



## Penrice Academy School Offer



### Support for students with Special Educational Needs and/or Disabilities

Our expectations of all students at the Academy are high and aspirational. This is no different for those students with SEND. To maintain this ambition and culture of success, we will adjust the curriculum according to need. Staff will understand individual needs of learners and adapt their teaching styles to promote inclusion. Below is a table that illustrates a range of provisions that are available at Penrice; some of these form part of our exceptional classroom practice, and others are delivered via additional intervention. **This list is not exhaustive.**

1. Wave One provision is available to every student
2. Wave Two provision is made available to cohorts of students with similar needs
3. Wave Three provision is individually tailored and made available for targeted individuals

The table sets out provision across these three 'waves'; it also identifies the context (Learning, Teaching or Support) and highlights the 4 areas of SEND as set out in the Code of Practice (Communication and Interaction; Cognition and Learning; Sensory and/or Physical; Social, Emotional and Mental Health).

For any questions regarding SEND provision and support at our school, please contact Claire Gurd ([cgurd@penrice.org.uk](mailto:cgurd@penrice.org.uk)) or Abby Macdonald ([amacdonald@penrice.org.uk](mailto:amacdonald@penrice.org.uk)) - (01726 72163)

## Penrice Academy SEND School Offer

Level of Provision	Provision context	Communication and Interaction <i>Including but not exclusively: ASD; ADHD, ADD; and SCLN</i>	Cognition and Learning <i>Including but not exclusively: Dyslexia, Dyscalculia; SpLD and MLD</i>	Sensory and/or Physical <i>Including but not exclusively: Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Sensory Processing disorders and Physical Disability</i>	Social, Mental and Emotional Health <i>Including but not exclusively: Anxiety; Depression; Post Traumatic Stress Disorder; Attachment disorders and personal challenges</i>
<b>Wave One (Universal)</b>  Inclusive 'High Quality First Teaching for all'	<b>Learning (Curriculum)</b>	<ul style="list-style-type: none"> <li>● All teachers have an awareness of, and skills in, meeting a range of additional needs</li> <li>● All teachers are aware of a range of support mechanisms to assist them in meeting additional needs</li> <li>● Consideration to range of learning needs given when setting classes</li> <li>● Differentiated content to remove potential barriers to learning</li> <li>● Ambitious and aspirational expectations through a differentiated approach</li> <li>● Constructive feedback for all homework and assessments to help support further development and progress</li> <li>● Use of unambiguous language</li> <li>● Avoidance of idioms unless explained where required</li> <li>● Teacher aware of literacy/numeracy levels of all students; work differentiated accordingly and reading supported</li> <li>● Ensure tier 2 vocabulary understood and accessible throughout lesson contexts</li> <li>● Ensure sentence starters and connectives understood and accessible throughout lesson contexts</li> <li>● PE staff aware of physical abilities of all students and offer appropriate opportunities for those with additional needs</li> <li>● All teachers aware of potential upset/anxiety students may experience when delivering curriculum content</li> </ul>			
	<b>Teaching (Strategies)</b>	<ul style="list-style-type: none"> <li>● Fully accessible learning environment</li> <li>● Autism friendly approaches</li> <li>● Dyslexia friendly approaches</li> <li>● Intelligent seating plans informed by data sources</li> <li>● Use of Red/Amber/Green visuals in planner</li> <li>● Appropriate pace inc. Chunk, Chill, Check approach</li> <li>● Range of delivery styles in lessons to meet all learning styles</li> <li>● Use of brain breaks where cohorts would benefit</li> </ul>			

		<ul style="list-style-type: none"> <li>• Greet all students at door</li> <li>• Classroom rules consistently explained/displayed</li> <li>• Consistent cross Academy classroom routines</li> <li>• Engagement expectations clear to all and monitored</li> <li>• Reward and sanction systems clear and consistent</li> <li>• Closely observed peer working</li> <li>• Ensure seating allows for clear sight of teacher etc.</li> <li>• Ensure seating allows for all to hear teacher clearly</li> <li>• Dyslexic friendly PowerPoints and other shared resources to be available</li> <li>• Well organised and organised class displays, key information easy to notice</li> <li>• Reduction of clutter in classrooms to prevent sensory overload</li> <li>• Ensure classroom environment reduces distraction to minimum</li> <li>• Ensure whole class attention before giving whole class instruction or information</li> <li>• Classroom rules consistently explained/displayed</li> <li>• Consistent across Academy classroom routines</li> <li>• Engagement expectations clear to all and monitored</li> <li>• Reward and sanction systems clear and consistent</li> </ul>
	<p><b>Support</b> (Organisational/ Access/Wellbeing)</p>	<ul style="list-style-type: none"> <li>• Tutors, Heads of Year, Pastoral Team available to all students</li> <li>• SEND team available to those on Record of Need; SEND Referral process for others</li> <li>• Fully accessible environment</li> <li>• Lucid Exact testing – informs individual need (Yr7) as well as exam dispensation (Yr9) Clear process around sharing this data with staff at the Academy</li> <li>• Accessible extra-curricular opportunities including, educational visits, enrichment opportunities, after-school clubs and assemblies</li> <li>• Use of Show My Homework – support through teacher/student interventions and access to Homework club each evening (except Wednesday due to Penrice + activity)</li> <li>• Use of planners</li> <li>• Maintain positive working environment</li> <li>• Work collaboratively with all staff across the Academy</li> </ul>
<p><b>Wave Two (Targeted)</b></p> <p>Additional and different interventions to enable students to work at age related expectations</p>	<p><b>Learning</b> (Curriculum)</p>	<ul style="list-style-type: none"> <li>• Generic adjustments for cohorts in this aspect are primarily for those with cognitive challenges</li> <li>• SENDCo works with, and advocates at, Senior Leadership Team and Heads of Department level to drive school improvement in regard to SEND practices</li> <li>• Yr7/8 SEN teaching provision for identified cohort (English/ Maths/Humanities)</li> <li>• Smaller class sizes though Yrs9-11 for identified cohort (English/Maths)</li> <li>• Use of subject based HLTA to support identified cohorts (name departments?)</li> <li>• Vocational qualification choice to suit academic range (e.g. BTEC Animal Care)</li> <li>• Access to Entry Level qualifications for identified cohorts (currently Maths and English)</li> <li>• 'Reading'/literacy tutor group for identified cohort to support levels of literacy</li> <li>• Targeted and differentiated content</li> <li>• Additional Literacy programmes - e.g. Units of Sound; Rapid Reader; Guided Reading scheme.</li> </ul>

or above	<b>Teaching</b> (Strategies)	<ul style="list-style-type: none"> <li>● SENDCo drives school improvement around SEND via Senior Leadership Team and CPD</li> <li>● Opportunities to repeat and revisit content</li> <li>● Ongoing assessment of understanding and completion of tasks</li> <li>● Targeted feedback on homework and assessments</li> <li>● Exam Access Arrangements: Exam dispensation testing and assigned for PPEs, controlled assessments and external examinations; and used for internal assessments/tests to demonstrate usual way of working</li> <li>● Autism SEN Specialists liaise with teaching teams for general support and development</li> <li>● Group interventions – e.g. social skills, life skills</li> <li>● Literacy SEN Specialists liaise with teaching teams for general support and development</li> <li>● Group interventions – e.g. handwriting, dyslexia, travel training</li> <li>● Dyslexic/Dyscalculic in-class approaches for targeted cohorts</li> <li>● SEN Specialists liaise with teaching teams for general support and development</li> <li>● TIS and SFC staff liaise with teaching teams for general support and development</li> </ul>
	<b>Support</b> (Organisational/ Access/Wellbeing)	<ul style="list-style-type: none"> <li>● Operational SENDCo works with, and advocates at, Heads of Year cohort level</li> <li>● Assistant SENDCo works with, and advocates at, Pupil Premium team and CEIAG lead level.</li> <li>● SEND Champions work with, and advocate at, Year Team meetings and Year group assemblies</li> <li>● Coordinated Key Workers liaison with teachers, other support staff and colleagues from Student Family Centre</li> <li>● Operational SENDCo and others ensure representation at all parent information evenings and events</li> <li>● SFC lead works with, and advocates at, Head of Year level</li> <li>● Exam Access Arrangements and Exam Dispensation</li> <li>● Adult support (shared) available in targeted sessions</li> <li>● Access to facilities: Learning Centre (LC), Learning Inclusion Centre (LIC), and/or Student and Family Centre (SFC)</li> <li>● Small group interventions: e.g. social skills, life skills, handwriting skills clubs</li> <li>● Homework Clubs</li> <li>● Outdoor Sensory Gym</li> <li>● SEND based booster sessions e.g. exam revision techniques, using exam dispensation effectively, coursework catch-up</li> <li>● Information sharing processes available to staff including Record of Need (RoN) and record of Provision Mapping/Interventions</li> <li>● Online resource bank</li> <li>● SEND Handbook for Penrice staff</li> <li>● SEND referral process</li> <li>● Support to identify, secure and attend Work Experience as appropriate</li> <li>● Support to identify, secure and prepare for Post16 transition as appropriate</li> <li>● Traffic Light Tool</li> </ul>
<b>Wave Three</b> <b>(Specialised)</b>	<b>Learning</b> (Curriculum)	<ul style="list-style-type: none"> <li>● 'Tier 3' PSHE</li> <li>● Bespoke curriculum offer for identified individuals/small cohorts</li> <li>● Anger Management programmes</li> </ul>

Additional highly personalised interventions	<b>Teaching</b> (Strategies)	<ul style="list-style-type: none"> <li>• Working with alternative provision</li> <li>• Use of SEND Support Plans and Passports to illustrate additional needs and alert teaching staff to required individual strategies</li> <li>• Visual systems to develop independent learning skills</li> <li>• Overlays</li> <li>• Laptops</li> <li>• E-Reader pens</li> <li>• Individualised resources</li> <li>• Electronic devices use to remove barriers to learning</li> <li>• Post-It note systems</li> </ul>
	<b>Support</b> (Organisational/ Access/Wellbeing)	<ul style="list-style-type: none"> <li>• Key Workers (EHCP/SEN Support students)</li> <li>• Termly meetings with parents</li> <li>• Lunch club passes</li> <li>• Time In/Out cards</li> <li>• Individual Risk Assessments</li> <li>• PEEPs</li> <li>• 1:1 mentoring</li> <li>• Autism SEN Specialists liaise with teaching teams for specific support and development</li> <li>• Visual aids to support organisation</li> <li>• Literacy SEN Specialists liaise with teaching teams for specific support and development</li> <li>• Scotopic sensitivity screening - coloured overlays</li> <li>• SEN Specialists liaise with teaching teams for specific support and development</li> <li>• Use of Medical Care Plans to illustrate support needs</li> <li>• One to one support</li> <li>• Additional equipment</li> <li>• Toilet passes</li> <li>• Home-School liaison including communication books</li> <li>• Alternative PE changing facility</li> <li>• Desensitisation programmes</li> <li>• TIS and SFC staff liaise with teaching teams for specific support and development</li> <li>• Individual Behaviour Plans/Positive Report Cards</li> <li>• Time In/Out cards</li> <li>• Liaison with, and referral to, Early Help Hub</li> <li>• Liaison with, and referral to other external agency e.g. Education Psychology, Education Welfare Officer, ASD team</li> <li>• Consideration of EHCP application</li> </ul>