



SEND OVERVIEW RATIONALE

WHAT ARE THE AIMS OF THE SEND PROVISION AT PENKETH HIGH SCHOOL?

Penketh High School is an inclusive school, where all teachers are teachers of pupils with special educational needs & disabilities:

- ⇒ To deliver a curriculum and create an environment that meets the needs of every student at Penketh High School.
- ⇒ To ensure that every student with Special educational needs and / or disability makes the best progress possible.
- ⇒ To foster and promote effective working partnerships with parents / carers, pupils and outside agencies.
- ⇒ To listen to the voice of all pupils

THE SPECIAL EDUCATIONAL NEEDS THAT ARE PROVIDED FOR AT PENKETH

Some children have needs that are additional to or different from other young people. The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- ⇒ Communication and interaction
- ⇒ Cognition and learning
- ⇒ Social, emotional and mental health difficulties
- ⇒ Sensory and/or physical needs

It is the job of the SEND & Welfare teams to recognise these difficulties, support pupils to overcome them and to ensure they can achieve their full potential.

STAFF IN THE SEND DEPARTMENT

The Director of Learning for SEND and SENDCo is Emma Ogg.

There is also a team of TA's who deliver interventions, in class targeted support, speech and language, nurture and social skills. Each year group has a Key Worker who may support pupils in and out of lessons. There is also a SEND champion who arranges visits and visitors for pupils. The Designated Provision is led by Emma Wisdell with additional support form TAs. The whole SEND team works closely with the welfare and pastoral team.



INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

Penketh High School is committed to the early identification of special educational needs. Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning.

Pupils are identified as having SEN, and their needs assessed through:

- ⇒ Information passed on from primary /previous schools
- ⇒ KS2 results and baseline testing
- ⇒ Progress data reviews with Progress Intervention Leaders
- ⇒ Feedback from teaching staff and observations
- ⇒ Pupil Premium interventions not showing impact
- ⇒ Referrals from parents
- ⇒ Pupil referrals

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings.

Parents/carers are invited to attend Annual Reviews and have access to the SENCO through Parents' Evenings and other events. The SENCO encourages parents/carers of children with additional needs to maintain contact with the SEND team.

THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SEN

Provision for pupils at Penketh High School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing Body and the Headteacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities.

Provision for SEN pupils includes:

- ⇒ Quality first teaching, with appropriate differentiation in place
- ⇒ Extra adult support in classrooms where appropriate
- ⇒ Personalised provision through time limited programmes
- ⇒ Personalised provision through adapted resources and interventions
- ⇒ Social skills/ Speech and Language sessions

Recommendations from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Outreach Teachers) will be shared with staff. Any additional strategies will be implemented by the class teacher based on the advice received from outside agencies.



HOW ADAPTATIONS ARE MADE TO THE CURRICULUM AND THE LEARNING ENVIRONMENT OF PUPILS WITH SEN

All pupils at Penketh High School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that leads to pupils making progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's additional needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning

The curriculum / learning environment may be adapted by:

- ⇒ Groupings that target specific levels of progress
- ⇒ Differentiated resources and teaching styles
- ⇒ Appropriate choices of texts and topics to suit the learner
- ⇒ Access arrangements for tests and or examinations
- ⇒ Additional adult support
- ⇒ Tailored intervention in the Orchard Centre

SUPPORT THAT IS AVAILABLE FOR IMPROVING THE SOCIAL, EMOTIONAL AND MENTAL HEALTH OF PUPILS WITH SEN

Pupils are well supported by:

- ⇒ A Safeguarding team that provides programmes such as nurture groups, anger management, self-esteem building
- ⇒ Targeted support for individual pupils
- ⇒ School Council
- ⇒ Pupil Voice
- ⇒ Social, Emotional and Well-being team
- ⇒ Welfare Team
- ⇒ An anti-bullying policy that is supported by a specialist trained member of staff

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING AFTER-SCHOOL CLUBS & SCHOOL TRIPS?

Penketh High School provides around 30 enrichment activities each week. Attendance at these sessions is positively encouraged and accessible to all pupils. The Enrichment programme allows all pupils to access high quality extra-curricular activities to encourage them to be well rounded individuals. Attendance at after school intervention sessions is positively encouraged and accessible to all pupils. We make every effort to include all pupils in school trips. Should your child require an individual risk assessment, this will be carried out as necessary.



NAME & CONTACT DETAILS OF THE SEN CO-ORDINATOR

NAME	Ms. Emma Ogg
TITLE	Director of Learning SEND
TELEPHONE	01925 722 298
EMAIL ADDRESS	eogg@penketh.warrington.sch.uk

NAME & CONTACT DETAILS OF THE SEN GOVERNOR

NAME	Mrs. V. Briggs
TITLE	SEN Governor
TELEPHONE	01925 722 298
EMAIL ADDRESS	N/A

INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SEN, INCLUDING HOW SPECIALIST EXPERTISE WILL BE SECURED

- ⇒ Audit of staff expertise in SEN undertaken annually
- ⇒ Experienced SEN team
- ⇒ INSET / CPD training delivered to meet need
- ⇒ Specialist Assessor

THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN ABOUT, AND INVOLVING SUCH PARENTS IN, THE EDUCATION OF THEIR CHILD

- ⇒ Telephone conversation
- ⇒ Face to face meeting
- ⇒ Communication diaries
- ⇒ Parents Evening
- ⇒ Family support meetings
- ⇒ Statement and EHC plan reviews



THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEN ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

- ⇒ Pupil Voice
- ⇒ School Council
- ⇒ Annual Reviews
- ⇒ Personal Interviews
- ⇒ Pupil Passports
- ⇒ Key workers

HOW DO I MAKE A COMPLAINT?

Any complaints should first be raised with the SENCO, then if necessary, with the Vice Principal / Headteacher and finally, if unresolved, with the Governing Body.

Managing parental complaints related to SEND (*any of the following may apply*)

- ⇒ All SEND complaints must follow the school's formal complaints procedure
- ⇒ The Governing Body is consulted
- ⇒ External advice may be sought
- ⇒ Key legislation regarding the matter is identified
- ⇒ Good levels of communication with the parents/carers are maintained throughout the process
- ⇒ Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- ⇒ Key issues are identified including where there is agreement
- ⇒ Discussions should take place with the SENCO
- ⇒ Reports provided by outside agencies should be considered
- ⇒ Pupil progress is reviewed
- ⇒ Any behaviour logs are included and shared with parents/carers

Penketh High School's Complaints policy is available on request

THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SEN, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH SECTION 32

SERVICE	Parent Partnership – Advice & Support
WEBSITE	http://warringtonsendiass.co.uk/contact-us.aspx
TELEPHONE	01925 442978



THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING PUPILS WITH SEN IN A TRANSFER BETWEEN PHASES OF EDUCATION, OR IN PREPARATION FOR ADULTHOOD AND INDEPENDENT LIVING

Primary to Year 7:

- ⇒ Attendance at Annual review and other meetings at the primary schools by the SENDCO can be arranged
- ⇒ Extra visits by SEND pupils to Penketh High School
- ⇒ Staff visits to the primary feeder schools to meet the students.
- ⇒ Information shared along with good practice for students leaving the school to allow a smooth transition onto the next journey of their education.
- ⇒ Meeting with parents

Year 11 to Post 16 Provision:

- ⇒ In school careers and guidance at key transition stages.
- ⇒ Pen portraits/ SEND information is sent to teachers about the needs and strategies to provide the appropriate and differentiated support.
- ⇒ Information shared along with good practice for students leaving the school to allow a smooth transition onto the next journey of their education.
- ⇒ Colleges invited to Annual Reviews for EHCP pupils

INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED ONLINE

<https://askollie.warrington.gov.uk/localoffer/>

USEFUL WEBSITES

SERVICE	WEBSITE
Information, advice & support for parents, carers and young people with SEND in early education settings, schools & colleges	www.warringtonsendiass.co.uk
Ask Ollie provides support & information of services for parents & carers of children and young people with SEND themselves	www.warrington.gov.uk
Offers advice, information and help to families, professional and dyslexic individuals	www.bdadyslexia.co.uk
Autism advice, support & services	www.autism.org.uk
ADHD advice, support & services	www.adhdfoundation.org.uk