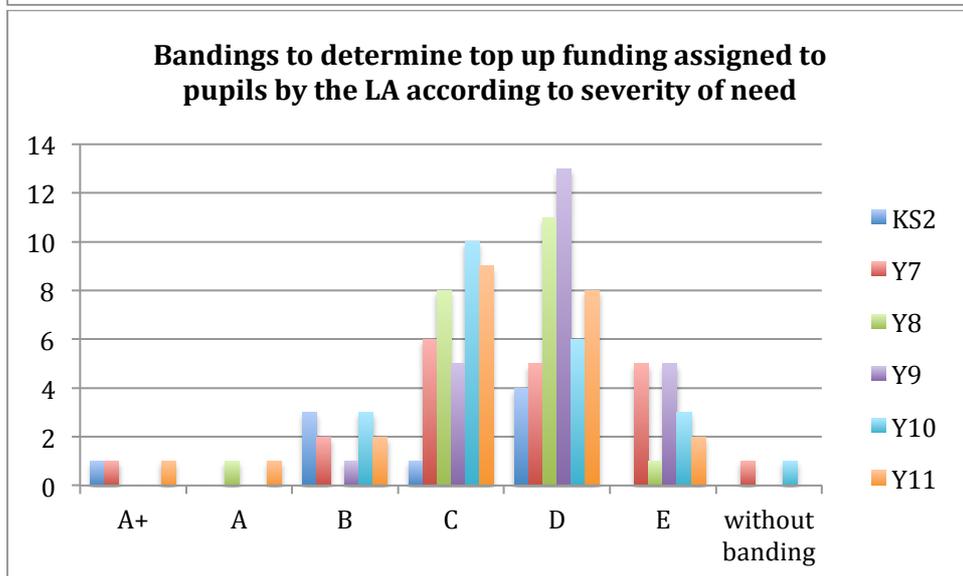
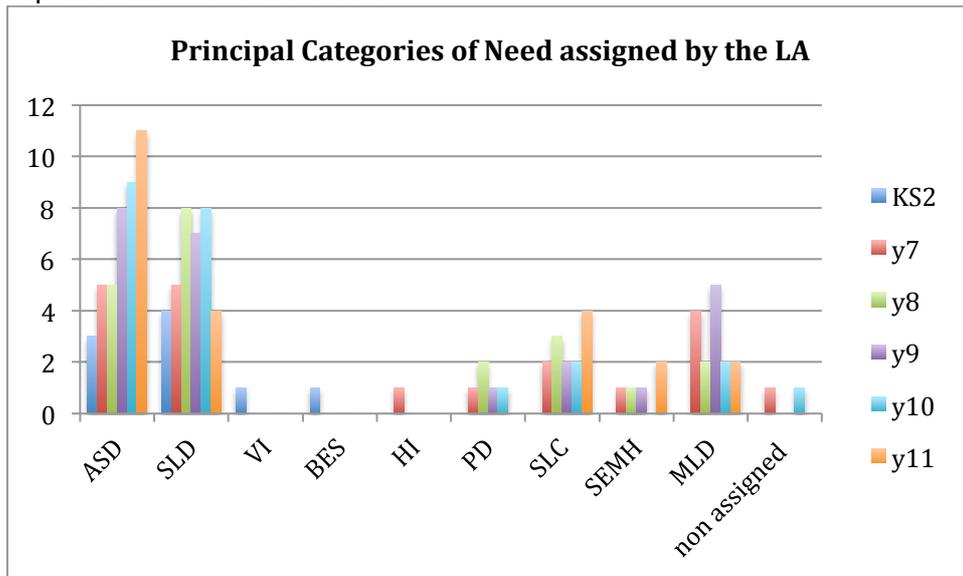


**SEN Report (Please read this in conjunction with our SEN Policy and the Local Offer)**

**Special Educational Needs provided for:**

Pencalenick School caters for pupils in Key Stages 2 – 4 who have an Education, Health Care Plan (EHCP). The school caters for pupils with a comorbidity of need but they all have varying degrees of learning disabilities. According to the Local Authority’s (LA) system of designating principal needs our pupil profile is represented in the table below



**Assessing need and identifying SEN**

Pencalenick is identified as the appropriate provision on the pupil’s EHCP and is agreed by the LA. Whilst they are at Pencalenick needs continue to be assessed formally through the annual review process. Requirements for additional assessments are identified through analysing progress data, behaviour data and

observations. The Head of School (SENCo) and Head of Care makes referrals to the appropriate agencies.

### **Reviewing and Assessing Progress:**

Progress is monitored continually. There are regular data drops that are scrutinised by the Assistant Head. Data reports go home termly with full reports annually two weeks prior to parents' evenings. Whole school literacy and numeracy targets are set and monitored by the English and Maths co-ordinator. Heads of faculty are responsible for monitoring the progress of the subjects in their faculty and they do this through lesson observations, curriculum walks and work scrutiny. Systems for moderating work across the special partnership trust are in place for literacy and numeracy.

The annual achievement data is presented in the Governors report and informs the Self Evaluation Form and the School Development Plan.

### **Consulting Parents**

- Parents are regularly contacted by tutors
- A home school planner is available
- Parents are invited to annual reviews and progress evenings
- Parents are consulted when we feel that there is a need to involve other professionals.
- There are parent workshops
- We seek parent views through a questionnaire and encourage them to contribute through Parent View
- Our Careers South West advisor works with parents at the time of transfer to post 16 provision.

### **Consulting Young People and involving them in their education**

- Each tutor group has a representative on the school council.
- We seek their opinion through questionnaires.
- Pupils contribute to their annual reviews.
- Pupils liaise with Careers South West.
- Pupils make choices about their work experience placements.
- Pupils make choices about their Summer activities and other special events.

### **The Involvement of Health and Social Care**

- We work with all the outside agencies involved with each pupil
- We commission work from Sensory Occupational Therapists, Speech and Language therapists to advise educational programmes and an Educational Psychologist to carry out additional assessments and intervention packages.

### **How the curriculum and learning environment is adapted**

Pupils are taught in small groups, usually with two members of staff and they follow a formal curriculum based on a secondary school model. In the case of KS 2 and where the needs are more complex the pupils are taught a semi formal curriculum

and they are largely class based with consistent staff and an average ratio of 3 pupils to 1 adult. There are a few pupils who have such significant anxieties that they cannot come into school and they have a bespoke package of support..

The building is adapted to meet the physical needs of the pupils.

#### **Support for improving Social and Emotional development and well-being.**

- Social and Emotional Tracking system (known as I.C.E. – Independence, Communication, Emotions) has been devised and implemented across the curriculum and in the residential provision. The impact of this is that we can prove the improvement that pupils make in this area and target priorities to develop in order to maximise opportunities for individuals.
- There are structured play and interaction groups during lunch times which enable us to target individuals in order to improve their social skills.
- Pupils stay for short-breaks in our residential provision in order to improve their independence and social skills.
- Friday afternoons are our social skills sessions where pupils mix across the age groups and work together on a variety of extra curricular activities such as Scouts, Orchestra, Dance, Team Building, Peer Mentoring, Circus Skills
- There are theme days and activities weeks where pupils choose their activities.
- We have an extensive work experience programme and strong links with Further Education providers
- The Creative Arts Faculty and PE department has links with other schools and nationally recognised professional organisations that enables the pupils to compete and perform in the wider community.

#### **Evaluating the effectiveness of our SEN provision**

The Special Partnership Trust commissions advisors to guide the evaluation of the school. The standard of teaching is seen as outstanding based on the findings of the lessons observed by the Head of School and Heads of Faculty. Our School Improvement Partner along with other advisors from the Creative Arts has moderated our findings. Our Residential Provision is inspected annually and consistently receives an overall grade of 'good' but with elements that are outstanding.

Progress data shows that interventions are having a positive impact on progress and that during our time with us pupils make rapid and sustained progress according to their starting points and compared with their earlier rates progress.

Comments from parents suggest that Pencalenick is effective in developing social skills and improving levels of independence.

#### **Complaints Procedure – please see the policies section.**

We work hard to mitigate the circumstances that lead to the complaints procedure being required. We encourage dialogue and we make time to listen.

