PENRYN COLLEGE

SEN INFORMATION REPORT 2016

Approved by: Student and Curriculum Committee – December 2015
Full Governing Body – December 2016

Responsible SLT member: Tamsin Schouten

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To be reviewed: December 2017

Published: Virtual School, Website

SEN Information Report

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Mission Statement

At Penryn College, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters for the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Penryn College adopts a 'whole school approach' to special educational needs, believing that quality teaching and viewing every teacher as a teacher of special educational needs ensures the best learning environment for students. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The school operates a policy of inclusion which, "acknowledges the social, emotional and cognitive factors that contribute to school learning and participation" (Removing Barriers to Achievement- The Government's Strategy for SEN (DCSF2004).The College takes very seriously its responsibilities towards all students with additional needs and every effort is made to match provision to need, within the resource constraints of the College. We follow the Assess, Plan, Do, Review approach to identification and assessment of additional needs, alongside a graduated approach to SEN provision, as outlined in the Code of Practice (DFE-00205-2013).

Aims

- To allow every pupil to access a broad and balanced curriculum, which is differentiated, where appropriate.
- To ensure that all pupils with SEN have their needs identified, in order to support academic progression, continued good physical health, mental health and emotional wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources, where appropriate and possible, thereby removing their barriers to learning.

We have a high percentage of SEN students: 41 students with an Education Health Care Plan (EHCP) and an additional 122 on the Record of Need (RON). During the academic year 2015/2016, numbers of SEN students per year group were as follows:

ARB students 15 (across the year groups; this total is included in the number of Statements below)

SEN breakdown per year group:

Year 7 Cohort:- EHC: 14 (4 ARB) K: 17
Year 8 Cohort:- EHC: 7 (2 ARB) K: 30
Year 9 Cohort:- EHC: 7 (3 ARB) K: 29
Year 10 Cohort:- EHC: 13 (3 ARB) K: 29
Year 11 Cohort:- EHC: 8 (3 ARB) K: 40

Clarification of codes: EHCP is the new coding for 'S' once statement has been transferred (Years 11 and 9). Action and Action Plus students have become a single category of 'K' (SEN Support).

We are also incredibly proud of the GCSE achievements of the Year 11s who left us in June 2016:

On average, the 8 EHC students achieved 6 GCSEs each.
Our Year 11 ARB students all achieved a passing grade in GCSE English, GCSE Science and at least one of their options subjects
Two EHC students achieved 5 A*-C including English and Maths; a third EHC student achieved a C in both English and Maths.
Progress of SEN K students at GCSE was even better than previous year with a Value Added of 1021.
All of our EHC students, including all ARB students, transitioned to their first choice KS5 destinations.

Whole School Approach to Teaching and Learning:

At Penryn College, every teacher teaches across the ability range.

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child 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.
- ✓ Refer to Teaching and Learning Policy.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching through scheduled observations, drop-ins and book scrutiny.
- ✓ Identifying and tracking the progress of students that require support to catch up by termly monitoring of pupil attainment data and through teacher/tutor feedback.
- ✓ Identification of children/young people requiring SEN support and initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care Plan where needs meet the criteria specified by the local authority.
- ✓ All children/young people identified as requiring SEN support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we Identify Children/Young People that need Additional or Different Provision:

- ✓ Class teacher refers to SENCo should they have an ongoing concern regarding a student's progress that has not been met by differentiation within the classroom.
- ✓ Parents can also contact the SENCo and raise concerns.
- ✓ Ongoing curriculum assessments.
- ✓ Tracking progress using data.
- ✓ Further assessments by specialists, including those from external agencies where applicable.

At Penryn College, development of the 'whole' child is important to us. This includes their social and emotional development. Our Education Support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, are set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-Bullying Policy and this is reiterated within our School Offer.

Facilities and Access for Pupils with SEN

The school already has a range of specialist SEN facilities already in place. These include:

- Lifts;
- Stairlifts;
- Disabled toilets;
- Writing slopes;
- Specialist ICT packages;
- Ramps;
- Blinds/curtains are available to aid students with a visual impairment;
- A sensory room;
- Computer access is available at all times, where appropriate;
- There are a number of classrooms available for small group work/specialist support.

Where required by a pupil's Special Educational Needs, the Academy will also seek (as far as is reasonable):

- Appropriate seating, acoustic conditioning and lighting;
- Adaptations to the physical environment of the school;
- Adaptations to school policies and procedures;
- Access to alternative or augmented forms of communication;
- Provision of tactile and kinaesthetic materials;
- Access to different amplification systems;
- Access to low vision aids;
- Access to specialist aids, equipment or furniture;
- Regular and frequent access to specialist support; and
- Any other adjustment which is reasonable and within the resource constraints of the Academy.

How we Listen to the Views of Children/Young People and their Parents:

What	Who	When
Informal Discussions	SENCo, TAs, Tutor, Teacher, SLT	Continual throughout the school year
Parents' Evenings	Tutor Subject Teachers SENCo (EHCP students)	Once yearly (January) Termly Yearly review
Home-School Book	Students with specific communication needs All ARB students	Individual agreement between school and home
Phone Communications	All parents are invited to contact the school with any query	This can happen at any time
ARB Open Mornings	All ARB students and their parents and families	Termly. Invitations are sent home.
SEN Coffee Mornings	Parents/Guardian of any student with SEN or with an SEN query invited to meet with SEN team	No appointment needed. In the school calendar and dates will be released via the Bulletin.

The "Assess, Plan, Do, Review" Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by Mrs Fiona Williams in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details. The purpose of this is to ensure that their needs are being met, any barriers are removed and that our students meet their potential.

This year, there are young people on our Record of Need who have a wide range of educational needs that come under the following categories:

- ✓ Communication and Interaction.
- ✓ Cognition and Learning.
- ✓ Social, Emotional and Mental Health.
- ✓ Sensory and/or Physical Needs.

As no two young people are ever the same, provision for these students is bespoke according to their individual needs.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ In class support.
- ✓ 1-1 Support – In order to foster independence, full time 1-1 support is limited to students who have particularly complex needs or who have complex health conditions.
- ✓ Intervention activities.
- ✓ Autism Champion.
- ✓ Dyslexia Champion.

We monitor the quality and impact of this support through regular performance management, lesson observations, internal and external training.

Distribution of Funds for SEN:

SEN funds were predominantly allocated in the following ways:

- ✓ Support staff.
- ✓ External Services (see School Offer).
- ✓ Teaching and Learning resources.
- ✓ Staff training.
- ✓ Specific SEN resources (for example: sensory room equipment).
- ✓ Smaller teaching classes.
- ✓ Additional class in Year 7.

Continuing Development of Staff Skills:

Training in the past two years has included:

- ✓ Advanced Support for HI Pupils.
- ✓ Anger Management.
- ✓ ASD.
- ✓ Consequence Mapping.
- ✓ Draw and Talk.
- ✓ Dyslexia Champion.
- ✓ Dyslexia Screening.
- ✓ Growth Mind-set.
- ✓ Marking for Literacy.
- ✓ Oral Language Modification.
- ✓ Phonological Awareness.
- ✓ Promoting Resilience.
- ✓ Scribing in Exams.
- ✓ Supporting HI Pupils.
- ✓ Supporting Pupil Premium.
- ✓ Supporting Students with Attachment Disorder.
- ✓ Supporting Students with ADHD.
- ✓ Supporting Students with Dyslexia.
- ✓ Supporting Students with Epilepsy.
- ✓ The Secret of Literacy.
- ✓ Working Memory.
- ✓ Writing and Boys.

Training for TAs is timetabled weekly. Training for teaching staff occurs as part of the whole school training schedule.

Partnerships with Other Schools and How we Manage Transitions:

We work closely with all neighbouring Primary and Secondary Schools.

The transition from Year 6 to secondary school is supported through attendance at Year 6 EHCP meetings, contact with Year 6 teachers/SENCo, meetings with parents, opportunities to attend Summer School, additional transition visits and learning plans written alongside their parents and primary teachers. Weekly transition visits are available in the Summer Term for high need students and bespoke transition packages can also be arranged where necessary.

Young people making decisions about their Key Stage 4 subjects are supported by the SEN team and the Work Related Learning Team. Careers Southwest are contracted by the school as external experts to support this process.

We work with Sixth Form/College staff to ensure that young people are prepared for transition from school to further education or training. This follows the same format as the transition arrangements from Year 6 to Year 7. Parents are included in this process and Careers Southwest are contracted by the school as external experts to support this process. High need students attend additional transition workshops and visits to Colleges and can begin to attend one day a week in Year 11 where appropriate.

Ongoing Development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEN Development/Action Plan. If you would like to discuss this, please contact the SENCo.

Our Complaints Procedure:

Anyone wishing to discuss worries or concerns should contact Fiona Williams (SENCo). Anyone wishing to make a complaint with regard to SEN support should follow the school complaints procedures.

Other Relevant Information and Documents:

The Designated Safeguarding Lead in our school is John Harvey.

The Designated Children in Care person in our school is Kirstie Oliver.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk.

Our Accessibility Plan can be found on our website.

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

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