

PENRYN COLLEGE

Our “Local Offer” for Special Education Needs and Disability (SEND)

Approved by: Student and Curriculum Committee – December 2015

Responsible SLT member: Tamsin Schouten

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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 to 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. 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 school takes very seriously its responsibilities towards all students with additional needs and every effort is made to match provision to need. We follow the staged approach to identification and assessment of additional needs (Department for Children, Schools and Families Code of Practice).

Penryn College provides for a variety of SEN, which include: Communication and Learning, Communication and Interaction, Social, Emotional and Mental Health, Physical and Sensory Needs. Some students access the on-site Area Resource Base, which caters for students who have a range of needs, but whose needs are more severe and attainment lower than their peers in the mainstream. Some students also attend an alternative provision or are registered on a dual placement.

All staff attend at least two compulsory SEN CPD training events per year. Those with additional SEN responsibilities attend additional, specialised training and hold specialist qualifications where applicable.

The SENCO is Mrs. Fiona Williams.

Contact details:

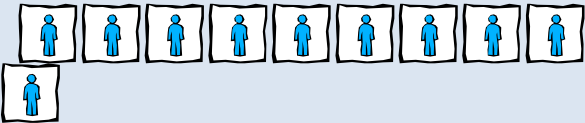


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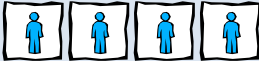

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The levels of support and provision offered by our school


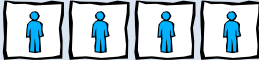

1. Listening to and responding to children and young people

| <p>Whole school approaches The universal offer to all children and YP.</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|--|---|--|
| <p>The views and opinions of all students are valued.</p> <ul style="list-style-type: none"> • Student voice is represented in all aspects of school. • Student voice is heard through: <ul style="list-style-type: none"> - student council - consultation - focus groups - questionnaires - regular student work reviews and feedback sessions | <p>Students with SEND are included in all consultation groups.</p> <ul style="list-style-type: none"> • Additional provision is developed in light of student voice. | <p>Individual support is responsive to the views of the student.</p> <ul style="list-style-type: none"> • The student's views are an integral part of TAC meetings and SEN reviews. • Students are supported in person centred planning and target and outcome setting. • Advocacy is available to ensure the above. • All documentation is presented in a format that is accessible to the student. |




2. Partnership with parents and carers

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|--|---|---|
| <p>The school works in partnership with all parents and carers.</p> <ul style="list-style-type: none"> • The parents/carers of all students are invited to attend termly subject review evenings. • Additional meetings are arranged if needed • Students tracking reports are sent home once each term. • Tutors are in regular contact with parents/carers of their tutees • The school organiser encourages written dialogue between families/parents and school. • Parent/carers know exactly who to contact if they have any concerns. • The virtual learning environment and website enable parent/carers to understand more about what their young person is learning. | <p>Families are invited to attend extracurricular clubs and activities. Additional support is offered during holiday periods in the format of Summer Schools and Holiday Programmes</p> <ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their young person at home e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements – scribing etc. <p>Additional information evenings are provided to update parents who have children with SEND</p> <ul style="list-style-type: none"> • Virtual sites, such as My Maths, are available alongside whole school use of the VLE to make homework tasks clearly accessible so that there is far less confusion at home for young people with SEN. • Communications TA /Autism Champion • Identified in order to offer parents an additional point of support. • Parents are able to contact school re concerns at any time. | <p>Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</p> <ul style="list-style-type: none"> • Parent/carer’s views are an integral part of TAC meetings, Subject Reviews, Tutor review meetings and SEN reviews. • Advocacy is available to ensure the above. • All documentation is presented in a format that is accessible to individual parents. • Parents are encouraged to engage in one-to-one reading and vocabulary programmes |


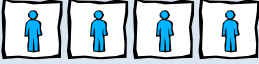

3. The curriculum

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| <p>The curriculum is designed to ensure the inclusion of all students.</p> <ul style="list-style-type: none"> • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • All students in year 7 and 8 are able to boost their independent learning and literacy skills through programmes such • daily phonics or the Accelerated Reading programme. • Assessments (including dyslexia testing)/Cognitive Ability tests are used to identify students who need specific interventions. | <p>A small number of students in key stage 4 have the opportunity to access a bespoke curriculum.</p> <ul style="list-style-type: none"> • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> - literacy – reading, comprehension, - spelling, writing etc - handwriting - -phonics - numeracy - speech and language - study skills - social skills - -dyslexia intervention - behaviour support | <p>Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSE design technology.</p> <ul style="list-style-type: none"> • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be disapplied from some subjects. This must be agreed by all involved. |

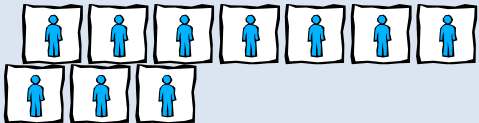


4. Teaching and learning

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| <p>The whole school is working towards 'Dyslexia Friendly Status' and for the second year running, will attend a specialist Dyslexia training workshop. Additional training will be offered in order to support children with ADHD and ASD to ensure the progress of all students.</p> <ul style="list-style-type: none"> • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Different level groupings are identified for each class and students are made aware that at least some of the time they will be seated in ability groups. Learning Objectives are evident in every lesson <p>Lessons are differentiated in order to support and challenge every student Students' work should be regularly</p> <p>Marked including comments and next steps to enable progress</p> <p>Literacy is a priority for all staff: key vocabulary and key terms should be displayed and discussed.</p> | <p>Class teachers and teaching assistants share information to ensure that students with SEND have targeted support and provision.</p> <ul style="list-style-type: none"> • Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> - Laptops - IPADS - Reading pens/programmes <p>Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc)</p> <p>Homework support is available in after school homework clubs</p> | <p>Personalised and highly differentiated work is provided enabling independent learning.</p> <ul style="list-style-type: none"> • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from special school is available. |




5. Self-help skills and independence

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|---|--|--|
| <p>Technology is available to aid independence Resources are available in all class-rooms containing overlays, highlighters, dictionaries etc which promote independence. Students with Dyslexia carry Dyslexia Passports that remind them of learning strategies All students can access a regular homework club</p> | <p>Where teaching assistants are in the classroom they facilitate independence.</p> <ul style="list-style-type: none"> • Students have personalised equipment to help them to learn, such overlays • Students have access to : <ul style="list-style-type: none"> - visual timetables - learning passports - traffic light system - red cards | <p>Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.</p> <ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent • Personalised task boards and timetables are in place to support independence. |




6. Health, wellbeing and emotional support

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|---|--|---|
| <p>PSHE lessons include all students</p> <p>There is a team of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. This team is line managed by a Deputy Headteacher.</p> <ul style="list-style-type: none"> Peer mentors/buddies/welfare ambassadors are trained to support fellow students. Students have access to the School Nurse. Sessions are private and confidential. Counselling available by arrangement. Student issues are dealt with by trained staff, as they arise. Risk assessments made for all trips and for identified pupils with significant medical needs/physical disabilities. | <p>There are designated quiet, supervised spaces for vulnerable pupils who may need support in unstructured times, including the Area Resource Base and Skills Centre.</p> <p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> self-esteem social skills life skills anger management <p>Sport is used as an intervention to support and aid resilience and emotional well-being.</p> <p>Opportunities to work with external providers are always investigated and taken up where appropriate.</p> <p>Risk assessments made for all trips and for identified pupils with significant medical needs/physical disabilities.</p> | <p>TACs, Early Support meetings and reviews are supported by a range of agencies including the School Nurse. Provision is tailored to need.</p> <p>Additional support for students can be requested from</p> <ul style="list-style-type: none"> Psychology Service Social Care Vision Support Service Spectrum Autism Team Advisory Teacher for Physical Disabilities Dyslexia Service Education out of School Careers Southwest Counselling Agencies e.g. SHARE, Penhaligon's Friends, etc. Cornwall Youth Service Family Information Service Devon and Cornwall Police Cornwall Fire Service Dracaena Family Centre NHS – Physiotherapy, Occupational Therapy, etc. <p>Individualised support is provided for students who begin to display early signs of disaffection in KS3, or who are not making expected progress.</p> <p>Students with specific medical conditions have individual health care plans.</p> |




7. Social interaction opportunities

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|---|--|---|
| <p>All students have opportunities for social interaction, regardless of need</p> <ul style="list-style-type: none"> • All students belong to a form/tutor group. • All students are invited on trips and visits. | <p>Older students involved in 'paired reading' with younger students with SEND.</p> <p>Peer mentors/buddies for vulnerable children and young people.</p> <p>Autism champion ensures social interaction opportunities for students with autism.</p> <p>Students with SEND are encouraged to attend extra-curricular opportunities and are supported through this</p> | <p>Students supported by TAs or designated adults to enable attendance at after school clubs.</p> <p>Older welfare and SEND ambassadors are used to support and 'buddy' younger students with SEND</p> <p>Social interaction opportunities are incorporated into tutor times in order to improve and support social skills.</p> |

8. The physical environment (accessibility, safety and positive learning environment).

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|---|--|---|
| <p>Modern school building and whole site is fully DDA compliant.</p> <p>The school welcomes all pupils regardless of need.</p> <p>All areas of the school are accessible to everyone including those students with SEND.</p> <p>All faculties have wheel chair accessible classes.</p> <p>Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a Designated Child Protection Officer, 'Designated Safeguarding Officer' (and deputies) and a Designated Teacher for Children in Care.</p> <p>All areas of the school are positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>The rewards and sanctions system is robust and displayed around the school.</p> | <p>There are several disabled toilets, including one with a hoist</p> <p>Designated staff are trained in manual handling to support students with physical needs.</p> <p>There are designated quiet, supervised spaces for vulnerable pupils who may need support in unstructured times, including the Area Resource Base and Skills Centre.</p> <p>Specialist equipment such as writing blocks, are available.</p> <p>There are named adults who are trained in Team Teach.</p> <p>Project Ability provides competitive sport for pupils with physical disabilities/learning needs.</p> | <p>The College makes reasonable adjustments to support individual pupils' needs.</p> <p>The College works with the Advisory Teacher for Physical Disabilities and relevant medical professionals.</p> <p>A dedicated medical team can support and help implement individual care plans.</p> |

9. Transition from year to year and setting to setting

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|--|---|--|
| <p>There are strong links with feeder primary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3</p> <ul style="list-style-type: none"> • Primary children visit school regularly from year 3 for specific events. • Secondary staff visit and teach/support in feeder primaries. • Taster days for students in years 5 and 6, 2 or more induction days for year 6 students and all students in Year 6 invited to attend Summer School • Students are given support in making option choices. All students are interviewed with parents regarding choices and are invited to information evenings. • Year 11 students are supported with the sixth form/FE application and interview process. | <p>'Buddy' or peer systems are in place for students who are particularly vulnerable at transition</p> <ul style="list-style-type: none"> • Students identified as possibly struggling with transition have many additional visits in small groups • A key adult is in place to aid smooth transition • A transition plan is put together • Careers South West work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the student's interests, abilities and needs. | <p>The SENCO attends year 6 annual statement reviews (and earlier if the parent requests).</p> <ul style="list-style-type: none"> • When necessary, the student has a designated adult who spends time with them in primary school before supporting them in secondary school. • Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • Students with SEND have extra support during visits to colleges in Year 11 to enable them to access workshops and make the correct decision regarding FE |

Services and organisations that we work with:

- Educational Psychology Service
- Social Care
- Vision Support Service
- Hearing Support Service
- Spectrum Autism Team
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Advisory Teacher for Physical Disabilities
- Dyslexia Service
- Education Out of School
- Careers Southwest
- Counselling Agencies e.g. SHARE, Penhaligon's Friends, etc.
- Gweres Kernow
- Youth Service
- Family Information Service
- Devon and Cornwall Police
- Cornwall Fire Service
- Children in Care Education Support Service
- NHS – Physiotherapy, Occupational Therapy, etc.