

SEN report 2024/2025

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

Pencalenick School is an Academy and is a member of the Special Partnership Trust. The school caters for pupils in Key Stages 1-4 who have an Education, Health Care Plan (EHCP). The school provides for pupils with a comorbidity of needs across five sites: Pencalenick, Budehaven ARB, Brannel ARB, Falmouth Primary ARB and Mount Charles ARB.

Head Teacher: Mr Joe McGovern	jmcgovern@pencalenick.org
Deputy Head Teacher and DSL: Mrs Jodie Watkins-Young	jwatkins-young@pencalenick.org
Assistant Head and SENCO: Mrs Alison Russell	arussell@pencalenick.org
Head of Care and DDSL: Mrs Lorraine Faulkner	lfaulkner@pencalenick.org
Behaviour Lead, Attendance Officer, DDSL: Mrs Diana Barry	dbarry@pencalenick.org
Budehaven ARB Co-ordinator: Mrs Rachael Slater	rslater@specialpartnership.org
Brannel ARB Co-ordinator: Mrs Amanda Sampson	asampson@specialpartnership.org
Mount Charles ARB Co-ordinator: Mrs Paula Meares	pmeares@specialpartnership.org
Falmouth ARB Co-ordinator: Ms Jenny Lawson	jlawson@specialpartnership.org

Assessing Needs and Identifying SEN

Pencalenick (including the four ARBs) is identified as the appropriate provision on pupils' EHCP and agreed with the LA. Whilst educated at Pencalenick over five sites, the pupil needs are regularly assessed formally through the annual review process.

Requirements for additional assessments are identified through the analysis of personal learning goals (PLG), EFL (Evidence for Learning) progress data, behaviour data and observations; including work commissioned to third party's agencies. The SLT including the Headteacher, Head of Care, SENCo and Designated Safeguarding lead (DSL) make referrals to the appropriate agencies.

Reviewing and Assessing Progress

Progress is monitored continually via the PLG process. There are termly data drops that are scrutinised by the English, Maths, PSHE leads and the Senior Leadership Team (SLT). Communication with parents and carers is via the EHCP process and annual progress report prior to Parents evening.

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

Progress against PLGs (personal learning goals) 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 tutors to update and inform about general and specific progress. This is face to face, via either telephone, email or using the home-school planner.

The EFL system is used to create a learning journey for each pupil and is regularly shared with parents. (Autumn, Spring and Summer Term)

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

Friends of Pencalenick Meetings

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.

Parental Representation on the Governing Body.

Consulting Young People

For Pencalenick site and the four ARBs:

Each class group contributes a student MP to the school Parliament to support school development. The Local Governing Body reviews the School Parliament suggestions and comments.

Pupils are invited to express their opinions through questionnaires.

Pupils have the opportunity to contribute directly to their own annual review process and have direct access to CSW 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 interventions 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. The Special Partnership Trust has now developed its own Therapy team (SITT) with a member of the team based in each school and provide support for the four ARB sites.

Adapted Curriculum

At Pencalenick site, Budehaven and Brannel ARBs, the pupils are taught in small class groups with 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. The curriculum is delivered by

tutors and directed by subject specialist teachers in order to meet their subject and personalised PLG 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 three pupils to one adult.

In the Primary ARBs, the pupils are grouped by ability during some learning sessions. They participate in class, small group, 1:1 and independent activities and tasks. Play based learning both indoors and outside provide different contexts for learning. The 3-year long-term plans ensures coverage of National Curriculum and EYFS curriculum areas within a range of learning themes /topics.

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

Pencalenick (over five sites) 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 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 access the residential provision for varying periods relative to their abilities and needs. This provision supports the pupils to develop and improve their independence and social skills in preparation for adulthood.

Our curriculum includes access to wider curriculum opportunities such as Orchestra, Hospitality, Horticulture, Team , Drama, Sensory play, Bike Riding, Go Karting and Scooters, Sailing , Forest School, Boccia and a range of integrated Creative Arts.

There is a developing work experience programme for pupils in KS4 including strong links with Further Education providers.

Pupils with specific needs have individualised risk assessments and well-being plans to support pupil development in all areas of the school. Each pupil has a safety plan detailing any important information that needs to be shared with staff.

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 Headteacher, SPT Leadership and external partners consider the standard of teaching and learning for pupils good with many outstanding features according to the recent observations.

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

3/10/24