



@PennowethS

Friday 20th December 2024

# Pennoweth News

Good afternoon and a festive welcome, to the final Pennoweth News of 2024.

This week the children have been completing projects, taking part in Christmas Breakfasts and Lunches whilst also celebrating some music learning through a Rocksteady Concert. To say we have still been busy, would be an understatement!

When we return in January, we have some staffing changes. As you will be aware, Mrs Makin has now commenced her maternity leave. Miss Stephens (who is currently teaching at Lanner Primary) will be joining us as the class teacher for PorthCurno. Mrs Stuckey, a new teaching assistant to the school, is joining us working across Reception and year 1. In year 3/4, we say goodbye to Miss Williams who is moving on to a new exciting opportunity. We know you will join us in wishing her all the very best and thanking her for her contributions to Pennoweth. Miss Veal, our new teaching assistant will be joining us in year 3/4.

Finally, we will have a new teacher in Lizard Class working alongside Mrs Nicholls as Miss Miche continues to be away from school.

Lets dive in to the final weekly round up of the Autumn term.

## Nursery

What a fun packed week we have had in Nursery celebrating this festive time of year. The children have been practicing writing their name in cards they have made for someone special. The children have also been using their ever growing fine motor skills by using scissors to create snowflakes out of paper. In addition, the children have been developing their turn taking skills when playing Christmas snap and pairs games, getting creative by decorating biscuits and wowing us with their physical skills when dancing and playing games at the Christmas party.

## Reception

This week, we have enjoyed some festive writing activities and have been working hard to write lists, letters and cards. We thought of some great ideas to help Father Christmas deliver his presents when his reindeers got poorly in Drawing Club. We hope the children all have a fantastic break and we look forward to seeing them in the new year.

## Keystage One

This week in Year 1 we have been learning about labels and captions in Writing. The children have been labelling the different parts of the Christingle, while getting excited for the Christmas break. In PE, we have loved using the spring board to work on our balancing. The children all showed they could jump and land in a controlled way and loved doing so. Well done year 1 and have an amazing Christmas!

This week, Year 2 have been busy investigating how sounds travels and whether having bigger ears can make us hear better. When they arrive home, ask the children to explain their findings. We have also been writing a postcard to Buddy the Elf in the North Pole to let him know that we have found the perfect house for all his elf friends in the Reception garden! Everyone in Year 2 wishes you a very merry Christmas, see you in 2025.

## Keystage Two

Our year 6 children have had a very important job this week: to elect two members to represent Pennoweth at our Crofty Parliament. Over 25 children prepared and presented speeches persuading their peers to vote for them. The speeches were absolutely amazing and we are so proud of how mature, responsible and confident our year 6 children were. The voting was incredibly tight, but our two new members of the Crofty Trust Parliament are Dexter and Joshua! These children will be going to a meeting with Mr Hague (our CEO and 'Prime-Minister') in January, ready to present ideas and agree on two bills that we will put forward to all Crofty schools. Dexter and Josh will keep our Pennoweth Community updated with the incredible things that they are achieving! Well done.

Our phase email addresses are:

[eyfs@pennoweth.cornwall.sch.uk](mailto:eyfs@pennoweth.cornwall.sch.uk) (for Nursery and Reception)

[KS1@pennoweth.cornwall.sch.uk](mailto:KS1@pennoweth.cornwall.sch.uk) (for Years 1 and 2)

[lowerKS2@pennoweth.cornwall.sch.uk](mailto:lowerKS2@pennoweth.cornwall.sch.uk) (for Years 3 and 4)

[upperKS2@pennoweth.cornwall.sch.uk](mailto:upperKS2@pennoweth.cornwall.sch.uk) (for Years 5 and 6)

## School Lunches

Week beginning 06/01/25

(Week 1 choices from the Autumn/  
Winter Term Menu)

Chartwells meal menu is on the  
school website



## Dates for your diary

*Start of Autumn Term (2)*

*Monday 4th November 2024*

*End of Autumn Term (2)*

*Friday 20th December 2024*

*Start of Spring term (1)*

*Tuesday 7th January 2025*

*End of Spring Term (1)*

*Friday 14th February 2025*

*Half term*

*Monday 17th – Friday 21st  
February 2025*

*Yearly Inset Days*

*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

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### Spring 1

#### Monday 6th January

Staff Inset Day—School closed to Children

#### Tuesday 7th January

Spring term commences for our children

#### Friday 24th January

POP event #3—Sticky Bits & Retrieval

#### Thursday 30th January

POP event #4—Total Communication & my child

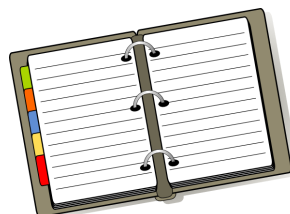
#### Thursday 13th February

Love Yourself Day—Non-School uniform day

Valentine's disco

#### Monday 17th February—Friday 21st February

Half term



# Makaton

## Sign of the Week



Listen

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# 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			
190 days for your child's education		180 days in school	19 days absence		
				28 days absence	
			171 days in school and the equivalent of a month not in school that year	162 days in school	47 days absence
				If it 85% each year, your child is missing the equivalent of a year of education over their time at primary school	143 days in school
100%	96%	95%	90%	85%	75%
<b>Good</b> -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		<b>Some Concern</b> -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		<b>Worrying</b> -Your child is now classified as a 'persistent absentee' - Education Welfare Officer involvement is likely	
		<b>Serious Concern</b> -Having a significant impact on your child's education and well-being -Legal Action may be taken			

# 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	James (Porthcurno)	Willow (Godrevy)	Noah G (Poldark)
Loved	Ethan (Tintagel) Luca (Restormel) Luna (Gwithian)	Maisie (Godrevy)	Tegen (Geevor)
Responsible	Chimerie (Tintagel) Harper (Restormel) Georgie (Mevagissey)	Arthur (Lizard)	Freddie (Poldark)
Learning	Rejoice (Newlyn)	Holly (Lizard)	Harris (Levant)
Ready	Dominic (Newlyn)	Favour (Pendeen)	Mason (Levant)

Congratulations to our stars of the week from each Class! Well done everyone!

Pendennis Daily Awards	Tintagel Agnes
Restormel Olivia	Porthcurno Darcy H
Gwithian Theo	Newlyn Taylor
Mevagissey Tristan	Pendeen Amanda
Godrevy Harry	Lizard Ethan
Levant Emillie	Geevor Izzy
Poldark Jaxon	

**Read Write Inc.**  
Phonics



Headteacher's

# Phonics Star of the Week

Awarded to

Lamourah (Tintagel)

20/12/24

C. Andrews



Date



Signature



**Read Write Inc.**  
Phonics



Headteacher's

# Phonics Star of the Week

Awarded to

Iylah (Porthcurno)

20/12/24

C. Andrews



Date



Signature





# Attendance

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

Overall attendance for this week was

86.98%

See below for the attendance for each class last week.

Pendennis	81.82%
Tintagel	78.8%
Restormel	80%
Porthcurno	82.8%
Gwithian	84.4%
Newlyn	83.33%
Mevagissey	84.81%
Pendeen	89.68%
Lizard	88.33%
Godrevy	89.38%
Levant	92.59%
Geevor	95.65%
Poldark	91.69%
Congratulations Geevor 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 (20 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](https://nationalcollege.com).

## 10 Top Tips for Parents and Educators

# SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

### 1 REDUCE DOOMSCROLLING

It's concerningly common for young people to spend hours 'doomscrolling': trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

### 2 TALK ABOUT THE CONTENT

It's important to keep apprised of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

### 3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

### 4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screentime; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

### 5 FILL THE VOID

Monitoring and reducing screentime can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screentime, rather than temporarily doing so while they know it's being monitored.

### 6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

### 7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

### 8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screentime and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

### 9 MODEL GOOD BEHAVIOUR

Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screentime reduction into a joint mission, which you and the child can work on together.

### 10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screentime is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

### Meet Our Expert

John Insley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at <https://nationalcollege.com/guides/top-tips-for-safety-on-social-media>

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# 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](https://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.



The National College

Source: See full reference list on guide page at [nationalcollege.com/guides/school-avoidance](https://nationalcollege.com/guides/school-avoidance)

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# Further News and Announcements

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## Further News and Announcements

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# 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](mailto:pennowetheyfs@croftymat.org)



# Further News and Announcements

**MENTAL HEALTH SUPPORT TEAM - MHST** Cornwall Partnership NHS Foundation Trust

Parents and Carers - please join us at our 1hr online **Worry Workshop**

Monday 13th January - 9:30am & 2pm  
 Tuesday 14th January - 11am & 4pm  
 Wednesday 15th January - 09:30am & 1:30pm  
 Thursday 16th January - 11am & 4pm

This workshop aims to provide psychoeducation on "What is worry?" and "Why does my child worry?" Also includes practical strategies for helping children manage their worries.

To book a place please complete the online form [HERE](https://forms.office.com/e/YR5MeEwtEF) <https://forms.office.com/e/YR5MeEwtEF> or scan the QR code

This workshop is open to parents/carers of primary aged children enrolled in Reception to Year 6 in any school in Cornwall

**MENTAL HEALTH SUPPORT TEAM - MHST** Cornwall Partnership NHS Foundation Trust

Parents and Carers - please join us at our 1hr online **Resilience Workshop**

Monday 20th January - 9.30am & 4pm  
 Tuesday 21st January - 11am & 2pm  
 Wednesday 22nd January - 11.30am & 4pm  
 Thursday 23rd January - 9.30am & 1.30pm

This workshop aims to talk about the meaning of resilience, explore building resilience and look at how and when a young person should ask for help.

To book a place please complete the online form [HERE](https://forms.office.com/e/TE2UmBZrHK) <https://forms.office.com/e/TE2UmBZrHK> or scan the QR code

This workshop is open to parents/carers of primary aged children enrolled in Reception to Year 6 in any school in Cornwall

**MENTAL HEALTH SUPPORT TEAM - MHST** Cornwall Partnership NHS Foundation Trust

Parents and Carers - please join us at our 1hr online **Behaviour Workshop**

Monday 27th January - 9.30am & 2pm  
 Tuesday 28th January - 11.30 am & 4pm  
 Wednesday 29th January - 9.30am & 1.30pm  
 Thursday 30th January - 11.00am & 4pm

This workshop provides parents with practical strategies to foster positive behaviour and communication at home.

To book a place please complete the online form [HERE](https://forms.office.com/e/1PwGDXSQ40) <https://forms.office.com/e/1PwGDXSQ40> or scan the QR code

This workshop is open to parents/carers of primary aged children enrolled in Reception to Year 6 in any school in Cornwall

**MENTAL HEALTH SUPPORT TEAM - MHST** Cornwall Partnership NHS Foundation Trust

Parents and Carers - please join us at our 1hr online **Sleep Workshop**

Monday 3rd February - 11am & 4pm  
 Tuesday 4th February - 9.30am & 2pm  
 Wednesday 5th February - 9.30am & 1.30pm  
 Thursday 6th February - 11am & 1.30pm

This workshop aims to provide psychoeducation on sleep hygiene and sleep routines. Also includes practical strategies for helping children

To book a place please complete the online form [HERE](https://forms.office.com/e/7ac7qHLPhc) <https://forms.office.com/e/7ac7qHLPhc> or scan the QR code

This workshop is open to parents/carers of primary aged children enrolled in Reception to Year 6 in any school in Cornwall

# Further News and Announcements



# AUTUMN 2024

**OPENING HOURS  
FROM TUES 5 NOV – FRI 20 DEC**



**Tuesday – Friday**  
3:15pm–5:30pm



**Saturday**  
12pm–4pm



**Youth Club (13+)**  
Friday 5:30pm–7pm

## GWEALAN TOPS

School Lane  
Redruth  
TR15 2ER

**AGES 7+**

**CHILDREN MUST BE REGISTERED  
NEW USERS MUST BOOK AN INDUCTION VISIT –  
SEE [WWW.GWEALANTOPS.ORG](http://WWW.GWEALANTOPS.ORG)**




# Further News and Announcements

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**CORNWALL  
COUNCIL**  
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 <b>Synergy</b> Guidance Note	
<b>Title:</b>	Viewing Year 6 children who have made a Secondary Transfer Application
<b>Version:</b>	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.

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# 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](http://www.cornwall.gov.uk/admissions)

Email: [schooladmissions@cornwall.gov.uk](mailto:schooladmissions@cornwall.gov.uk)

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

Telephone: 0300 1234 101



[www.cornwall.gov.uk/admissions](http://www.cornwall.gov.uk/admissions)



# Further News and Announcements



**CORNWALL  
COUNCIL**  
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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](http://www.cornwall.gov.uk/admissions)

Email: [schooladmissions@cornwall.gov.uk](mailto:schooladmissions@cornwall.gov.uk)

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

Telephone: **0300 1234 101**



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[www.cornwall.gov.uk/admissions](http://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](http://www.cornwall.gov.uk/admissions) for more information and to access the online application system.



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# Further News and Announcements

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## 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](http://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](http://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.