

# PENRYN COLLEGE

<b>SEN INFORMATION REPORT 2021</b>
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**Name of SENCo:** Fiona Williams

**SEN Team:** Stacey Marsh (ARB), Adrian Bick (KS4), Alison Bowman (Dyslexia)

Tier 2 Teaching Assistants: Donna Watts (ARB), Sophie Jermyn (Physical Needs), Linsey Edson (KS3)  
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Name of SEN Governor: Mrs Lisa Skittral

**Reviewed/Approved by:** Full Governing Body: July 2021

**Responsible SLT Member:** Mrs F Williams SENCO

**To be Reviewed:** July 2023

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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 embrace students with a wide range of needs
- ★ To allow every pupil to access a broad and balanced curriculum, differentiated to suit their needs.
- ★ To ensure teaching of students with special educational needs is of excellent quality and that all teachers have a good understanding of how to meet the needs of, and to support, the learners.
- ★ 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.

We are very proud to have a high percentage of SEN students at Penryn College. 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.

This includes 53 students with an Education Health Care Plan (EHCP) and over 150 on the Record of Need (RON).

We currently have 41 students with a diagnosis of Autism, or who are on the diagnostic pathway. It is our intention to achieve Autism Friendly Schools Status by January 2022.

Our ARB currently has 25 students; this is a significant increase from last year.

The current breakdown of SEN in our individual year groups is as follows:

Year	EHC	K
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7	1	29
8	10	43
9	11	28
10	9	38
11	14	17

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

At Penryn College, every teacher teaches across the ability range. We are committed to ensuring that all teachers can provide the highest quality teaching for all students and believe firmly that it is in class provision that results in the best outcomes and inclusion for our students. All teachers are responsible for the learning and progress of every child in their class, including those with SEN. As no two young people are ever the same, provision for these students is bespoke according to their individual needs, however, commonly used strategies are listed below:\*

\*The following provision is in accordance with the Cornwall Council support for students with SEND and is also available in the document: 'Supporting children and young people with special Educational Needs: the Graduated Response in Mainstream Schools' published Spring 2017.

#### **Supporting students with Communication and Interaction needs e.g. Speech and Language needs or Autism Spectrum Condition**

All pupils will benefit from classroom teachers providing:

- ☺ Close home-school links so school staff are aware of any changes in home circumstances that may impact on learning and information is shared appropriately. Considering carefully pupils learning styles and ensuring that this is reflected in classroom teaching
- ☺ Careful consideration of groupings and seating plans
- ☺ Work is set that is achievable and challenging
- ☺ Personalised learning targets using WWW and EBI to ensure students know what went well and how to improve
- ☺ Opportunities for class discussion that include planned paired/group work.
- ☺ Focused small group work on a needs led basis.
- ☺ Opportunities for further learning that are outside classroom time. e.g. homework group, lunchtime clubs etc.
- ☺ Special arrangements in place for testing and assessments when required.

Some pupils may require the following additional intervention and support approaches, as agreed between school and home:

- ☺ Appropriate change to the classroom and whole school environment, e.g. A quiet and supportive environment during break time and lunch time
- ☺ Adult led small group interventions e.g. learning turn taking or social skills
- ☺ Use of additional ICT e.g. Dictaphone or read to me programmes to reduce language expectations ☑ Instructions supported with the use of visuals, clear routines and specific opportunities to discuss and make explicit the links between different aspects of learning.
- ☺ Interventions for very specific communication needs may include the provision of individual or group work targeting the development of specific language and speech skills such as vocabulary, speech sounds, or signing for individuals.
- ☺ Individual arrangements made for seating and groupings to meet individual needs e.g. sensory sensitivities.

- ☺ Pupil and parent involvement in developing an individual learning plan
- ☺ Access to Autism Champion for advice and guidance.
- ☺ Preparation and planning to support changes in routine or response to potential triggers.

On rare occasions, a few pupils may require a very highly modified learning environment to meet their individual needs.

A high level of adult support may be required to provide:

- ☺ A highly structured and individualised learning programme across the school week. This may include the use of individual visual timetables, task management boards, key word signing alongside the use of very simple language to support pupils' understanding.
- ☺ Pupils may also need to be supported through the use of alternative and augmentative communication to express themselves and access the curriculum e.g. CLICKER7
- ☺ A high level of care and supervision.
- ☺ Access to a learning environment where the social demand is less than in the typical mainstream classroom for part of the school day.

### **Supporting students with Cognition and Learning needs e.g. Dyslexia**

All pupils will benefit from classroom teachers providing:

- ☺ Work that is carefully planned according to student ability.
- ☺ Classroom and whole school environment being modified to take account of learning needs e.g. using appropriate font size.
- ☺ Seating plans that support learning.
- ☺ Focused small group support for literacy and/or numeracy.
- ☺ Special arrangements in place for testing and assessments when required and agreed
- ☺ Careful consideration of the use of language in the classroom and strategies to promote the pre learning of vocabulary.
- ☺ Close home-school links, so that school staff are aware of any changes in home circumstances that may impact on learning.
- ☺ Access to a range of teaching activities and teaching styles
- ☺ Opportunities for consolidation, over learning and repetition e.g. little and often.
- ☺ Increased use of ICT e.g. individual iPads, interactive whiteboards

Some pupils may require the following additional intervention and support approaches:

- ☺ Specific techniques for engaging the learner e.g. establishing the name of the pupil before giving instructions, creating visual timetables, visual cues/ prompts, displaying key vocabulary, using consistently positive language.
- ☺ Additional adult group support e.g. to create task management boards, break down two step instructions.
- ☺ Individual arrangements for seating and groupings.
- ☺ Multi-sensory teaching strategies e.g. using colour to highlight letter patterns in word families.
- ☺ Explicit teaching of independent learning e.g. allowing pupils to find and collect information, make decisions about what to study and when, carry out investigations or projects, learners learning at their own pace using ICT or Virtual Learning Environments to complete homework, extension work or coursework assignments.
- ☺ Pre-teaching new skills and concepts before some lessons.

- ☺ Delivering instructions in short chunks and checking for understanding.
- ☺ Giving time to process language/tasks and respond e.g. using a task management board.
- ☺ Literacy and numeracy support
- ☺ Staff who provide strategies to facilitate access to ICT and specialist equipment and materials as necessary.
- ☺ Opportunities for pre-learning, over-learning, consolidation and repetition e.g. pre-teaching, precision teaching.
- ☺ Help to understand ideas, concepts and experiences when information cannot be gained through first-hand sensory or physical experiences.
- ☺ Alternative methods for recording e.g. mind mapping, scaffolding, cloze procedure, writing frames, voice recognition software etc.

On rare occasions, a few pupils with specialist need may benefit from:

- ☺ Individual interventions used to support learning throughout the school day. A high level of care and supervision.
- ☺ A secure, structured and safe learning environment with opportunities to develop independence
- ☺ The explicit teaching of independent learning skills through the provision of learning tools such as of ICT, visual timetables/prompts, alternative methods of recording e.g. mind mapping, voice recognition software.

Supporting students with Social, Emotional and Mental Health needs

All pupils will benefit from classroom teachers providing:

- ☺ Positive relationships with staff and others within the school community.
- ☺ Personalised feedback with clear use of WWW and EBI so students are clear about what is working well and of their next steps
- ☺ Consistent behaviour management by all staff, especially regular reinforcement of positive behaviours.
- ☺ Appropriate differentiation of the curriculum to ensure that pupils are motivated to learn, minimising social emotional and behavioural difficulties.
- ☺ Positive behaviour management strategies.
- ☺ Physically active opportunities.
- ☺ Use of choice and motivation.
- ☺ Structured routines and clear guidelines.
- ☺ Clear communication with parent/carer.

**Some pupils may require the following additional intervention and support approaches:**

Access to small group work, pupil coaching or peer mentoring.

- ☺ Break time programmes, social skills groups, red cards, Circle of Friends, calming time at the beginning of the school day or at a point of transition e.g. after lunch break, Forest schools, Lego Therapy, Draw and Talk and outdoor learning.
- ☺ Sensitive use of additional support from peers, older pupils or adults to: Build a positive and supportive relationship.

- ☺ Promote participation and engagement.
- ☺ Support learning behaviours by modelling and in-class coaching
- ☺ Promote independence skills and develop social inclusion.
- ☺ Directed, supported, positive arrangements for break times and lunchtimes and completion of risk assessments across learning environment.

On rare occasions, a few pupils may require a very highly modified learning environment to meet their individual needs:

- ☺ Access to external agencies
- ☺ Access to the sensory room
- ☺ A highly structured SEN support plan.
- ☺ A high level of care and supervision.
- ☺ Staff trained and skilled in supporting pupils with exceptionally challenging behaviour.
- ☺ Identified key adult(s) and access to them.
- ☺ An emphasis on social emotional learning.
- ☺ Directed, supported, positive arrangements for break and lunchtimes.
- ☺ Small group interventions.
- ☺ Interventions such as art/play/music therapeutic approaches.

### **Supporting students with Sensory and/or Physical Needs**

All pupils will benefit from classroom teachers providing:

- ☺ Appropriate whole school listening environment e.g. active strategies in place to minimise background noise; seating arranged in order to see and hear the teacher and access spoken information; good lighting; control of pupil voice levels in a working environment.
- ☺ Curriculum differentiation that takes account of individual needs and accessibility arrangements
- ☺ Personalised learning goals.
- ☺ Frequent and sensitive monitoring of a pupils' understanding
- ☺ Repetition of contributions from others when required.
- ☺ Use of clear and precise instruction, with repetition and review of information and instructions built in naturally to delivery.

Some pupils may require the following additional intervention and support approaches:

- ☺ Involvement of a Teacher of the Deaf for one off or occasional advice, training and management of specialist equipment. (Penryn's allocated Teacher of the Deaf is currently Val Wallace.)
- ☺ Specific targeted interventions for the development of active listening, language and communication skills.
- ☺ Appropriate differentiation of oral and written communication and use of ICT to express themselves
- ☺ Use of a range of visual cues to support learning.
- ☺ Additional time for processing information/response to questions on a needs led basis.
- ☺ Use of individual student name to gain attention

- ☺ Provision of additional written resource materials to support visual presentations, e.g. summaries or transcripts of DVDs; use of subtitles; provision of a paper version of PowerPoint presentation.
- ☺ Pre-teaching of subject based concepts and vocabulary.
- ☺ Support with checking and maintaining audiological equipment e.g. Hearing aids or radio systems
- ☺ Effective and consistent use of required audiological systems throughout the day with training delivered by a Teacher of the Deaf as required.
- ☺ Support to join access and participate in extracurricular activities and the wider school community. Access arrangements may be required for examinations, and therefore need to be in place as regular practice.
- ☺ Additional support for students with physical needs are available (where required) including: Lifts; Stair lifts; Accessible toilets; Writing slopes; Specialist ICT packages; Ramps; Blinds/curtains are available to aid students with a visual impairment; A sensory room.

On rare occasions, a few pupils may require a very highly modified learning environment to meet their individual needs:

- ☺ Regular input from a Teacher of the Deaf or Occupational/Physiotherapist
- ☺ Highly structured and individualised programmes and interventions to support learning alongside physical/sensory development throughout the day and across the curriculum.
- ☺ High levels of adult support for delivery of a specialist programme of support on an individual basis for developing:
  - listening
  - language
  - communication skills (this may be oral, or in sign language or an alternative augmentative communication method).
  - Assistance with toileting and personal care

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

At Penryn College, the progress of all students is tracked and monitored every term. Following each assessment, parents can view data (including achievement points, behaviour points, assessment, attendance and mentoring notes) on the VLE. Further assessments by specialists, including those from external agencies are used in exceptional circumstances where applicable.

As identified in the Code of Practice, Penryn College follows the Assess, Plan, Do, Review cycle to ensure all students achieve what they are capable of.

### **The Assess, Plan, Do, Review Process:**

#### **Assess**

- Clear analysis is made of the pupil's needs based on:
  - views of the pupil and their family teacher assessments and observations.
  - Specialist advice is also sought where necessary pupil's current attainment pupil's previous progress and attainment tracking of progress and comparisons with national data

#### **Do**

- All the pupils, teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.



- Teachers are responsible for:
- differentiating and personalising the curriculum alongside delivery of ‘additional and different’ provision for a pupil with SEN planning, support and impact measurement of all group and one-to-one interventions delivered by support staff and linking interventions to classroom teaching.
- The SENCO/SEN Leads support teachers in the effective implementation of provision.

#### Review

- The quality, effectiveness and impact of provision is evaluated by the review date:
- impact evidence is considered in conjunction with the planned outcomes information is shared with the pupil and their family everyone’s views on progress are shared and any next steps or ongoing work is decided

#### 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 * This process is under review due to Covid restrictions
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 Parents of young people on the RON will receive a phone call each half term from their key link at school.
ARB Open Mornings	All ARB students and their parents and families	Termly. Invitations are sent home.
SEN Coffee Mornings / ASC Parent Cafes	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. * These are currently on hold due to Covid
Parents’ Forum	Any parents who wishes to be involved	Meetings are clearly advertised in the bulletin and calendar

#### 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 the SENCO/SEN Lead 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.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ☺ In class support from CAT team (we currently have 3 designated members per year group)
- ☺ 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 are predominantly allocated in the following ways:

- ☺ Support staff (Tier 1 Teaching Assistants, Tier 2 Teaching Assistants and Education Support Team)
- ☺ External Services
- ☺ Teaching and Learning resources
- ☺ Staff training
- ☺ Specific SEN resources (for example: sensory room equipment)
- ☺ Smaller teaching classes
- ☺ Additional 'Accelerated Progress' Class in Year 7, 8 and 9. this is reviewed each year.

Continuing Development of Staff Skills:

Training the past two years has included:

- ☺ Advanced Support for HI Pupils
- ☺ Anger Management
- ☺ Consequence Mapping
- ☺ Draw and Talk
- ☺ Dyslexia Screening
- ☺ Growth Mind-set
- ☺ Marking for Literacy
- ☺ Oral Language Modification
- ☺ Scribing in Exams
- ☺ Supporting HI Pupils
- ☺ Supporting students with ASC
- ☺ Supporting Students with Dyslexia
- ☺ Supporting Students with Epilepsy

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 teacher/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. As with Year 6/7 transition, transition between years 11/12 is a bespoke package and this is arranged with parents, students and post 16 providers according to individual need.

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 additional visits 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 Fiona Williams.

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://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 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.

Information regarding County approach to SEN can be found at [www.cornwall.gov.uk](http://www.cornwall.gov.uk)