**SEN report 2021**

**(please read this in conjunction with our SEN policy and the Local Offer)**

Pencalenick School caters for pupils in Key Stages 2-4 who have an Education, Health Care Plan (EHCP). The school provides for pupils with a comorbidity of needs across Four sites, Pencalenick, Budehaven ARB, Brannel ARB and Falmouth Primary ARB. According to the Local Authority’s (LA) system of designating principle needs, our pupil profile across the three sites is represented below.

**Assessing Needs and Identifying SEN**

Pencalenick is identified as the appropriate provision on pupils’ EHCP and agreed with the LA. Whilst educated at Pencalenick, pupil needs are regularly assessed formally through the annual review process.

Requirements for additional assessments are identified through the analysis of IEP progress data, behaviour data and observations; including work commissioned to third party’s agencies. The Head of School, Head of Care and SENCo make referrals to the appropriate agencies.

**Reviewing and Assessing Progress**

Progress is monitored continually via the IEP process. There are termly data drops that are scrutinised by heads of faculties and SLT. Communication with parents and carers is via the EHCP process and annual progress report prior to parent’s evening.

Whole school numeracy and literacy targets are set and monitored by the Maths and English leads.

Heads of Faculty are responsible for monitoring the progress on all subjects in their faculty. This is carried out through peer supported lesson observations, curriculum learning walks and work scrutiny. Head of data provides regular moderation guidance between faculties.

There are systems in place across the Special Partnership Trust (SPT) to moderate between the SPT schools in numeracy and literacy.

Achievement data is presented to Local Governing Body and Trustees via the Head teacher report every term which informs the School Development Plan.

**Consulting Parents**

Parents are regularly contacted by parents by tutors to update and inform about general and specific progress. This is either face to face, via telephone, e:mail or using the home-school planner.

Parents are invited to annual reviews, progress evenings and parent workshops.

When external professionals are to be involved, parents are consulted.

Parent views are sought through questionnaires or via Parent View.

Our specialist Career South West advisor works closely with the school and parents leading up to transition to post-16 provision.

**Consulting Young People**

Each tutor group contributes a student member to the school council to support school development. School council suggestions and comments are reviewed by the Local Governing Body.

Pupils are invited to express their opinions through questionnaires.

Every pupil has the opportunity to contribute directly to their own annual review process and have direct access to Careers South West advisors.

Pupils are given choice and support when choosing work experience placements in KS4.

Pupils have the opportunity to choose from available options at times like summer activities and school special events.

Pupils have access to their own chosen, trusted adults to meet their pastoral or social and emotional needs.

**The Involvement of Health and Social care**

We work cooperatively with all outside agencies involved with each pupil.

The school commissions intervention; in liaison with parents, from Sensory Occupational Therapists, Speech and Language Therapists, Educational Psychologists, Physiotherapists and other specialist support. They carry out specialist assessments and advise, deliver and support on suitable long and short term intervention packages.

**Adapted Curriculum**

Pupils are taught in small groups with at least one teacher and at least one learning mentor. All pupils have access to a broad and balanced curriculum to meet their needs as identified through their EHCP.

For most, this is based on a secondary school curriculum delivered via a combination of subject specialist teachers or tutors directed by subject specialist teachers in order to meet their subject and personalised IEP needs.. In the case of pupils with more complex learning needs, they are taught via a semi-formal curriculum in a class based setting. This includes the use of consistent staff with an average ratio of 3 pupils to one adult.

In the event that pupil’s needs are more complex, the school works in partnership with parents and outside agencies to provide an exceptional provision package to meet the pupil’s needs both short term and longer term. This provision is sometimes delivered away from the school campus.

The school is adapted to meet the physical needs of students.

**Social and Emotional Development and Well Being**

The school employs a TIS (trauma Informed Schools) approach which is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Motional is our assessment tool for SEMH. It draws on work from the Trauma Informed Schools network and the Adverse Childhood Experiences research.

Motional measures different emotional systems in the brain (CARE, SEEKING, PLAY, FEAR, RAGE, PANIC/GRIEF based on prof Jaak Panksepp’s work) and several key executive function skills (handling stress, thinking & concentration, confidence & self-esteem, interpersonal skills, and emotional literacy – written by Dr Margot Sunderland) to give a whole brain picture of a child’s emotional and mental health.

Motional provides an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.

When appropriate, pupils can stay for short breaks in our residential provision in order to improve their independence and social skills.

Our curriculum includes access to wider curriculum opportunities such as Orchestra, Hospitality, Horticulture, Gymnastics, Team Building, Peer mentoring, Sensory play, Bike Riding and a range of integrated creative arts.

There is an extensive work experience program for pupils in KS4 including strong links with Further Education providers.

Pupils with specific needs have well-being plans to support pupil development in all areas of the school.

Pupils have access to the pastoral department and chosen, trusted adults to support their social and emotional well-being.

**Evaluating the Effectiveness of our SEN Provision**

The special partnership trust works closely with commissioned advisors to guide the evaluation of the school. The standard of teaching and learning for pupils is considered good with many outstanding features according to the recent observations by Heads of Faculties, Head of School, SPT Leadership and external partners.

Our residential provision is inspected annually and consistently receives an overall judgement of good with many outstanding features.

Progress data is used to support the impact made by interventions. Our data aims to show that pupils make sustained progress according to their starting points and emerging needs.

Parental feedback suggest that Pencalenick is effective in promoting independence and developing social skills across all areas of the school.

**Complaints Procedure**

There is a complaints policy on the school website although we proactively encourage an on-going dialogue with all stakeholders to mitigate circumstances where formal complaints procedure is required.

Ali Russell – SENCo / Assistant Head

15/10/21