

Penryn College

SEN Information Report 2026- 2027

Approved by:	Trust Board
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Responsible SLT member:	Assistant Deputy Head
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Summary of what you will find in the SEN Information Report:

At Penryn College, we want every child to feel safe, happy and able to learn. Guided by our motto to Aspire, Belong and Achieve, we are committed to creating an inclusive environment where every student feels valued, supported and able to reach their potential.

If your child needs support that is additional to and different from that provided for their peers, we will listen to you and work together to understand what they need. We monitor how students are progressing in class and provide support early when difficulties arise. Teachers, SENDCos, teaching assistants and the wider staff team work together to meet pupils' needs, and we may seek advice from external professionals, such as speech and language therapists, where appropriate.

Through high-quality adaptive teaching, we ensure that all students can access the full range of opportunities Penryn College has to offer, both within and beyond the classroom. We support students to participate in trips, clubs and enrichment activities, helping them to develop a sense of belonging within our school community.

We meet termly with families to discuss progress and next steps through our Graduated Approach of Assess, Plan, Do, Review. If your child is moving to a new class, key stage or school, we will support them through the transition process. We also promote positive wellbeing and friendships and do not tolerate bullying.

We will never apologise for having high expectations of all students. We believe that every child can achieve at Penryn College when given the right support, encouragement and opportunities to succeed.

By working together, we help our students to aspire, belong and achieve.

If you ever have any worries or questions, we are here to help you and your family.

Contents:

Summary of what you will find in the SEN Information Report:	2
1. Introduction	3
2. School Context	3
3. Our Penryn College SEND Team	6
4. External Agencies and Specialists	6
5. What should parents do if they think their child has SEN?	8
6. How will the school measure my child's progress?	10
7. How will I be involved in decisions about my child's education?	11



8. How will the school adapt its teaching for my child?	11
9. How will the school evaluate whether the support in place is helping my child?.....	13
10. How will the school secure the resources needed for my child?	14
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	14
12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?.....	15
13. How does the school support pupils with disabilities?.....	15
14. How will the school support my child's mental health, and emotional and social development?.....	16
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	17
16. What support is in place for looked-after and previously looked-after children with SEND?	18
17. What should I do if I have a complaint about my child's SEN support?.....	18
18. What support is available for me and my family?	19

1. Introduction

At Penryn College, we want every child to feel supported, included and able to succeed. We follow national guidance, including the **Children and Families Act (2014)**, the **Equality Act (2010)**, and the **SEND Code of Practice (2015)**, to make sure we meet the needs of all pupils.

We believe that high-quality teaching and an inclusive approach help every child learn well. All staff work together to create a welcoming environment where pupils with SEND can take part in all aspects of school life and achieve their potential.

We use the four-part cycle of **Assess, Plan, Do, Review** to identify and support additional needs, and we follow a graduated approach so that help can be matched to each child's situation. Our work is also shaped by the principles in *Removing Barriers to Achievement* (DfES, 2004), which highlight the importance of supporting pupils' social, emotional and learning needs

2. School Context

Penryn College is an inclusive school that supports pupils with a wide range of special educational needs and disabilities. We are proud to have more pupils with **EHCPs** and **SEN Support (K students)** than the county and national average, reflecting our strong reputation for meeting diverse needs.



Penryn College ARB, situated on the Penryn College campus, is a specialist provision for children with an EHCP. Students who attend the ARB follow an adapted curriculum, accessed through targeted support which is tailored to meet individual needs. All students at Penryn College are encouraged and supported to reach their full potential. ARB places are commissioned by the local authority as part of a child's annual review process.

We support children with additional needs which fall within four broad areas:

- Cognition and Learning needs
- Communication and Interaction needs
- Social, Emotional and Mental Health needs
- Sensory and Physical needs

We have a **culture of high expectations, high support and high challenge**, while keeping each child at the centre of everything we do. Our person-centred approach helps pupils with SEND make **positive progress** both academically and personally.

We work closely with families and specialist services to make sure every child gets the right support to thrive.

Our profile (last updated on 21st September 2026):

	Total Students	SEND Support	EHCP	Total SEND (E&K)
Year 7	230	22	17 (9 ARB)	39
Year 8	225	45	22 (7 ARB)	67
Year 9	214	35	13 (4 ARB)	48
Year 10	230	25	25 (11 ARB)	50
Year 11	217	46	12 (2 ARB)	59
Total	1116	173	89 (33 ARB)	262



The Four Broad Areas of Need (last updated 21st September 2026):

4 Broad Areas	Type of Need	Number of Students	% of RON
Communication & Interaction	ASD	59	22.5
	SLCN	33	12.6
Cognition & Learning	Severe Learning Difficulty	2	0.76
	Moderate Learning Difficulty	42	16
	Specific Learning Difficulty	23	8.77
Social, Emotional and Mental Health	SEMH	88	33.6
Sensory &/or Physical	Physical Disability	5	1.9
	Visual Impairment	4	1.5
	Hearing Impairment	3	1.14
	Other Difficulty/ Disability	1	0.38

3. Our Penryn College SEND Team

At Penryn College, we have a strong and experienced SEND team to support our large number of pupils with additional needs. All **class and subject teachers** are responsible for High Quality and Inclusive Teaching. They receive regular in-house SEND and Teaching and Learning training, and work closely with the SENCOs to understand pupils' needs and adapt teaching accordingly.

To make sure every child receives the right help, our SEND team is organised across **Key Stage 3 and Key Stage 4**, allowing staff to build close relationships with students and families as they move through the school.

Our SENCOs are:

- **Miss Quinn: Associate Assistant Head: SEND (KS4).** Miss Quinn has achieved the *National Award for SEN Co-ordination*. Miss Quinn sits on SLT.
- **Mr Gillo: Associate Assistant Head: SEND (KS3).** Mr Gillo has achieved the *National Professional Qualification for SEN Co-ordination*. Mr Gillo sits on SLT.
- **Mrs Marsh: ARB SENCo.** Mrs Marsh achieved the *National Award for SEN Co-ordination*.
- **Mrs Williams: Assistant Head: DSL and Inclusion.** Mrs Williams has achieved the National Award for *SEN Co-ordination*.
- ***Our Head teacher, Mrs Croxall, has achieved the National Award for SEN Co-ordination.***

In addition to our SENCOs, we have three assistant SENCOs whose roles are operational:

- Mrs Edson: Assistant SENCo (KS3)
- Mr Hill: Assistant SENCo (KS4)
- Miss Mason: Assistant SENCo (ARB)

Furthermore, we have a team of Teaching assistants, who are trained to deliver SEN provision and interventions in our school.

4. External Agencies and Specialists

Sometimes we call on additional expertise to make sure pupils get the support they need. When appropriate, we work closely with a range of external professionals who help us understand pupils' needs and guide the right support for them and their families. These may include:



Organisation	What they do	Contact details
Augmentative and Alternative Communications Team	Local Authority service. AAC supports or replaces speech or writing for communication.	01726 226882 aacsupport@cornwall.gov.uk
Autism Spectrum Team	Local Authority service supporting young people with autism.	01872 323 022
CAMHS	Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18.	01872 221 400
Cognition and Learning Service	The service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with Cognition and Learning needs. The service works with learners with Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties (MLD - including Down's syndrome).	cognitionandlearning@cornwall.gov.uk
Physical and Medical Needs Service		
Cornwall Dyslexia Association	Support the needs of dyslexic children and young people.	01872 222 911
County Transport Team	Arrange home/school transport. Work in conjunction with the school to produce an up to date risk assessment of each child to inform travel plan.	0300 1234 100
External Providers: BF Adventure: Developing students' confidence, self-esteem independence. CLEAR: Specialised service to help Children and Young People who had experienced or witnessed abusive relationships. Jigsaw: A programme that aims to help children, young people, parents and carers who have alleged sexual abuse. Kooth: Award winning online counselling for 11-25 year olds. Penhaligon's Friends: Support for students who have suffered bereavement. White Gold: Mentoring service helping young people back into education, training and mainstream society.		Please contact the school SENDCO in first instance, should you require any advice or guidance regarding these external providers:
Early Help Hub	A skilled team of professionals from Cornwall's Integrated Health and Children's Services. They process referrals and gather further relevant information from Cornwall Partnership NHS Foundation Trust, Education and Council records. The Hub works in partnership with: Family, Information Service (FIS), Cornwall Partnership NHS Foundation Trust (CFT), Care Management Centre (CMC), and the Multi Agency Referral Unit (MARU), to ensure that the right support, information and guidance is offered. The parent and professional are both informed of the outcome.	01872 322 277
Educational Psychologists	Educational Psychologists are specialists in learning, behaviour and child development.	earlyhelphub@cornwall.gov.uk



	They work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them.	
Hearing Support Service	The teacher for hearing impaired pupil's work on a needs-based service. They undertake hearing tests each term and recommendations are made which outlines appropriate strategies to be used within the classroom.	https://www.cornwall.gov.uk/media/14880860
Speech and Language Therapy Service (SALT)	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	/early-help-hub-leaflet.pdf
SENDIASS Special Educational Needs and Disabilities Information Advice and Support Service	Information, advice, support and training for young people and parents / carers of children with SEND (0-25). The service is confidential, independent, impartial and free.	(01326) 331633 https://cornwallsendiass.org.uk/
SEND Assessment and Provision Team Cornwall Council	The admissions process for an Area Resource Base (ARB) is via an education, health and care (EHC) statutory assessment or through the information and evidence gathered at an annual review meeting. The decision about allocation of these places is the responsibility of the Special Educational Needs Resource Panel (SERP).	01726 61004
Social Care	Children's Social Workers practice across an extensive range of services to help and support children, young people and their families throughout the county. In each area of Cornwall there are the Early Help and Protection Services which include: • 2 Early Help Locality Teams • 3 Children in Need Teams • 2 Child Protection Teams • 1 Child in Care Team Contacts and Referrals are made through the Early Help Hub and our Multi-Agency Referral Unit (MARU) for social care provision.	Truro Children's Social Care office: 0300 1234 101 When Social Care offices are closed you can call 01208 251 300 (for emergencies only)
Vision Support Service	The Vision support service works with children and young people (0-25 years) with a diagnosed visual impairment in their homes, Early Year's settings and schools to enable them to overcome barriers to their education caused by their vision loss.	vision.support@cornwall.gov.uk
Brio Consult	SEND Audit – March 2025	

5. What should parents do if they think their child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support



If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this via email, SEN clinics or in person They will pass the message on to our SENCO, who will be in touch to discuss your concerns. You can also contact the SENCO directly or make an appointment to see them in the weekly SEN Clinics.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register at SEN Support (K) level.
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Identifying Additional Needs

Our teachers know what to look for when a child may need extra help. If they notice that a pupil isn't making expected progress – for example in reading, writing, maths, or with friendships and behaviour – they will first check for any gaps in learning and provide extra support in class. Many pupils catch up quickly at this stage.

If progress is still a concern, the teacher will speak with the SENCO and will contact you to discuss the next steps.

The SENCO may observe your child in lessons and around school, talk with staff, look at their progress over time, and gather views from you and your child. When needed, we may also ask for advice from external specialists, such as speech and language therapists, the cognition and learning team or medical professionals.

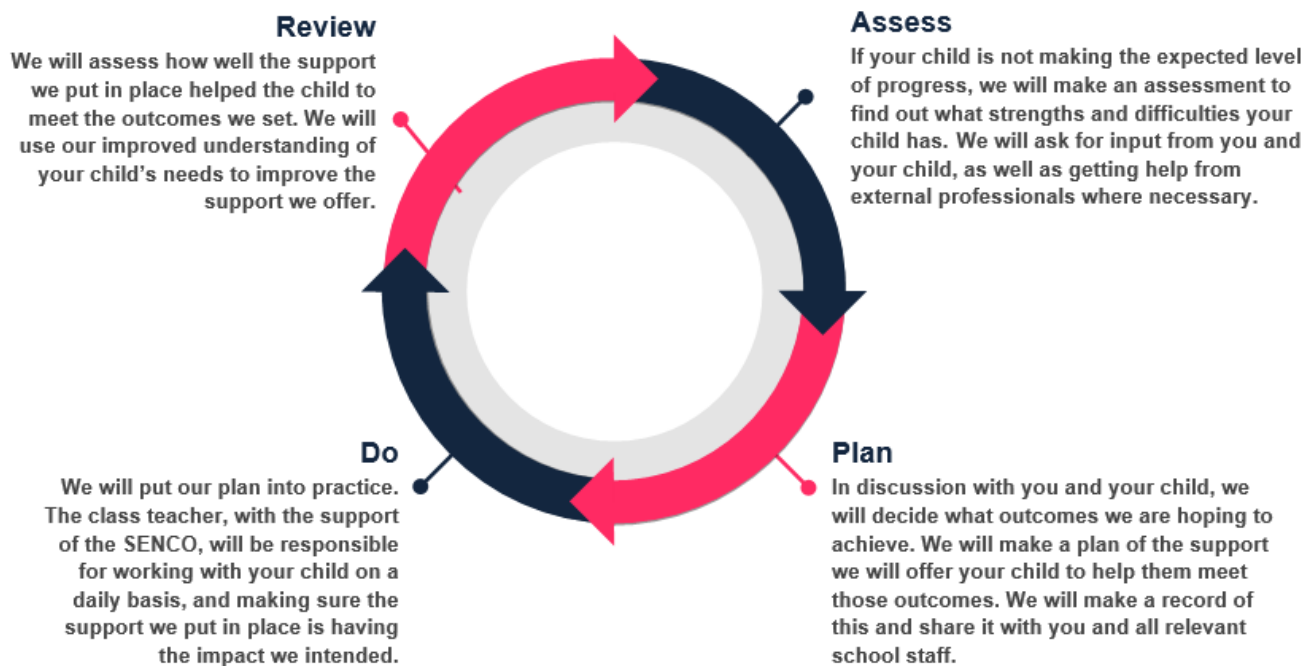
Using all this information, the SENCO will decide whether your child would benefit from SEN support. If SEN support is needed, your child's name will be added to the school's SEND register and we will work with you to create a pupil passport.



6. How will the school measure my child's progress?

Every child's progress is the responsibility of their class teacher. Quality First Teaching is the best strategy to ensure progress is made. If, for any reason, progress is not being made, we will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



How We Review and Plan Support

As part of the graduated approach, we agree the outcomes we want your child to work towards and plan the support they need to achieve them.

Before starting any intervention, we carry out a simple **baseline assessment** so we know your child's starting point. This helps us see the progress they make and whether the support is having a positive impact.

We regularly review your child's progress and adapt our approach as we learn what works best for them. This is an ongoing process. If a child makes good progress, they may no longer need SEN support. If they still need additional help, we continue the cycle, updating targets and refining the support in place.

7. How will I be involved in decisions about my child's education?

We believe that working closely with families is key to supporting every child well. Alongside our usual school reporting, your child's **key worker** (a member of the SEN team) will meet with you **once each term** to:

- Review and update your child's **Learning Passport**
- Set clear, achievable outcomes for the term ahead
- Look at progress towards previous outcomes
- Discuss the support in place and what may need to change
- Agree what school will do, what you can do at home, and how your child can take an active role

The SENCO may join these meetings if additional guidance is helpful.

Your child's **voice is central** to this process. We encourage them to attend their review meetings wherever possible, or to share their views in another way, so they can help shape their support and talk about what works best for them.

We know that **you are the expert on your child**, so your views are equally important. Your insight helps us understand how things are going at home and whether the support in school is making a difference. If your child's needs or aspirations change at any point, please let us know so we can adjust our approach.

After each meeting, we will record the outcomes, actions and agreed support. This will be shared with relevant staff, and you will receive a copy.

If you have concerns between meetings, please contact your child's tutor, Head of Year, SEN team keyworker or attend an SEN Clinic (held weekly).

8. How will the school adapt its teaching for my child?

At Penryn College, every teacher is responsible for the progress of all pupils in their class, including those with SEND. Our first step is always **high-quality teaching**, and we work hard to make sure your child can access a **broad and balanced curriculum** throughout their time with us.

Our aim is for all young people with SEND to be in class with their peers, accessing expert teaching from subject specialists whenever possible.

We adapt teaching and the learning environment so that support is meaningful for your child. There is **no one-size-fits-all** approach—teachers make changes based on individual needs, strengths and learning styles. Most adaptations happen naturally within the classroom as part of everyday teaching.



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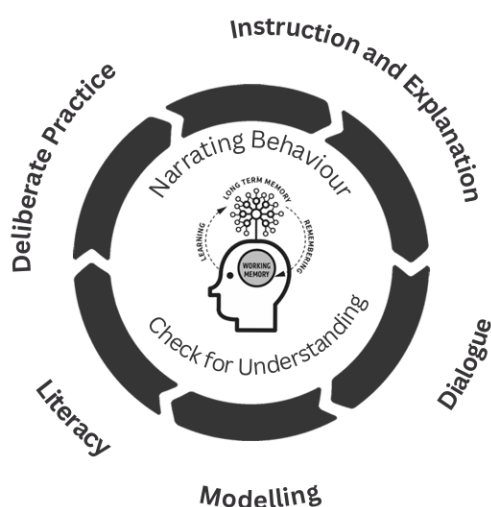
All teachers use our whole-school approach, **"Valuable for All, Vital for Some,"** which outlines the core strategies we expect to see in every lesson:

PENRYN COLLEGE LESSON MODEL

VALUABLE FOR ALL, VITAL FOR SOME



- Greet on the door
- Students Stand Behind Desks in Silence with Equipment Out
- Retrieval of Previous Learning with a Silent 5 Minute 'Do Now' Starter
- Share and Decode Learning Objectives and Outcomes



- Check for Understanding Linked to the Learning Objective
- Pack up and Stand Behind Chairs
- Teacher Dismisses From Door.

Be Respectful, Be Responsible



VALUABLE FOR ALL, VITAL FOR SOME

 • Create a Predictable Environment • Positive Noticing to Build Culture • Use Signal–Pause–Insist to Gain Attention • Give Clear and Calm Instructions • Correct Individually and Refocus Quickly	 • Make the Objective Explicit • Connect to Prior Knowledge • Pre-teaching of Key Vocabulary • Share Success Criteria • Check for Initial Understanding
 • Activate Prior Knowledge • Introduce core knowledge in small steps • Plan and use Short, Precise Explanations • Reduce Cognitive Load • Check Understanding Before Moving On	 • Explicit Vocabulary Instruction • Model Academic Language/ Use Disciplinary Vocabulary • Teach Reading Strategies • Embed Writing Routines • Build Independent fluency
 • Show What Success Looks Like • Use a Visualiser • Model the Thinking Process • Use Worked Examples and non examples • Use the I Do → We Do → You Do Model	 • Create a Safe, Respectful Space for Talk • Plan Dialogue to Deepen Understanding • Use Strategic Grouping and Talk Routines • Model Discussion and Provide Clear Scaffolds • Circulate, Question, and Ensure Engagement
 • Frequent Low-Stake Checks • Cold Call Strategically • Use Mini Whiteboards • Think–Pair–Share to Clarify Understanding • Respond by Adapting Teaching	 • Silent Independent Practice • Circulate with Intention • High Expectations of Independence, Resilience and Student Agency • Sustained Focus to Build Mastery • Use a Timer
 • Plan for Clear, Purposeful Scaffolds • Remove Scaffolds Gradually • Offer Challenge Through Depth • Provide Opportunities for Students to Think Deeper	 • Use Live Marking for Immediate Feedback • Provide Specific, Actionable Feedback • Use Feedback to Address Misconceptions • Ensure Students Act on Feedback Promptly • Use Feedback to Inform Planning

We also follow our **Accessibility Plan**, which explains how we make the curriculum accessible for all pupils and increase opportunities for disabled pupils to participate fully in school life.

If your child needs further adaptations—such as visual supports, alternative resources, specific seating arrangements, or personalised scaffolding—the SEN team will work with teachers to put these in place. Please see our **School Offer** for specific examples of what can be accessed.

9. How will the school evaluate whether the support in place is helping my child?

We regularly check how well the support is working to make sure it is right for your child. We do this by:

- Reviewing progress towards their agreed outcomes each term
- Checking the impact of any interventions after 6 weeks (depending on intervention)
- Gathering your child's views through simple questionnaires or conversations
- Ongoing monitoring by the SENCO, including classroom visits and discussions with staff
- Using provision maps to track progress over time
- Holding an **Annual Review** if your child has an Education, Health and Care (EHC) Plan

This helps us understand what is working well and what may need to be adapted so your child continues to make good progress. Please talk to us about this and share what is working and what may need to change.

10. How will the school secure the resources needed for my child?

Sometimes a child may need support that goes beyond what we usually provide in the classroom. This could include:

- Extra equipment or specialist resources
- Additional training for staff
- Support or advice from external professionals

When this is needed, we work with appropriate specialists to understand what will help your child access their learning most effectively.

The school is responsible for funding up to **£6,000** of additional provision. If the support required goes beyond this amount, we will apply to the local authority for extra funding. **This additional funding cannot be put in place until it has been formally agreed in writing by the local authority.**

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Penryn College, we want every child to feel fully included in all aspects of school life. All of our **extra-curricular activities, clubs, and school visits** are open to every pupil, including those with SEND. **Our young people thrive in these activities, sharing their wide range of talents with us, and we see participation as an essential part of their all-round development.**

We encourage all pupils to take part in opportunities such as:

- School trips, including residentials
- Sports Day and sporting events
- Careers activities and fairs
- Before- and after-school clubs

No pupil is ever left out of an activity because of their SEND or disability. We always make any **reasonable adjustments** needed—whether that's additional support, adapted resources, or careful planning—to ensure your child can participate safely and confidently alongside their peers.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Our admissions process is set out clearly in our **Admissions Policy**, and we welcome conversations with families who would like to discuss how this applies to their child. Please contact us if you would like support or guidance.

For pupils with an **Education, Health and Care (EHC) Plan**, admissions are managed by the **Local Authority (LA)**. Applications must go through the LA, and your child's current SENCO can help you with this process.

The LA is also responsible for allocating places in our **Additional Resource Base (ARB)**. These places cannot be agreed by the school directly.

When a young person with an EHC Plan expresses a preference for Penryn College, the LA sends us their documents so we can consider whether we can meet their needs effectively within our provision. If Penryn College is named in the EHC Plan, a **carefully planned transition** will begin to support your child's move into our school.

13. How does the school support pupils with disabilities?

At Penryn College, we are committed to making sure pupils with disabilities feel included, supported and able to take part in every aspect of school life. We take active steps to ensure that no child is treated less favourably because of their disability, and we work closely with families to understand and meet individual needs.

We support pupils with disabilities by:

- Making reasonable adjustments to remove barriers to learning and participation
- Ensuring disabled pupils can access all lessons, activities and school events
- Providing specialist equipment, resources or auxiliary aids where needed
- Working with external professionals to ensure we understand and respond to the child's needs
- Adapting teaching, routines or the environment where appropriate

Our school site includes a range of facilities to support accessibility, such as **ramps, lifts, accessible toilets and designated quiet spaces**, and we review these regularly to make sure they continue to meet the needs of our pupils.

We follow our **Accessibility Plan**, which sets out how we will:

- Increase opportunities for disabled pupils to take part in the curriculum

- Improve the physical environment so disabled pupils can access school life more easily
- Make information easier to access for pupils with disabilities

You can find our Accessibility Plan on the school website or contact us if you would like a paper copy or would like to discuss how we can support your child.

14. How will the school support my child's mental health, and emotional and social development?

At Penryn College, your child's wellbeing is just as important as their academic progress. We want all young people to feel safe, listened to and supported, and we offer a range of provision to help pupils with SEND develop confidence, resilience and positive relationships.

We support pupils' emotional and social development by:

- Encouraging pupils with SEND to take an active role in school life, including joining the **School Council** and other pupil-voice groups
- Offering opportunities to join clubs and groups designed to build teamwork, confidence and friendships
- Providing extra pastoral support so pupils with SEND have regular opportunities to share their views and talk about how things are going
- Fostering positive relationships with trusted adults
- Running intervention groups, supported break and lunch activities and safe spaces for pupils who need additional help with emotional regulation, social skills or managing anxieties
- Working closely with families and, where needed, external professionals to plan the right support for each child

We have a firm **zero-tolerance approach to bullying**. We work proactively to prevent it through clear expectations, regular assemblies, tutor activities and open communication. If concerns arise, we act quickly to support the pupil affected and ensure they feel safe and included.

Our aim is to help every young person feel confident, secure and ready to learn, both in and beyond the classroom.

In the summer term 2026, Penryn College undertook an SEMH Audit with the local authority.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We know that moving to a new class, school or phase can feel worrying for some young people, especially those with SEND. We work closely with families to make each transition as smooth and positive as possible.

Moving between year groups

To help pupils feel confident about the new school year, we:

- Arrange a meeting between your child's current teacher and their next teacher to share key information about their needs and support
- Offer opportunities for pupils to meet or spend time with their new teacher towards the end of the summer term
- Update Learning Passports so staff have clear, up-to-date guidance

Moving between schools

When a pupil is transferring to another school, we:

- Ask you and your child what information you would like us to pass on
- Share relevant SEN information promptly and securely with the new setting
- Support transition meetings where needed to help your child feel prepared

Moving from primary to secondary (Year 6 to Year 7)

For children joining Penryn College:

- Our SENCO meets with primary school SENCOs to discuss the needs of incoming pupils
- We arrange additional visits, small-group tours, and parent/carers meetings where needed
- We provide tailored transition plans for pupils who may need a gentler or more supported introduction to secondary school

Preparing for adulthood

As pupils move into the later years of secondary school, we focus on helping them plan for their future. We:

- Offer advice and guidance on next steps into further education, training or employment
- Work with pupils to set goals linked to independence, life skills and participation in the wider community

- Support them through college visits, careers events, and meetings with external services
- Ensure that transition planning forms a key part of EHC Plan Annual Reviews from Year 9 onwards
- Ensure that students with an EHC receive additional access to independent careers advice from external agencies

Our aim is to help every young person feel ready, confident and supported as they move into each new stage of their education and life.

16. What support is in place for looked-after and previously looked-after children with SEND?

At Penryn College, we recognise that looked-after and previously looked-after children may have additional needs linked to their experiences, and we work sensitively to ensure they feel safe, understood and well supported.

Our **Designated Teacher for Children in Care is Mrs Williams**. She works closely with the appropriate **Key Stage/ARB SENCOs** to make sure staff understand how a child's care experience and their SEND may interact, and what this means for their learning and wellbeing. **Mrs Williams is supported by our Deputy Designated Safeguarding Leads, Mrs Collins and Mrs Edgson**, ensuring a strong team approach around each young person.

Looked-after and previously looked-after pupils receive the same high-quality SEN support as any other child with additional needs. Looked-after pupils also have a **Personal Education Plan (PEP)**. We make sure the PEP, SEN support plans and any **EHC Plans** work together and complement each other so support is consistent and joined-up.

Our aim is to provide stability, strong relationships and high-quality support so that every looked-after and previously looked-after young person can thrive.

17. What should I do if I have a complaint about my child's SEN support?

We want to make sure your child's time with us is positive, and we aim to work closely with families to resolve any concerns as quickly as possible.

If you have a worry or complaint about your child's SEN support, please speak first to your child's **class teacher**, the **SENCO**, or the **Headteacher**. Most concerns can be sorted out through early communication.



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If you feel the issue has not been resolved, please follow our **school's Complaints Policy**, which sets out each step of the process clearly.

You can find the policy on the Penryn College school website.

We also encourage parents and carers to seek advice and support from **SENDIAS**, an independent service that helps families understand their rights and options.

SENDIAS contact: (01326) 331633

<https://cornwallsendiass.org.uk/>

If you believe your child has been discriminated against because of their SEND, you can make a claim to the **First-tier SEND Tribunal**. More information is available at:

<https://www.gov.uk/complain-about-school/disability-discrimination>

18. What support is available for me and my family?

At Penryn College, we want to support not only your child, but your whole family. If you ever have questions, worries, or feel you need a bit of extra help—whether it's related to SEN or anything else—please get in touch. Talking to us early means we can listen, understand the situation and help point you towards the right support.

We can offer guidance in school, link you with useful services, and help you access support in the community. **You are never on your own—we are here to help.**