition to the SOS profile review we also hold an Annual Reviews of the 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 SENDCo, Assistant SENDCo, 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:

**Mrs Claire Gurd: Assistant Principal and SENDCo** [cgurd@penrice.org.uk](mailto:cgurd@penrice.org.uk)

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 SENDCo** [amacdonald@penrice.org.uk](mailto:amacdonald@penrice.org.uk)

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 SENDCo, SEND specialist staff and outside agencies to ensure that provision is in place to support our SEND students.

### **Our complaints procedure**

Anyone wishing to make a complaint with regard to SEN support and provision should refer to the Policy which can be found at:

<https://www.penriceacademy.org/wp-content/uploads/2019/09/CELT-Complaints-Policy-Procedure-September-2019-Update.pdf>

### **Other relevant information and documents**

The Designated Safeguarding Lead at Penrice Academy is Ms Kay Adams (Senior Vice Principal)

The Designated Teacher for Children in Care and Deputy Safeguarding Lead is Mrs Heidi Spurgeon

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.