



@PennowethS

Friday 8th November 2024

Pennoweth News

Hello and welcome to our first edition of the Newsletter for our second Autumn term.

This week, we have been lucky enough to launch our new topics with our 'Love to Investigate' experiments, alongside the return of Ukulele lessons and our Rocksteady bands once again taking centre stage. This week has also seen the return of our clubs which have once again been well attended and a new menu in the hall being experienced by our Children.

During our assemblies, we have also been focusing on our next DNA strand 'Loved'. The children discussed what they felt a positive relationship should contain and identified what qualities they look for in a friend. As part of these assemblies, we also gave key messages about being safe during Bonfire evening and even shared a poem linked to the evening.

In other news, We are incredibly pleased to share with you that Mrs Groucott has completed training to be our school's Autism Champion. In this role, Mrs Groucott will support children alongside Mrs Rowell our SENDCo and the Autism in School Team. She will raise the profile of, demonstrate and implement strategies to support our teachers and pupils.

Mrs Groucott will be a point of contact for Children while at school and also for parents, providing advice, support and signposting services as needed.

To get in contact with Mrs Groucott in her Autism Champion role please email pennowethhelp@croftymat.org

Let's now dive in to what has been happening in each phase around the school following the half term break!

Nursery

This week the Children have been exploring a talking box filled with different toys, to kick start our topic. They have then been using the floorbook to record their interests about these toys and plan what they would like to discover more about. The Children have been exciting waiting their turn to delve into the box and had some wonderful ideas on how to make some of the older toys move.

Reception

This week we have been reading the story Leafman by Lois Elhart. We decided to make our own leaf transient art so on Tuesday walked down to the bottom field and visited the Forest School to collect some interesting natural materials. Once they had dried the children used them to create their own leaf animals, patterns and pictures. We took photos of the children's amazing art and then used those to inspire our writing. We have also been talking about Bonfire Night and creating firework pictures of our very own.

Keystage One

Year 1 have enjoyed engaging in science lessons this week where we learnt all about deciduous and evergreen trees. Furthermore, we have an ongoing experiment with pinecones to see how they react to different weather conditions. The Children also loved getting creative this week when painting pictures of the seasonal changes to wildlife using the primary colours. Can they tell you the three primary colours?

Year 2 have enjoyed getting stuck into planning and writing their own fairytale this week and are doing a brilliant job! We wonder if they can tell you about their story at home? Year 2 have loved investigating changes to shape in science and getting very musical ahead of a pretty big season. We have also enjoyed learning some Makaton this week, which has included how to say hi.

Keystage Two

Following the half term break, Lower Keystage 2 launched their new project – Tremors. So far, in Science, pupils have investigated the key question – What is sand? Children worked in small groups to plan and carry out an experiment, testing 12 small rocks and whether they could show signs of erosion in just three minutes! Prior to the investigation, Children thought carefully about their predictions and provided justifications for their ideas, before considering a fair test and the variables involved and then the equipment and materials required to carry it out.

As geographers, pupils learned about earthquakes and the effect that these have. Learning the technical vocabulary linked to earthquakes was a key part of the lesson as Children learned words such as, 'tectonic plates', 'faults', 'seismic' and 'epicentre'. Do they still remember them? Perhaps you could discuss and define them together at home too!

Our phase email addresses are:

eyfs@pennoweth.cornwall.sch.uk (for Nursery and Reception)

KS1@pennoweth.cornwall.sch.uk (for Years 1 and 2)

lowerKS2@pennoweth.cornwall.sch.uk (for Years 3 and 4)

upperKS2@pennoweth.cornwall.sch.uk (for Years 5 and 6)

School Lunches

Week beginning 11/11/24

(Week 2 choices from the Autumn/
Winter Term Menu)

Chartwells meal menu is on the
school website



Dates for your diary

Start of Autumn Term (1)

*Wednesday 4th September
2024*

End of Autumn Term (1)

Friday 25th October 2024

Start of Autumn Term (2)

Monday 4th November 2024

End of Autumn Term (2)

Friday 20th December 2024

Yearly Inset Days

14th October 2024

6th January 2025

24th February 2025

22nd April 2025

27th June 2025

23rd July 2025

*Please view page two of the
Newsletter for further term
dates.*

Key Upcoming Dates for your Diaries

Autumn 2

Monday 25th November

Parent Meetings

Tuesday 26th November

Parent Meetings

Wednesday 4th December

Keystage 2 Christmas Concert @ St Andrews Church 1:30pm

Thursday 5th December

Early Years & Keystage 1 Christmas Concert @ St Andrews Church 1:30pm

PTA Wreath Workshop (Taking place during the evening)

Monday 9th December

Reception Christingle Service @ Baptist Church 1:30pm

Tuesday 10th December

Keystage 1 Christingle Service @ Baptist Church 1:30pm

Friday 13th December

Upper Keystage 2 @ 10:00am at the Baptist Church

Lower Keystage 2 @ 1:30pm at the Baptist Church

Wednesday 18th December

Christmas Lunch

Songs on the Steps

Friday 20th December

Christmas Breakfast

Last school day for Autumn term



Important Updates regarding Attendance

There are 175 non-school days in a year and 190 school days each year.

190 school days in each year	7 days absence	183 days in school	10 days absence	19 days absence	28 days absence	47 days absence
	190 days for your child's education		180 days in school			
100%	96%	95%	90%	85%	75%	
Good -Best chance of success -Gets your child off to a flying start -Helps their confidence, social development as well as their academic progress -Over 97% is considered excellent attendance		Some Concern -Harder for your child to make progress -School starts tracking your child's attendance closely, Medical evidence may be required to authorise further absences linked to illness		Worrying -Your child is now classified as a 'persistent absentee' - Education Welfare Officer involvement is likely		Serious Concern -Having a significant impact on your child's education and well-being -Legal Action may be taken

Key Upcoming information from our PTA

Friends of Pennoweth

Friends of Pennoweth future events

We appreciate all the continued generous donations from parents/carers and the participation in our school events but in order to keep providing events and fundraising we need more parent/carer support.

Find out how you can help us to continue!

Next term we will be holding an online drop-in and in person drop-in where you can find out what we have planned and how you can be involved.

We will be holding an online meeting on Tuesday 12th November at 7pm which is open to everyone via a link which we will send out on the day.

On Thursday 14th November 8.50am-9.30am & 2.20pm-3pm the PTA chair will be available with tea & biscuits to chat about what we have coming up and ways that you can get involved.

If you cannot attend one of these meetings but would like to find out more, you can email us at pennoweth_pta@yahoo.co.uk or drop one of our members a message.

Events we are running and may need help with

Coming up 2024

Adult wreath workshop – Thursday 5th December

Parent Gift Stalls – W/C 9th December

There will be no Christmas Fair this year due to lack of volunteers.

Coming up 2025

Love yourself day & Half Term Disco 13th February

Wonka Competition & World Book Day Thursday 6th March

Mother's Day sales – W/C 24th March



Being part of Friends of Pennoweth is about getting involved, supporting the school, the children and helping to fundraise. It can take as little time or much time you can spare - even an hour once a year can make a difference.

Friends of Pennoweth Upcoming 2024 Winter Term

*

Messy Fun Walk - Thursday 26th September

We will be holding our first sensory fun walk after school. Come along to try the squishy messy fun. We will also have a fidget & squishy sale and tuck shop. All proceeds from this events will go towards equipment for the new sensory room.

*

Friends of Pennoweth AGM - Tuesday 1st October 7pm
Pennoweth School Hall

Stay informed and get involved!

You can put in as much or little time as you can spare - any help is always appreciated.

*

Bag2School Collection - Wednesday 8th October

*

Half Term Discos - Thursday 24th October

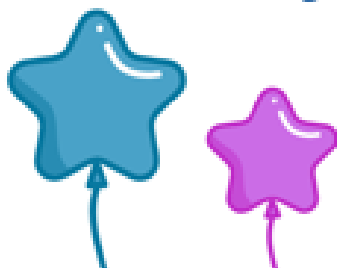
*

Wreath Workshop - Thursday 5th December

Come along and make your own Christmas wreath.

Message us to book.

*



Our DNA

Everything we do in school is shaped by our Pennoweth DNA statements. Each week each phase team identifies one child who has done a fantastic job of demonstrating each strand of the DNA. Well done to all the children below.

We are safe.

We feel loved.

We take responsibility.

We are always learning.

We are ready.

Quality	Year R, Y1 and Y2	Year 3+4	Year 5+6
Safe	Darsh (Mevagissey)	Willow (Godrevy)	Elodie (Geevor)
Loved	Cameron (Tintagel) Taylor-Gracie (Tintagel) River (Restormel) Sulaiman (Restormel) Hunter (Newlyn)	Massen T (Godrevy)	Kayla (Geevor)
Responsible	Finley (Porthcurno)	Delilah (Lizard)	Archie (Poldark)
Learning	Brodie (Gwithian)	Michelle (Lizard)	Jack (Levant)
Ready	Ivy (Gwithian)	Ollie (Pendeen)	Starla (Levant)

Pendennis Daily Awards	Tintagel Teddy
Restormel Rohan	Porthcurno Rogan
Gwithian Caya	Newlyn Dovie
Mevagissey Caya	Pendeen Lily D
Godrevy Esme	Lizard Enid
Levant Carson	Geevor Loki
Poldark Freddie	

Read Write Inc.
Phonics



Headteacher's

Phonics Star of the Week

Awarded to

Agnes (Reception)

08/11/24

C. Andrews



Date



Signature



Read Write Inc.
Phonics



Headteacher's

Phonics Star of the Week

Awarded to

Maddison (Year 1)

08/11/24

C. Andrews



Date



Signature



Diary of Keystage One Gardening Club

As we start a new term , we entered the polytunnel wondering what we would find after a restful half term. We were also curious to see if the plants had also had a chance to go wild during the half term with the mild conditions we have been experiencing for this time of year.

Upon inspection, we were excited to see that our lettuce seeds had started to grow and needed replanting, so that was our first job.

Harper and Sol set straight to work on this job ,whilst Neve and Leo began sorting a tray of daffodil bulbs that the year 2's had planted. They had been outside and although they were wet enough from the lovely Cornish weather, they were rather hidden under lots of the fallen leaves and therefore not in need of our usual lengthy watering procedures.

Then it was onto our favourite job of litter picking where we found lots of rubbish.

Lets see if we can use the rubbish bins more and keep Pennoweth tidy.



Attendance

We aim for all our children to have at least 96% attendance throughout the year.

Overall attendance for this week was

97.1%

See below for the attendance for each class last week.

Pendennis	93.6%
Tintagel	93.6%
Restormel	94.78%
Porthcurno	98.8%
Gwithian	95.6%
Newlyn	96.96%
Mevagissey	97.41%
Pendeen	99.66%
Lizard	95.33%
Godrevy	97.81%
Levant	98.52%
Geevor	97.59%
Poldark	99.66%

Congratulations Porthcurno, Newlyn, Mevagissey, Pendeen, Godrevy, Levant, Geevor & Poldark class!

Unauthorised Exceptional Leave of Absence Information

The law requires parents to ensure their children receive an efficient full time education, and every minute of every day is important. Please help them not to miss any of the valuable time.

We hope that when you read the information outlined on our website, you will consider that your child's education is too important to take on

holidays during term time.

If an unauthorised leave of absence is taken, this may incur a penalty

notice being issued under Section 444A and 444B of the Education Act 1996. This carries a fine of £60 if paid within 21 days or £120 if paid after this but within 28 days. Failure to pay the penalty notice will result in Court action.

Unauthorised Late Information

If your child is arriving late—after the register has closed at 8:50am it will be coded as a U which, is an unauthorised late mark. If your child accrues 20 unauthorised late marks within 100 sessions (10 weeks) you will be

committing an offence under the Education Act 1996.

The School may refer the matter to Cornwall Council who may decide to take legal action against you, issuing a penalty notice under section 444A and 444B of the Education Act 1996. This carries a fine of £60 per child, per parent if paid within 21 days or £120 if paid after this but within 28 days. Failure to pay the penalty notice will result in Court action.

Persistent absences/unauthorised lates, not authorised by the school, may result in a prosecution in the Magistrates Court, leading to fines up to £2500 and/or custodial sentences.



Online Safety Update

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators ENCOURAGING CHILDREN TO CHOOSE RESPECT

Sometimes, differences between children can escalate into bullying, potentially impacting their mental health in a way that can persist into adulthood. While it's natural to disagree sometimes, teaching children the importance of respect is essential – especially in difficult situations. This guide provides strategies for encouraging considerate behaviour, even during a dispute, to foster a kinder, more inclusive environment for everyone.

1 LEAD BY EXAMPLE

As adults, we play a crucial role in modelling respectful behaviour for children: they observe and learn from our actions every day. Be mindful of the way you interact with others in front of children. Keep in mind that you should always approach others with an attitude of mutual respect, even if you disagree with them. Demonstrating this behaviour can influence young people and help them to handle their own conflicts in a healthy way.

2 AGREE TO DISAGREE

Make sure children know that it's fine to have differing opinions – and that disagreeing with someone doesn't mean you can't get along or respect each other's point of view. Help them understand that sometimes we can 'agree to disagree'. Using active listening skills when doing this can also help to build empathy and understanding of others.

3 PROMOTE ACTIVE LISTENING

Teach children about the importance of active listening: that is, making a genuine effort to listen to the other person's perspective without interrupting, before responding in a way that shows you understand their viewpoint, even (or perhaps especially) if you disagree with it. This makes people feel respected and allows for a better comprehension of their point of view, which in turn can make it easier for you to communicate your own opinions to them.

4 ENCOURAGE THE USE OF "I" STATEMENTS

If a child finds themselves in a disagreement with someone, it can be useful to encourage them to use "I" statements during the discussion. Framing their thoughts and feelings using statements like "I feel ..." or "I think ..." can help them avoid an accusatory tone and encourages them to take responsibility for their own emotions.

5 FOCUS ON BEHAVIOUR, NOT CHARACTER

When disagreements happen, encourage children to focus on critiquing and addressing the specific actions or behaviours that caused this upset, rather than attacking the person's character. For example, "I didn't like how you interrupted me" is better than "You're so rude". This can help children avoid hurting someone's feelings, which is likely to inflame the situation.

6 STAY CALM AND TAKE BREAKS

It's perfectly normal to feel upset during a disagreement – especially if it's getting heated. Remind children that if they feel overwhelmed, they should try to take deep breaths or even go for a short break to help them stay composed. If a conversation becomes too intense, remind them it's OK to suggest continuing it later or in a different setting. This can prevent things getting out of hand, allowing cooler heads to prevail.

7 START CONVERSATIONS ABOUT RESPECT

Talk openly to children about what respect means – to you and to them. Discuss how they might show respect to each other, to friends, to strangers and even to people we might disagree with. You could use examples of considerate or inconsiderate behaviour in books, films or TV to open discussions about the importance of giving others due regard.

8 SEEK COMMON GROUND

When a disagreement has occurred between children, they may find it hard to move past it. You can support them in finding a more positive way forward by helping identify areas of agreement or common ground with the other party. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing those involved from demonising each other.

9 AVOID MAKING THINGS PERSONAL

It's important that we make it clear to children they must avoid name-calling, swearing or derogatory remarks in a disagreement with others. Respectful language sets a positive tone and helps keep the conversation productive. Reminding children to stay calm and take breaks – as mentioned previously – can help them avoid getting too emotional and saying or doing something hurtful.

10 REFLECT AND LEARN

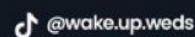
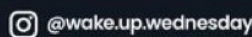
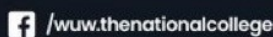
After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they handle well? How might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing pictures or hypothetical examples to further develop their skills in showing respect during a disagreement.

Meet Our Expert

The Anti-Bullying Alliance (ABA) co-ordinate Anti-Bullying Week each year. ABA is a unique coalition of organisations and individuals, working together to achieve their vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn. They welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



Source: See full reference list on guide page at:



Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 06.11.2024

Attendance Support

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about **SCHOOL AVOIDANCE**

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

@wake_up_weds

/wuw.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 15.05.2024

Further News and Announcements



Coffee morning with our Educational Psychologist and SENDCo



Tuesday 12th November 9.00am - 10.00am
Pennoweth Primary School

This is an opportunity to meet our school's Educational psychologist,
Laura Howard.

If you're concerned about your child's learning, behaviour, social skills,
sensory needs or if you're simply interested in hearing about the role
and what she can offer in school please come along.

All are on hand for advice, information and support.

Further News and Announcements



Pennoweth Nursery

January 2025 places

Do you have a child born between
01-09-21 and 31-12-21?

If so, they will be eligible for 15hours or 30hours
free

education here at Pennoweth Nursery.

Admission forms can be obtained from the
school office.

For more information or to arrange a visit
please contact Miss Booth on 01209215671
or email pennowetheyfs@croftymat.org

Further News and Announcements

PLAY IN A DAY

THE CASEBOOK OF SHERLOCK HOLMES



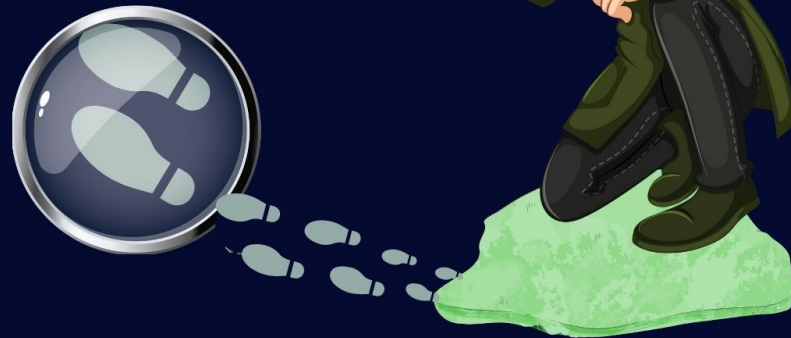
MINACK
THEATRE

9TH NOVEMBER AT 10AM

3.30PM PERFORMANCE

AGES 7-11YRS

FREE TO TAKE PART



WORK WITH PROFESSIONAL DIRECTORS
FOLLOWING THE CLUES TO SOLVE THE
MYSTERY ON THE MINACK STAGE !


For more information and to book visit
minack.com or email education@minack.com

Further News and Announcements



**CORNWALL
COUNCIL**
one and all • oen hag all



 Synergy Guidance Note	
Title:	Viewing Year 6 children who have made a Secondary Transfer Application
Version:	4.0

This is a brief guide on how to check daily for year 6 children registered at your school who have made a secondary school transfer application, so that any chasing can be done for non-applicants.

Viewing Year 6 Children who have made a Secondary Transfer Application:

In Synergy SAM - you will need to go to:

Admissions Round:

[→ Round Summary](#)

[⚙ Round Management](#)

Then please click on the Round Summary button.

Further News and Announcements



Together 
for Families

The
deadline for
applications is
**31 October
2024**

Transfer to secondary school

September 2025

Applying for a place
in year seven at a
secondary school



Information and guidance

Website and application form: www.cornwall.gov.uk/admissions

Email: schooladmissions@cornwall.gov.uk

Post: School Admissions Team, County Hall, Truro, TR1 3AY

Telephone: 0300 1234 101



www.cornwall.gov.uk/admissions



Further News and Announcements

**U11 Girls Football
Yr5 and 6**

**ST DAY
AFC**

**PLAYERS NEEDED FOR NEW U 11 TEAM
INCLUDING GOALKEEPER POSITION**

Training every
Saturday at

Redruth School
at 11a.m.

CONTACT MEL CLARKE

@ melclarke703@gmail.com

**ST DAY 'A club for the family
and the future'**

ST DAY AFC

Further News and Announcements



**CORNWALL
COUNCIL**
one and all • oen hag all

Together 
for Families

The
deadline for
applications is
**15 January
2025**

Starting school September 2025

Applying for a place in
a reception class for
children born between
1 September 2020 and
31 August 2021



Attending a nursery or pre-school

You will need to apply even if your child attends a school's nursery or pre-school class. Please note that if a school is oversubscribed the fact that a child attends a school's nursery or pre-school, or a local nursery or pre-school, does not automatically guarantee a place at that school. The school's oversubscription criteria will be used to allocate places. Visit our website or contact us for more information.

Information and guidance

Website and application form: www.cornwall.gov.uk/admissions

Email: schooladmissions@cornwall.gov.uk

Post: **School Admissions Team, County Hall, Truro, TR1 3AY**

Telephone: **0300 1234 101**



scan me

www.cornwall.gov.uk/admissions



Further News and Announcements



Together 
for Families

The
deadline for
applications is
**15 January
2025**

Do you have a
child born **between
1 September 2020
and 31 August 2021?**

If so, you will need to apply
for a place in a reception
class in September 2025 for
your child by the deadline
of **15 January 2025**.



Please note: you will need to apply even if your child attends a school's nursery or pre-school class. If a school is oversubscribed the fact that a child attends a school's nursery or pre-school, or a local nursery or pre-school, does not automatically guarantee a place at that school. The school's oversubscription criteria will be used to allocate places. Visit our website or contact us for more information.

Visit www.cornwall.gov.uk/admissions for more information and to access the online application system.



scan me



Further News and Announcements

Applying for a **reception class place** for **September 2025**

Special Educational Needs

If an Education, Health and Care (EHC) Plan has been issued for your child you do not need to complete an application form. Please contact the Statutory SEN Service for more information: Tel: **01872 324242** Email: **statutorysen@cornwall.gov.uk**

1 Decide on your preferred schools

You are strongly advised to name **three** preferences on the application form. **Naming a second or third preference does not give you any less chance of getting a place at your preferred school.** When making your decision you should...

...think about **how you will get your child to school.** Go to **www.cornwall.gov.uk/schooltransport** for more information on whether your child would be entitled to home to school travel assistance.

...look at the **admission arrangements** on our website that will be used to allocate places for each school.

...consider naming your **nearest or designated school** as one of your preferences. You can find your nearest or designated school on our website.

...look at the detailed **admissions information** on our website, also available on request.

2 Submit your application by 15 January 2025

Apply online at **www.cornwall.gov.uk/admissions**

3 Wait to find out which school you have been allocated

If you applied on time you will be notified of your allocation on **National Offer Day: 16 April 2025.** **Apply on time!** Late applications will only be dealt with after National Offer Day and there may not be any places left at your preferred schools.