

SEN INFORMATION REPORT 2021 /22

Full name of Educational Setting

Penketh High School

Address

Heath Road, Penketh, Warrington, Cheshire. WA5 2BY

Type of Educational Setting

Mainstream (plus 16 place Designated Provision for Cognition and Learning)

What are the aims of the SEND provision at Penketh High?



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

"Leaders provide an effective education for pupils with SEN, this includes those who are part of the specialist resourced provision." **OFSTED 2019**



- To identify at the earliest opportunity barriers to learning and participation for all pupils with SEND
- To deliver a curriculum and create an environment that meets the needs of every student at Penketh High School. To ensure that every child experiences success in their learning.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school
- To have the same academic ambition for all of our learners
- 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
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND
- To work closely with external agencies, where appropriate to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure that pupils with SEND are prepared for the next stage of education

The Special Educational Needs that are provided for at Penketh High School



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: Our school currently provides additional and / or different provision for a range of needs which successfully ensures equality of opportunity

- **Communication and Interaction Needs** Children with speech, language and communication needs (SLCN) have difficulty communicating with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech and language or social communication at different times of their lives. Children diagnosed with autism (ASD autistic Spectrum Disorder) are likely to have particular difficulties with social interaction and communication.
- **Cognition and Learning** Support for learning difficulties may be required when pupils learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD). This encompasses a range of conditions such as dyslexia, dyspraxia and dyscalculia
- **Social, Emotional and Mental Health Needs** Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Their behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Sensory and/or physical needs** Some pupils require special educational provision because they have a disability which prevents or hinders them from making the use of the educational facilities generally provided. Many pupils with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

<p>Staff in the SEND department</p> <p>Securing and Deploying Expertise</p> 	<p>The Director of Learning for SEND and SENDCo is Emma Ogg (National Award for Special Educational Needs Coordination)</p> <p>SEMH Lead Teacher: Kelly Smith (National Award for Special Educational Needs Coordination)</p> <p>We have 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 an SEND champion who arranges visits and visitors for pupils</p> <p>The Designated Provision is led by Emma Wisdell (Maternity Leave Nov 2021 led by Cathryn Shaw)</p> <p>The whole SEND team works closely with the Safeguarding, pastoral team and Heads of Year. The SENDCO keeps a record of training by staff and deploys support staff across school in line with their expertise. Support staff will carry put needs- led Speech and Language Therapy (SALT) and Occupational Therapy (OT) on site. The SENDCO ensures all staff have the appropriate training and will offer further CPD opportunities linked to staff interest or professional development.</p>
<p>Evaluating Effectiveness</p> 	<p>Inclusion of pupils with SEND is observed in lessons through regular drop-ins by the SENDCo, middle leaders and the Senior Leadership Team (SLT). There is a robust process of Quality Assuring Teaching and learning in all subjects. We also collect pupil voice to identify what is working well and maybe what isn't working well in all subjects. In addition, we have edited Passports to Success to include pedagogy which learning for these pupils.</p> <p>Class teachers, the SENDCo, middle leaders and the Senior Leadership Team (SLT) monitor the progress of pupils with SEND. Progress of these children is monitored at data drops by class teachers. Alongside this rigorous monitoring system, the SENDCo quality assures interventions and reviews the school provision map formally on a termly basis.</p>
<p>Information about the school's Policies for identification and assessment of pupils with SEN</p>	<p>Penketh High School is committed to the early identification of special educational needs. Early identification of pupils with SEN is a crucial factor is overcoming barriers to learning. Pupils with SEND are identified by different assessment routes all of which are part of the overall approach to monitoring progress of all pupils. If staff observe a pupil, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances they will seek to identify a cause. When children are identified as not making progress in spite of Quality First Teaching, they are referred to the SENDCo and a plan of action is agreed. When these concerns arise an SEN checklist is completed. If further needs are identified that need the assistance of an external agency, then a referral is made. If the pupil needs more support than the legal requirements provided by the school then an EHCP application will be submitted to the LA.</p>



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
- Interventions not showing impact
- Referrals from parent
- 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 to ascertain whether the pupil is developing in their home language in line with peers and siblings. The SENDCo will work closely with the EAL department.

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.

Teaching Approach, Adaptations to the Curriculum and Learning Environment and Inclusivity in Activities
Cognition and Learning Needs

Quality First Teaching	<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions • Repeated instructions • Visual timetables • TA in class support • Clear key question / concept and differentiated outcomes • Clear feedback and next steps in their learning – pupils involved in the process and given time to respond • Low stake quizzes • Climate for Learning at the heart of lessons/school ethos • Time to talk things through with a Talk Partner before feeding back to class • Access to ICT in particular laptops to help reduce barriers to learning • Writing frames or alternatives to written recording when writing is not the primary objective • Use concrete apparatus to help e.g. number lines • Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals • Personalised and differentiated teaching, including questioning • Structured school and class routines
Possible SEN Support	<ul style="list-style-type: none"> • 1:1 reading • Phonics • Writing intervention • Maths Skills development • Maths Catch Up Groups • In class support from TA • Spelling practice groups • Additional individual reading

- Memory skills training
- Dyslexia support
- IXL

Communication and Interaction Needs

Quality First Teaching	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Increased visual aids / modelling etc. • Structured school and class routines
Possible SEN Support	<ul style="list-style-type: none"> • In class support with focus on supporting speech and language • Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme • Socially Speaking • Social Stories • Lego Therapy • Talkabout intervention • Chat and Chill

Social, Emotional and Mental Health Needs

Quality First Teaching	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school reward system • Personal Development Time • Change of seating plan • Privacy boards • Fidget toys • Avoid unnecessary change; a predictable environment is best • Give very clear guidelines • Use eye contact and non-verbal signals, wherever possible, to let the pupil know when their behaviour is/is not appropriate
Possible SEN Support	<ul style="list-style-type: none"> • Small group Circle Time • Social Skills group • Talkabout for Children intervention • Individual reward system • TA intervention • Referral to SEMH teacher

- Referral to MHST
- Nurture intervention
- Social skills

Sensory and/or Physical Needs




Quality First Teaching




- Flexible teaching arrangements
- Staff aware of implications of impairment
- Writing slopes
- Pencil grips
- Use of ear defenders

Possible SEN Support

- Fine Motor Skills group
- Gross Motor Skills group
- Additional handwriting practice
- Individual support in class during PE and lunch time
- Reasonable adjustments to environment to support access

The equipment and facilities needed to support pupils with SEND is led by the child's individual need. Examples of equipment / facilities that we use may include, writing slopes, laptops, coloured paper, overlays, personal visual timetables, now and then boards, fidget toys, wobble cushions

<p>Support that is available for improving the social emotional and mental health of pupils with special educational needs</p> 	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> • A Safeguarding team that provides programmes and referrals to meet individual needs • Targeted support for individual pupils • School Council / Pupil Leadership Team • Pupil Voice • Social, Emotional and Well- being team • An anti-bullying policy that is supported by a specialist trained member of staff • Whole school Personal Development Programme • A strong climate for learning across the school
<p>How will my child be included in activities outside the classroom including afterschool Clubs & school trips?</p> 	<p>Penketh High School provides around 30 enrichment activities each week during the final period of the day. The Enrichment programme allows all pupils to access high quality extra -curricular activities to support them in having the best life opportunities. All of our children have equal access to enrichment and where necessary, we make accommodations and adaptations to meet the physical and learning needs of our children.</p> <p>Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. Should your child require an individual risk assessment, this will be carried out as necessary</p>
<p>Name and contact details of SEN Co-ordinator Name and contact details of SEN Governor</p> 	<p>Director of Learning SEND: Ms. Emma Ogg</p> <p>School Telephone Number: 01925 722298</p> <p>Email: eogg@penketh.warrington.sch.uk</p> <p>Governor: Mrs L Keavey</p>

<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p> 	<ul style="list-style-type: none"> • Telephone conversation / Teams meetings • Face to face meeting • Coffee morning / afternoons • Forum with external professionals • Communication diaries • Parents Evening • Family support meetings • Statement and EHC plan reviews
<p>The arrangements for consulting young people with special educational needs about and involving them in, their education</p> 	<ul style="list-style-type: none"> • Pupil Voice • Annual Reviews • Personal Interviews • Pupil Passports • Key workers • Meetings with PD coaches
<p>How do I make a complaint?</p> 	<p>Handling Complaints The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.</p> <p>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.</p> <p>Penketh High School's Complaints policy is available on request.</p>

The contact details of support services for the parents of pupils with special educational needs



- **SEND IAS Service**

<http://warringtonsendiass.co.uk>

01925 442978

- **ADDvanced Solutions**

<https://www.advancedsolutions.co.uk/contact>

01925 320863

- **Warrington Parents and Carers Forum**

<http://www.warringtonparentsandcarers.org>

07376 722719

The school's arrangements for supporting pupils with special educational needs 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
- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet .
- 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

Enhanced transition arrangements are tailored to meet individual needs.

KS3 to KS4

- Additional support with options choices if needed

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 / workplace.
- Exam Access Arrangements are rolled over to the next setting
- Colleges invited to Annual Reviews for EHCP pupils

Information on where the local authority's local offer is published.

Full details can be found at: <https://askollie.warrington.gov.uk/localoffer/>

Useful websites

www.warrington.gov.uk

Ask Ollie – Warrington's Local Offer

Provides support & information of services for parents & carers of children & young people with SEND themselves.

www.bdadyslexia.org.uk

Offers advice, information and help to families, professionals and dyslexic individuals.

www.autism.org.uk

Autism advice, support & services

www.adhdfoundation.org.uk

ADHD advice, support & services

