

# Welcome to Penrice Academy

## SEND Transition Information



### SEND Support

At Penrice we welcome everyone into our community and recognise that families need to feel involved and listened to with regards to additional support to make learning more accessible. As a school, we endeavour to make available inclusive provision to ensure that all young people, including those pupils identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a rich educational experience.

We want everyone to have access to the National Curriculum at an appropriate level, so they may achieve their full potential whilst at the school. We actively encourage our students to immerse themselves fully in the wider enrichment opportunities afforded by the school, allowing them to flourish, developing independence and life skills outside of the classroom environment.

The transition to secondary school is an anxious time, however we pride ourselves on our relationship with our primary schools to ensure a smooth and timely transition is in place. For those students that require additional support a detailed discussion with our Operational SENDCo has taken place with key staff at the primary school, informing us of the best provision for the student and sharing key information to ensure success continues. A pen portrait of students on the Record of Need is created and will be disseminated to key staff and allocated a 'Key Worker'.

If a student has an Education, Health and Care Plan our Operational SENDCo will be part of the review to ensure that provision to meet the needs are considered and shared. We establish on-going positive relationships with our parents and welcome 1:1 discussions with families to answer any queries or concerns. Please contact Mrs Macdonald should you have any questions; [amacdonald@penrice.co.uk](mailto:amacdonald@penrice.co.uk)

### The SEND Team

The SEND Team includes two Autism Champions, three Literacy and Dyslexia Support Specialists, three SEND teachers and several SEND Teaching Assistants. Supporting students across the school, we are based between The Learning Centre (KS3) and The Learning Inclusion Centre (KS4).

#### Meet the Team:



**Mrs Gurd: Assistant Principal and SENDCo.** Mrs Gurd is a teacher of Drama and English at the Academy and is the Inclusion Lead. She is an advocate for children and young people with SEND and endeavours to support your child during their time at the Academy. Mrs Gurd focuses on the accessibility of the curriculum and teaching and learning strategies.



**Mrs Macdonald: Operational SENDCo.** Mrs Macdonald has worked in the SEND team since 2006 and has a wide knowledge and experience of working with young people who have additional needs. Mrs Macdonald works closely with Mrs Taylor to ensure that transition arrangements for young people with SEND are carefully considered.



**Mrs Davey: Assistant to the SENDCo.** Mrs Davey assists Mrs Macdonald and the team. She joined Penrice in 2018 and has 20 years of experience in administration. Mrs Davey coordinates the EHCP process, teacher requests (for trip/activity cover), and SEND referrals amongst a myriad of other things!



**Mr Smith: Assistant SENDCo.** Mr Smith has 22 years SEN experience working in special schools. His current role is to support the SENDCo and Operational SENDCo to ensure effective use of resources and identify SEND School Improvement needs. Mr Smith has a small caseload of students with significant cognitive impairment and supports the Yr.11 and Yr. 7 bespoke class.



**Mr Carter: Specialist SEN Teacher.** Mr Carter has lots of experience teaching students with additional needs at Penrice Academy. Previously Mr Carter was a SEND teacher in the Midlands and since joining Penrice in 2013. He teaches students in Yr. 7 and Yr. 8 in a nurture group environment. Mr Carter also works closely with our literacy team and is the Academy's assessor for exam access arrangements.



**Mrs Hunter-Craig: Specialist SEN Teacher.** Mrs Hunter-Craig works within the SEND department and teaches literacy, humanities, CLASS and bespoke courses as part of a KS4 provision. She will be teaching a small bespoke class in Yr. 7 from September and also supports our English as an Additional Language (EAL) students at the Academy.



**Mrs Westwood: Specialist SEN Maths Teacher.** Mrs Westwood has a wealth of experience and was a former head of a primary and SEND school. She works across Key Stages 3 and 4 supporting students who need further help with their mathematical skills. Mrs Westwood also works with small bespoke groups of learners as well as individuals and is also 'Dyscalculic' trained.

## SEN Specialists

Students at Penrice Academy who are on the RoN and are identified as requiring additional support have a named Key Worker. This member of staff is a key contact for families as well as the student during their time at the Academy.

## Literacy Specialists

Some students arrive from Primary Schools with an existing diagnosis of Dyslexia or an associated literacy difficulty. We have Lucid Exact testing for all students in their first term at Penrice. This looks at standardised scores across the broad areas of literacy. This testing informs SEN staff who will share specific issues with teachers via the child's 'Support Our Student' (SoS) profile. The profile provides practical teaching and learning strategies for teachers and how to best support the young person within the classroom. In the Spring Term of Year 9 all students re-sit the Lucid Exact test. This helps to inform exam access arrangements.



**Mrs Paylor: Lead Literacy SEN Specialist.** Literacy/Yr. 7 SEND Champion: Mrs Paylor has a lot of experience working with students with additional needs and supporting families throughout Yr. 7. She coordinates literacy interventions and is part of the Academy's Emotional First Aid and well-being team at school.



**Mrs Jones: SEN Specialist Literacy/Yr. 9 SEND Champion.** Mrs Jones joined the school in 2018 and has worked in education for a number of years. She has previously worked within the primary sector and now delivers small group interventions as well as teaching whole groups since starting at the school. Mrs Jones is passionate about literacy.



**Ms Smith: SEN Specialist Literacy and SEN Teaching and Learning Lead.** Ms Smith has been at Penrice since September 2019 and worked with SEN for many years. She is a HLTA and previously worked at an SEN school working across year groups from age 4-19 years. She has a large key stage 3/4 caseload. Ms Smith is also part of the teaching and learning team at the Academy.

## Autism Champions

As Autism champions we value each child as an individual and tailor support around specific individual needs. As a team we offer one to one individualised support through the option process, securing work experience, exam support (where needed) and transition through to further education and/or apprenticeships. We also offer specifically targeted interventions aiming to improve practical, social and communication skills, organisation and emotional wellbeing.



**Mrs Coyle: SEN Specialist ASD/Yr. 8 SEND Champion.** Mrs Coyle has worked in secondary education for over 12 years. During the past 8 years she has supported our ASD learners throughout their time at Penrice. She monitors and supports a caseload of students across the Autistic Spectrum and carefully aids transition arrangements and the option process.



**Miss Richardson: SEN Specialist ASD/Yr.11 SEND Champion.** Miss Richardson has been at Penrice since 2018 and has 30 years experience of working with children and adults with ASD and additional needs. She has a caseload of Key stage 4 students across the Autistic Spectrum and supports a caseload with coursework, additional exam preparation, work experience and Post-16 transition arrangements.

## SEN 1:1 Support Specialists



**Miss Rodgers: SEN Specialist.** Miss Rodgers' role involves supporting a student 1:1 in Key Stage 3 as well as supporting a caseload of Year 11 students with SEND, throughout their final year at school. She has HLTA status and her work includes classroom support, additional exam preparation, study skills, support with coursework and Post-16 transition.



**Mrs Allen: SEN Specialist/1:1 Support.** Mrs Allen has previously worked in Primary education for 19 years, latterly as a HLTA specialising in Autism and Behaviour. She currently supports one of our Key Stage 3 learners.



**Mrs Hatch: SEN Specialist/1:1 Support.** Mrs Hatch joined the school in 2001 and supports individuals with their learning in the classroom. She has previous experience working in a pre-school setting.

**Miss Chadwick: SEN Specialist/1:1 Support.** Miss Chadwick has recently joined the SEND team and has experience supporting primary school pupils across Key Stages 1 and 2 with their learning in an international school.

## Learning Support Assistants (LSAs)



**Mrs McKnight: SEN Classroom Assistant.** Mrs McKnight has a wealth of experience supporting learners at the school. She will be supporting Yr. 7 students with their leaning next academic year.



**Mr Brown: SEN Classroom Assistant and 1:1 support.** Mr Brown has been at Penrice since 2007, working with and supporting individual students. He currently supports a student in Yr.7 and leads the school's sound and lighting team.



**Mrs Kiernan: SEN Classroom Assistant.** Mrs Kiernan has been at Penrice since 2004, always supporting students with SEN. Mrs Kiernan is usually based in classes supporting individuals or small groups across Key Stage 4.



**Mr Liddicoat: SEN Classroom Assistant.** Mr Liddicoat has been at Penrice since early 2019. He has 10 years experience in schools and colleges working in health and fitness. He has experience leading events for SEND students during after school clubs and break-time activities.



**Mr Matthews: SEN Classroom Assistant.** Mr Matthews has lots of experience teaching and supporting students in the Academy. He has a keen interest in learning outside the classroom and supports the teaching of the applied Geography course as well as supporting many students with their learning in and outside the classroom.

## Inclusion Team & The Penrice Farm

As part of our team we also work closely with Mrs Thomas, manager of the Learning Inclusion Centre (LIC KS4 provision).

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



**Mrs Thomas** has experience working with students in Yr. 10 and Yr. 11, supporting their learning within a nurtured environment. 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.



We are also fortunate to have our very own Farm and **Farm Technician Miss Harding**. As part of her role, Miss Harding cares for the animals but also supports Animal Care lessons as part of the KS4 curriculum. We welcome our Yr. 7 students to get involved at break-times to help care for the animals and learn new skills. It is also a great opportunity to meet new friends.

## We Are Here To Help

The nature and extent of support we offer is dependent upon the young person's needs and provision will be linked to their setting. We consult with parents/carers of young people with additional needs to ensure that interventions and support are purposeful and monitored carefully throughout their Penrice experience.

**Within the school we have several highly specialised provision centres and interventions including;**

- A Bespoke Curriculum for students as recommended by the SENDCo - you will have received notification if your child is part of this group on entry to Year 7

- We currently have a Bespoke Curriculum provision in Key Stage 4. The Bespoke Curriculum is designed for students working at Entry Level 2 and 3. It provides an introduction to a range of vocational sectors including Animal Care, Food and Nutrition and extra support through small group work and team teaching in academic subjects. As well as vocational provision we offer two additional certificated qualifications design to support our Bespoke learners

**Entry into Vocational studies:** This qualification provides an engaging and relevant introduction to vocational learning, allowing students to choose units across different vocational sectors. Students will study 1 mandatory unit that helps identify their learning goals and shape their progression (self assessment and career progression). It also supports development of communication skills such as extended writing and drafting, critical skills of analysis, team-working, working from a prescribed brief embedded in a life skill environment

**Step Up to English:** This helps Entry level students build basic and relevant literacy skills and is specifically designed to be co-teachable with GCSE English Language

- Small class opportunities with specialist teachers, to nurture development and knowledge
- Lunch Club: This is located in the Learning Centre and is staffed by the SEND team. Giving students the opportunity to share a game, eat their packed lunch with friends, support with social interactions and mediate where necessary with a member of staff. Outside of the Learning Centre is our Sensory Gym equipment, a safe area to enjoy some outside play, this is also overseen by a member of the SEND Team during break-times
- The canteen has a table for those students who wish to enjoy a cooked meal, SEND staff are available to support with carrying trays, food choices and encouraging peer relationships
- Some students will have a pass that allows them to leave Period 1 and Period 3 five minutes early; this is to avoid crowded social times, and perhaps to get to the canteen earlier than the rush as this can often create unnecessary anxieties
- Home learning club and support after school - The SEND Team offer a supportive home learning club specifically for identified SEND students. These are held after school for 45 minutes on specified days
- Social development programmes delivered by our Autism specialists. Social and Life Skills - for some students provision is made for after-school interventions designed to develop life and social skills. These are run by SEN Support Specialists; for others where the need is both academic and social, there may be curriculum content delivered in small group settings
- Interventions for students identified with dyslexic characteristics delivered by our dyslexia champions, including screening tests in Years 7 and 9
- Application for exam access arrangements where appropriate – At Penrice Academy we use the Lucid Exact screening to inform us of any support that needs to be put in place for your child. This screening test provides us with enough information to apply for exam access arrangements, should it be necessary.

- Literacy Skills Support Club: Specialist support for students identified with dyslexic/literacy needs - Informal and fun sessions after school for 45 minutes to improve a range of literacy skills. E.g. spelling tips, organisation skills, mind-mapping
- Additional exam preparation and revision support
- Additional Post-16 guidance and support: Key Workers assist Form Tutors to differentiate and provide activities that support Post-16 transition, from supporting with taught sessions, to individual research, visits and applications. We liaise closely with Post-16 providers (mainly colleges) to ensure they are fully aware of potential applicants and their needs. This is provided right through the process from researching options, to starting at the new provider in the months after leaving Penrice.
- 1:1 interventions as and where necessary and support with organisation.
- Socially Thinking, a targeted intervention to promote social interaction and thinking
- Social Skills, a targeted intervention to foster social skills
- 1:1 support sessions for students experiencing well-being or emotional difficulties.
- Parent drop-in sessions to discuss concerns/progress
- Dyscalculia Support: We are fortunate to have a highly skilled SEN teacher of Maths who is also Dyscalculic trained. Support is offered in small groups or on a one to one basis
- Support with Duke of Edinburgh Award (DoE) or Penrice+ activities: Students in Yr. 9 and 10 are able to enrol on the Duke Of Edinburgh Bronze Award scheme. Where students need additional support to access this opportunity it is provided by the SEN team. For some that is support to organise their records, for others it is more support to learn the basic map reading skills.
- A named Key Worker for every student identified as requiring additional support - this member of staff is a key contact for families as well as the student.
- There are two trained therapy dogs who come into Penrice on a regular basis. Bella is a Pug and a PAT dog and is in school twice weekly and works with students who are vulnerable and have specific learning needs. Jazz is a Labrador and is an ASD trained dog. Jazz is in school for a day every other week.

### **EAL Support** (English as an Additional Language)

Support is provided to help students at Penrice whose first language is not English. Mrs Hunter Craig works with classroom teachers to help develop English language skills, and learning strategies, as well as providing translated resources and access to translators for meetings and interventions. After school on a Tuesday and Thursday we run specific EAL interventions that target specific areas of work to support your child with their studies.

## Key Stage 3 SEND Team - Support For My Child in Year 7

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

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

**Assistant SENDCo:** Rob Smith [rsmith@penrice.org.uk](mailto:rsmith@penrice.org.uk)

**SEND Teachers:** Mr Carter, Mrs Hunter- Craig and Mrs Westwood

**Our SEN Support Specialists** specialise in a specific area of SEND. They provide teaching staff and families with specialist advice and guidance on meeting the needs of the individuals.

**KS3 Autism Champion:** Julia Coyle [jcoyle@penrice.org.uk](mailto:jcoyle@penrice.org.uk)

### **KS3 Literacy and Dyslexia:**

Emma Paylor [epaylor@penrice.org.uk](mailto:epaylor@penrice.org.uk)

Sam Jones [sjones@penrice.org.uk](mailto:sjones@penrice.org.uk)

April Smith [asmith1@penrice.org.uk](mailto:asmith1@penrice.org.uk) (KS4)

**Learning Support For Year 7:** Mrs A McKnight and Miss L Chadwick

We as staff are there to support in times of need, we also love to hear about a student's successes in and out of school. Our aim is to provide a positive and supportive point of contact throughout your child's time at Penrice.

## General SEND Frequently Asked Questions

### Q: What should I do if I am concerned about my child in relation to their SEN?

A: Contact your child's Key Worker via email or alternatively you may wish to email Mrs Macdonald (Operational SENDCo) [amacdonald@penrice.org.uk](mailto:amacdonald@penrice.org.uk) or Mrs Gurd (Assistant Principal and SENDCo) [cgurd@penrice.org.uk](mailto:cgurd@penrice.org.uk)

### Q: My child needs 1:1 support, does Penrice offer this?

A: Penrice strives to ensure that students develop independence and resilient learning skills, all students who require additional support will have a named Key Worker and support is offered in the form of small group interventions and strategies are developed so the student can access all aspects of the curriculum with confidence and independence. Where a child has an EHCP the support is discussed with the primary school and families as outlined in their individual plan.

### Q: My child struggles with crowds, how do you support with this?

A: Penrice offer a '5 minute' lunch pass, this enables students to leave the end of a lesson 5 minutes before the rest to allow them to reach their next lesson, to the canteen queue or social area outside of the crowds.

We also have a 'Lunch Club'; this is located in the Learning Centre and is staffed by the SEND team. Giving students the opportunity to share a game, eat their packed lunch with friends, support with social interactions and mediate where necessary with a member of staff. Outside of the Learning Centre is our Sensory Gym equipment, a safe area to enjoy some outside play; this is also overseen by a member of the SEND Team.

The canteen has a table for those students who wish to enjoy a cooked meal, SEND staff are available to support with carrying trays, food choices and encouraging relationships.

### Q: My child has Dyslexia, how does Penrice support with their learning?

A: We have a Literacy Specialist Team (Emma Paylor, Sam Jones and April Smith) all of whom specialise in Specific Literacy Difficulties. As a team they facilitate interventions to improve the gap of those students who have a literacy deficit, dyslexia clubs, reading interventions and spelling workshops. For those students on the Record of Need they will be assigned as a Key Worker, to liaise with home and school staff and advocate should a problem arise. At the start of Year 7, all students are screened by Lucid Exact to provide a profile of any difficulties.

Every teacher at Penrice is a teacher of SEND, classroom fonts are dyslexic friendly and where extra time is required this will be considered in the classroom to ensure your child practises their usual way of working.

Exam Dispensation – Mr Carter and Mrs Paylor will screen in Year 9 and following JCQ guidelines, dispensation is may be offered for the exam period.

## Frequently Asked Questions: Autism

### Q: Does my child need to have an official diagnosis to receive support?

A: No. As every child's needs can vary considerably, (and a diagnosis is often a very lengthy process) each student will be supported through their individual challenges as they arise.

**Q: Will my child receive additional support if we have an official diagnosis?**

**A:** No. As our support is tailored to each child's specific needs, this is unlikely to change with a diagnosis.

**Q: We do not have an EHCP, however my child currently receives one to one support in primary. Will this continue at Penrice?**

**A:** We do liaise extensively with your child's Primary school prior to transition, ensuring that we have a comprehensive picture of where support is most needed. We also encourage an additional meeting with parents prior to transition to ensure we have the clearest picture in order to develop the most effective support package for your child. We want to promote independence during your child's time at the school and support is offered to small groups of learners within mainstream classrooms as well as through the bespoke curriculum provision if your child is supported by this.

**Q: Will my child receive additional support during exams?**

**A:** As your child progresses through Penrice Academy they will be automatically assessed for exam dispensation. Each child is individually considered and where a need is identified, support can range from; a prompt, reader or scribe, or your child may qualify for extra time and if needed an alternative venue. These support options will be discussed fully from Year 9 onwards.

**Frequently Asked Questions: Literacy**

**Q: What support will my child get in lessons? Will my child have a Teaching Assistant in every lesson?**

**A:** Where teaching staff and SEND staff have identified a need with your child they will be supported in lesson where necessary by an additional member of staff.

**Q: How do I get my child to read?**

**A:** We would encourage your child to read anything that they enjoy reading (comics, recipe books, subtitles on their favourite film, online articles, writing and reading a shopping list). We would also encourage you as parents to still read with your child and ask questions about what they have read (or vice versa.) You could suggest they read to younger siblings or grandparents. Most importantly make it fun!

**Q: Do I need to get a private Dyslexia diagnosis?**

**A:** At Penrice we use Lucid Exact screening to inform us of any support that needs to be put in place to support your child. This screening provides us with enough information to apply for exam dispensation, should it be necessary. A private diagnosis is therefore not required.

**Q: Who do I contact if I have any concerns or queries?**

**A:** You will be notified of a named member of staff who you will be able to contact. In most cases this will be your child's designated Key Worker.

**Q: Who should my child contact if they have any concerns or queries?**

**A:** We would encourage students and their parents to have regular communication with their named member of staff. This can be face to face or via email.

**Q: I'm worried about my child at break and lunchtime. How will they be supported?**

**A:** During break times The Learning Centre offers a small supportive environment for KS3 students which is supervised by SEND staff. We offer games and the students have access to our outdoor gym equipment.