



@PennowethS

Friday 17th January 2025

# Pennoweth News

Good afternoon and welcome back to another edition of the Pennoweth News.

This week has seen a number of events taking place across the school. Many of our children have been lucky enough to attend some workshops across the week, which have been highly successful.

In other news, our children have been busy earning a number of tribal points since returning to school as we have recently launched a new 'Tribal Treats' element to celebrate the choices and learning our pupils make over a half term with a small reward for the winning tribe. These treats will support our other planned 'Tribe' activities we plan over the academic year. An ongoing update will take place every Friday via the newsletter and shared with pupils during their weekly assemblies.

We will now dive into the weekly round up and catch up with what has been going on from around the school.

## Nursery

This week in nursery, we have been diving into the story of The Three Little Pigs! The children explored the different building materials from the story—straw, sticks, and bricks—and experimented with how easy (or tricky!) it is to build with them. They had so much fun acting out the story, huffing, puffing, and building their way through each scene. We also introduced our focused artist of the topic, the incredible architect Zaha Hadid, sharing her amazing designs and inspiring the children to think about the possibilities of creative building. It's been a week full of imagination, storytelling, and hands-on building!

## Reception

In Reception we have been learning all about dinosaur fossils and how they have been found around the world. We then thought about what fossils can tell us about how dinosaurs might have lived. The children then wrote their own version of Going on a Bear Hunt – Going on a Fossil hunt. The children enjoyed helping to make a shared word bank to help them write their stories. In maths we have been learning about subitising numbers 1-5 and the different compositions of 5.

## Keystage One

This week, we have been learning to write a character description in English and understanding the number line to 20 in Maths. We have been exploring more about Brazil and the characteristics of a settlement in Rio. Can they tell you the shape of the settlement in Brasilia?

In Year 2, we have been writing our own adventure narratives based on the 'The Tunnel' in English and learning to count pounds and pence in Maths. In our project 'Land Ahoj' we have been identifying the 5 oceans of the world and the 4 seas which surround the UK.

## Keystage Two

It has been wonderful to see the children's enthusiasm for music shine through in our current Heroes & Villains project. This week, as musicians, children have identified a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted. They have also showcased their singing skills, working on increased control and fluency, and then changing the dynamics (quietly or loudly) of their voice. Pupils then introduced an instrument and played along to the pulse of the music. As writers, pupils wrote riddles, giving clues through various literary features (rhyme, simile, metaphor, personification and onomatopoeia) about their chosen hero or villain!

We have had a fantastic week in UKS2 this week, with our year 5 children beginning their 'IMAGINE' project, which is a project based on collecting and celebrating stories of our Global Majority Community. Both year 5 classes visited Kresen Kernow to participate in workshops this week, with other trips and visitors booked in to continue their exploration of the project. We look forward to seeing what they have achieved in a few months! The children continue to blow us away with their figurative language and beautiful descriptions in their fantasy narratives: we look forward to seeing the finished pieces next week!

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)

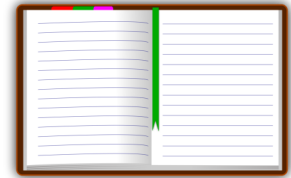
[upperKS2@pennoweth.cornwall.sch.uk](mailto:upperKS2@pennoweth.cornwall.sch.uk) (for Years 5 and 6)

## School Lunches

Week beginning 20/01/25

(Week 3 choices from the Autumn/  
Winter Term Menu)

Chartwells meal menu is on the  
school website



## Dates for your diary

*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*

*Start of Spring Term (2)*

*25th February 2025*

*End of Spring Term (2)*

*Friday 4th April 2025*

*Yearly Inset Days*

*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

#### Friday 24th January

POP event #3—Sticky Bits & Retrieval  
Year 2 Maritime Museum in School visit

#### 28th—29th January

Year 5 & 6 Classes to Tate Gallery St Ives

#### Thursday 30th January

POP event #4—Total Communication & my child

#### Thursday 13th February

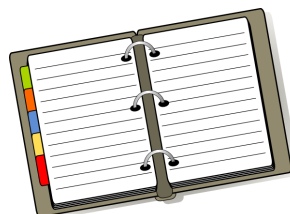
Love Yourself Day—Non-School uniform day  
Valentine's disco

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

Half term

#### Saturday 1st March

St Piran's Day



# Makaton Sign of the Week



Both hands may  
be used for  
emphasis

Stop

# Friends of Pennoweth

**Happy New Year to our amazing community!**

We're grateful for all the support for our PTA (Parent Teacher Association) last term, from making-up and purchasing goodies from our stalls, participating in events, and helping out with our fundraising and social events. We raised funds with a successful wreath workshop and other fun activities.

Also, a big thank you to everyone who attended our first online meeting in November and the in-person drop-ins. Your support keeps our group thriving.

## **Find out how you can help us to continue!**

This term we are holding an online drop-in and in person drop-in's where you can find out what we have planned and how you can be involved.

Pop in for a chat and cuppa on Thursday 23rd January 8.50-9.20am & 2.40-3pm members of the PTA will be available

We will be holding another online meeting on Wednesday 29th January at 7.00-7.30pm. Everyone is welcome to attend.

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](mailto:pennoweth_pta@yahoo.co.uk) or drop one of our members a message.

**Join Our Meeting  
Wednesday 29th January  
7-7.30pm**



**<https://bit.ly/426mGoV>**

**Link and instructions will also be sent out via marvellous me and facebook the week of.**

## **Events we are running and may need help with**

Love yourself day & Half Term Disco 13th February  
Wonka Competition & World Book Day Friday 7th 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.**

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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	180 days in school	19 days absence	28 days absence
	190 days for your child's education					
100%	96%	95%	90%	85%	75%	<p>If it 85% each year, your child is missing the equivalent of a year of education over their time at primary school</p> <p>143 days in school</p>
<p><b>Good</b></p> <ul style="list-style-type: none"> <li>-Best chance of success</li> <li>-Gets your child off to a flying start</li> <li>-Helps their confidence, social development as well as their academic progress</li> <li>-Over 97% is considered excellent attendance</li> </ul>	<p><b>Some Concern</b></p> <ul style="list-style-type: none"> <li>-Harder for your child to make progress</li> <li>-School starts tracking your child's attendance closely, Medical evidence may be required to authorise further absences linked to illness</li> </ul>	<p><b>Worrying</b></p> <ul style="list-style-type: none"> <li>-Your child is now classified as a 'persistent absentee'</li> <li>- Education Welfare Officer involvement is likely</li> </ul>	<p><b>Serious Concern</b></p> <ul style="list-style-type: none"> <li>-Having a significant impact on your child's education and well-being</li> <li>-Legal Action may be taken</li> </ul>			

# 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	Lena (Gwithian)	Delilah-Belle (Lizard)	Noah R (Geevor)
Loved	Dominic (Newlyn)	Leon (Lizard)	Rizzick (Levant)
Responsible	Poppy H (Tintagel) Lincoln (Mevagissey)	Skyla A-P (Pendeen)	Jayden (Poldark)
Learning	Harry (Mevagissey)	Natalyia (Pendeen)	Daniel (Levant)
Ready	Nicole (Tintagel) James (Porthcurno)	Minnie (Godrevy)	Nathan (Poldark)

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

Pendennis Daily Awards	Tintagel Cameron
Restormel	Porthcurno Lucy
Gwithian Talía	Newlyn Gavriel
Mevagissey Neve	Pendeen Maisie
Godrevy Alfie	Lizard Rosen
Levant Jack	Geevor Esme
Poldark Archie	

**Read Write Inc.**  
Phonics



Headteacher's

# Phonics Star of the Week

Awarded to

Kaja (Tintagel)

17/01/25

C. Andrews



Date



Signature



**Read Write Inc.**  
Phonics



Headteacher's

# Phonics Star of the Week

Awarded to

Lexi (Porthcurno)

17/01/25

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

94.99%

See below for the attendance for each class last week.

Pendennis	89.7%
Tintagel	95%
Restormel	94.35%
Porthcurno	90.8%
Gwithian	92%
Newlyn	97.08%
Mevagissey	96.67%
Pendeen	97.67%
Lizard	93.45%
Godrevy	98.75%
Levant	92.59%
Geevor	95.3%
Poldark	97.93%

Congratulations Mevagissey, Newlyn, Pendeen, Godrevy & 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](https://nationalcollege.com).

## What Parents & Educators Need to Know about

# TIKTOK



### WHAT ARE THE RISKS?

Adults tend to associate online videos with YouTube – but among teens, TikTok is king. The app provides a stream of short clips tailored to users' interests, based on what they've already watched. Around half of British children use TikTok, and while much of the content is benign, Ofcom considers it the app where youngsters "were most likely to encounter a potential harm".

### AGE-INAPPROPRIATE CONTENT

While TikTok's Following feed only displays videos from familiar creators, for You is a collection based on a user's previously watched clips. Most of these videos will probably be inoffensive, but the app could potentially show something unsuitable. If children then engage with this content, more like it will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the huge number of uploads means that a small amount inevitably slips through.

### BODY IMAGE AND DANGEROUS CHALLENGES

According to Ofcom, most online harms for teens are body image related for girls (promoting unhealthy eating, body shaming and so on) and dangerous stunts for boys. Both are prevalent on TikTok. One extreme example of the latter was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. This led to two families filing lawsuits against TikTok over the tragic deaths of their children.

### IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase gifts for content creators. Coin bundles range from £9.99 to an eye-watering £99; while that may not sound appealing, the app still generated £7.9 billion in user spending in 2023. TikTok's policy is that under-18s can't make in-app purchases, but it's possible to bypass this with a fake birth date.

### CONTACT WITH STRANGERS

With more than 1.5 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-16s (or young people using a fake date of birth) are set to public by default. This means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and enables anyone to download or comment on them.

### MISINFORMATION AND RADICALISATION

Although the short videos on TikTok tend to be more frivolous than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but Ofcom reports that nearly a third of 12 to 15-year-olds use TikTok as a news source – so you should be wary of misogynistic, racist or conspiracy-themed material shaping how they see the world.

### ADDICTIVE DESIGN

With its constant stream of eye-catching videos, TikTok can be addictive to young brains. In 2024, UK children spent an average of 127 minutes per day on the app; that's twice as much as in 2020. Excessive use can interfere with young people's sleep patterns – often leading to irritability – and distract them from other, healthier activities. The instantly skippable nature of bite-size videos may also impact children's ability to maintain focus.

## Advice for Parents & Educators

### ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account to their child's, and control settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen-time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children can't alter these settings without parental approval.

### DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure that they don't share any identifying personal information, and that they know to talk to a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's also worth talking about misinformation and propaganda, and how to identify it.

### BLOCK IN-APP SPENDING

If a child is using an iPhone or Android device to access TikTok, you can alter their settings to prevent them from making in-app purchases. We'd recommend enabling this feature, as it can be quite easy for a young person to spend a significant amount of real money buying TikTok coins to unlock more features of the app – sometimes without even realising.

### READ THE SIGNS

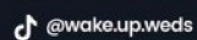
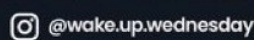
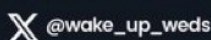
If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to introduce limits.

### Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/tiktok-2025>



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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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/wuw.thenationalcollege

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@wake.up.weds

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# Further News and Announcements



Pennoweth Primary School invites you to register your interest in... SPACES LIMITED!!

## SPACE : Supporting parents and children emotionally

**SPACE** is a new **free** programme for **any parent or carer** who wants to better understand and support their children's emotions, as well as their own.

### This face-to-face programme will cover:

- Understanding what is meant by a Trauma Informed approach
- Understanding toxic stress and the flight/fight response
- Practical approaches to support children to regulate their emotions
- Healthy coping strategies for dealing with stress
- Managing different emotions
- Understanding behaviour
- Building resilience in ourselves and our children
- Adopting appropriate expectations of children
- Enhancing your ability to provide nurturing care

The sessions will be run by Learning mentor, Miss Morsley at Pennoweth Primary School.

Where: Pennoweth Primary School  
When: Friday mornings 9-11am  
Dates: 17/01/25, 24/01/25, 31/01/25, 07/02/25, 14/02/25



To register your interest or find out more, please email

[rebecca.morsley@croftymat.org](mailto:rebecca.morsley@croftymat.org)

HEADSTART  
KERNOW



Together   
for Families



# 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/7ac7qHLPfc) <https://forms.office.com/e/7ac7qHLPfc> 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**  
*one and all • oen hag all*



 <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**  
*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](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.