



Pendle Community High School & College

SEN Information Report 2017

The needs of our pupils

Pendle Community High School & College (PCHS & C) mixed day school, for pupils aged 11-19 years with a Generic Learning Difficulty (GLD). Currently there are 114 pupils on roll, drawn from a diverse catchment area across 'Pendle'. Our pupils have a wide range of SEND ranging from Moderate Learning Difficulties (MLD) to Severe Learning Difficulties (SLD) and Complex Learning Difficulties (CLD) including Profound and Multiple Learning Difficulties (PMLD). In addition to their learning difficulties some of our pupils have sensory needs including visual impairments, hearing impairments and multi-sensory impairments; we have a number of pupils with medical needs. Many of our pupils have learning difficulties and associated needs resulting from Autism. Please see Local Offer for further details.

Admission

Pupils must have an Educational Health Care Plan (EHCP) or Statement of Special Educational needs which will have been issued following an Integrated Statutory Assessment. A request for a place at our school is made via the Area Assessment Support Officer following the assessment procedures and consultation process. Non-prejudicial visits (NPVs) can be arranged to view the school via the SEND Information, Advice and Support Service (previously known as Parent/ Carer Partnership) or directly with the school. Admission into Year 7 for pupils with an EHCP involves a thorough transition process. Similarly any mid-year/ mid-phase transfer periods are planned carefully to ensure a comfortable and smooth transfer from their current provision. Please see Local Offer for further details.

Provision

At all times school and college keep in close contact with parents and carers and make every effort to include them in decision making about their child.

Provision mapping (what the school provides for pupils and students) is constantly being evaluated and this is an on-going process across the year. In school and college we have a wide range of interventions to support our young people develop certain skills or adapt behaviours and these are assessed and evaluated on a termly basis. We have a very good relationship with staff from the Inclusion and Disability Support Service (IDSS) from whom we purchase the involvement of 2 specialist teachers (Hearing Impairment/Visual Impairment) and we have also recently bought in a Multi-Sensory Impairment Specialist to support and develop the provision for these pupils.



All pupil progress is tracked against a set of skills/knowledge based targets for all subject areas. All outcome data is derived from the original Progression Guidance (converted to B squared %). As there is no clear national or local comparison of special school data currently available as yet, we work very closely with other GLD Secondary Special Schools and moderate our judgements together. We also work closely to ensure the data we collect can be compared and contrasted with a view to always developing and enhancing the teaching and learning for all pupils regardless of ability, disability, gender, ethnicity or socio-economic background.

The progress of all pupils (including individual targets) is monitored on a termly basis, which subsequently informs targeted intervention groups. Students requiring Intervention Plans/Positive Handling Plans are considered as the need arises (on an ongoing basis). All individual plans, programmes and strategies are discussed and agreed with parents.

The level of a pupil's need, as defined through the Local Authority Banding mechanism, determines the additional funding received by the school. The school 'Provision Map' (i.e. the graduated response matched to need) then matches the necessary levels of support to classes, groups or individual pupils. This ensures individual students access to an appropriate curriculum offer. If banding is ever considered not to effectively reflect a student's needs this would be challenged through the Annual Review process.

Our provision is ultimately evaluated through its impact upon the teaching and learning of pupils and students and associated outcomes. Annually updating the School Evaluation Framework informs overall progress made, and assists the Senior Leadership Team and Governors to re-evaluate our strategic direction and associated developments across school and college. This in turn informs the writing of our School Improvement Plan (undertaken in consultation with all staff and Governors), which details new priorities and associated actions to achieve these. We carefully map future need by working closely with our main feeder Primary School. Robust appraisal is undertaken with all teaching and non-teaching staff, which identifies training or professional development needs, linked to the School Improvement Plan.

Learning Environment

Our school is a purpose built co-located High School which is fully accessible to wheelchair users, ambulant students and those who use a variety of mobility equipment. The campus provides disabled parking spaces closer to the reception area. The reception area benefits from door sensors to make the front of the building accessible with a lowered counter in reception for wheelchair access. Across campus there are several fully accessible hygiene suites with ceiling hoists, disabled toilets and shower toilets to ensure all pupils' personal hygiene needs are met with dignity. The school benefits from internal lifts for access to Pendle Vale teaching bases, for inclusion purposes and the refectory.

As a co-located campus, the safety of our pupils is of paramount importance. PCHS&C is only accessible with the use of a swipe card. This ensures the teaching areas are safe

environments for our pupils to investigate with the appropriate amount of independence. Access to the outdoor environment is also swipe card protected.

Some pupils have their own swipe card (with limited access) to allow them independent movement between bases on the campus.

All main teaching rooms have hoists, rise and fall tables and specialist seating as required by individual pupils. School liaises closely with physiotherapy and occupational therapy to ensure the provision of specialist resources to ensure full access to all teaching and learning opportunities. In addition the auditory and visual environment is carefully monitored. Within each classroom a hearing loop system has been installed, a hearing technician monitors this each half-term to ensure maximum accessibility. Environmental audits for our visually impaired pupils are also regularly undertaken to promote independence within the environment. Lux levels are checked on a regular basis to ensure adequate lighting across school. Our visually impaired pupils benefit from staff trained in braille and moon. School has a Zyclem machine to enhance access to written text, including moon, to support those who have a degree of visual impairment.

The school provides a total communication environment which includes the use of pictures, symbols, braille, and moon and in some cases high tech communication aids. The school benefits from clear and prominent signage for visitors, parents and carers (updated during 2017). The signage also promotes greater independence and skill development for pupils and students using their preferred mode of communication.

All curriculum areas are resourced to meet the needs of all pupils and specialist equipment has been purchased to support physical activities and therapies such as rebound therapy and sensory integration. The school has trikes to support the development of gross motor skills for some pupils and to meet the sensory needs of others.

PCHS&C uses a variety of ways to share information: school website, letters to parents, home school diaries, telephone calls and from Autumn 2017 a closed, private Facebook group will be piloted. For parents/carers whose first language is not English, the school will seek to provide an interpreter to attend meetings. School have a number of bilingual staff who can assist in making phone calls home. School aims to ensure all communications in written format are clear and concise but will inform parents/carers and family members verbally where appropriate.

The school has all required policies and guidance in place based on LCC model policies and guidance. These can be accessed via the website or requested from the school office.

The school website has been designed to maximise access for all. This includes the ability to enlarge font size and, in places, audio transcripts. The website also uses responsive technology to ensure accessibility from different devices.

All rooms are fully accessible as are the school grounds. The school benefits from ease of access between all external areas including sports pitches, multi-use games areas (MUGAS), cycle track and enclosed pond. For some of our pupils a specialist recreation area provides access to gross motor equipment and interactive resources.

Inclusion

As a co-located campus we attempt to maximise, where appropriate, inclusion opportunities with Pendle Vale College and to ensure their pupils, where appropriate, can benefit from inclusion into our setting.

To ensure access to the community for all our young people we have two fully accessible minibuses with tailgates.

Social Emotional and Mental Health Development

The social, emotional, mental health and general wellbeing of our pupils is monitored by all staff. In certain cases where an intervention may support the young person, a referral is made with parent / carer consent to the school counsellor who offers, amongst other therapies, Cognitive Behavioural Therapy (CBT) and/or Person Centred Counselling. School works closely with ELCAS professionals.

School has a comprehensive approach to the delivery of Personal, Social and Health Development and ensures that all vital life skills are covered at the appropriate time. Interventions with the School Nurse, Police and other support groups and charities are provided where necessary.

Expertise and the training of staff

Staff continuing professional development (CPD) is of high importance and we pride ourselves in being an active learning community. All new staff undergo comprehensive induction to ensure they are aware of the teaching and learning needs of our pupils. Regular, ongoing CPD is then undertaken as part of individual professional development and in line with the school development plan (SDP).

All staff undergo regular training and professional development to continually enhance their skills and develop expertise in specific areas of the school SEN&D provision, for example, Rebound therapy, Hydrotherapy, AAC, VI/HI, medical training etc. Additionally, staff are actively encouraged to apply for research bursaries and/or undertake professional leadership qualifications to broaden their knowledge of learning. PCHS&C are an active member of the Teaching Alliance (ELIP).

The Governing Body is keen to promote access to further and higher education for staff, and we are currently employ teachers with a range of qualifications from Bachelor's Degrees to Master's Degrees in Education/PMLD and a Doctorate. In addition we support staff in gaining nationally recognised qualifications and have several staff who have achieved National Professional Qualification for Middle Leaders and/or National Professional Qualification for Headship.

Equipment and facilities

All curriculum areas are resourced to meet the needs of all pupils; specialist equipment has been purchased to support physical activities and therapies such as Rebound Therapy and Sensory Integration, and Listen and Move. The school has trikes and scooters (teenage and adult) to support the development of gross motor skills for some pupils and to meet the sensory needs of others.

The school benefits from ease of access between all external areas including sports pitches, multi-use games areas (MUGAS), cycle track and enclosed pond. For some of our pupils a specialist recreation area provides access to gross motor equipment and interactive resources.

Consulting with parents/ carers

Our school website provides parents/ carers with a full staffing structure and a point of initial contact with the school administration team.

All new families will have been encouraged to have a Non-Prejudicial Visit (NPV) to view the school in action and gain relevant information on how we would meet specific needs. Upon being offered a place an information pack is sent to parents/ carers with all relevant and up to date information on the school. All school events are notified to parents/ carers by letter and are available on the school website. We hold many events in school to provide help, guidance and support to parents/ carers and these will be highlighted where relevant.

Where necessary and beneficial our pupils are provided with a home/school diary which can be used by both the class team and parents/ carers for written correspondence. This diary is used for day to day issues and comments. The class team check these diaries on arrival and will, if appropriate, make comments and pass on information at the end of the day.

As a school we aim to ensure we are available to discuss issues and concerns with parents and carers as and when needs arise, however if a named person is not available a message will be taken and responded to as soon as possible. Parents/ carers can make an appointment to see a member of staff if they feel a meeting is required. This will be diarised at a mutually convenient time. Whilst we operate an 'Open Door' policy, we do need to be mindful of the teaching and learning needs of our pupils. Should a parent or carer arrive unannounced, we will do our best to accommodate a meeting with the most appropriate member of staff available.

In keeping with the 2014 SEN Code of Practice, all pupils and students have an Annual Review meeting for Education Health and Care Plans (EHCPs) and/or statements to which parents, carers and other professionals involved in their provision are invited. The school provides parents and carers with all advices prior to the review wherever possible, in order that they have time to carefully consider these and their input at the review is maximised.

The review summaries are very detailed and support the SEN office in making decisions on additional funding if necessary. All pupils contribute an advice to the review. In some cases the 'advice' is completed by an advocate. Where appropriate pupils attend their review and are provided with an opportunity to discuss the meeting both before and after the event. We provide bi-lingual support if this is requested.

We seek parent/carer views and feedback in a variety of ways. Our Parents' Evenings are well attended and we request all parent and carers to complete our satisfaction questionnaire. We seek parent/ carer views at Annual Review and when prospective parents/ carers take part in Non Prejudicial Visits (NPV). Our website signposts parents/ carers to OFSTED's Parent View.

Our Parents' Evenings provide parents with an opportunity to meet the class team look at the work their child has been engaged in and meet with other key members of staff. We also ensure the school nurse, the transition team and the Family Liaison officer are available to discuss issues and concerns as well as celebrate progress. At these events we also provide presentations on key transition procedures and invite local colleges and external services so parents are more aware of the provision available.

As a school and college we hold regular charity coffee mornings/afternoons where parents can attend and discuss issues pertaining to school/college.

Working with others

In order to maximise the pupils' skills and access to the curriculum teachers work closely with other professional bodies who either advise or work with pupils on an individual basis for short blocks of therapy. Teachers then follow programmes as advised by the therapist. Within school we work with physiotherapists, occupational therapists, and speech & language therapists.

The school works very closely with all other partners and professionals from across all agencies linked to Special Educational Needs and Disabilities (SEND) and the wider community in order to support certain vulnerable groups or individuals. School has close links with the police, East Lancashire Child and Adolescent Service (formerly known as CAMHS), the Transition team, Children and Adult Social Care and voluntary services (e.g. Victim Support)

Specialist teachers are also available to discuss specific issues around Visual Impairments, Hearing Impairments and Multi-Sensory Impairments. Drop-ins and, in some specific cases, home visits can be made. School offers bi-lingual support where necessary.

Careers Information and Guidance (IAG) is provided in school from the end of Year 8 where appropriate and school have a named member of staff who co-ordinates this aspect of the curriculum, working closely with our college to ensure appropriate transition pathways.

Transition Teams will work closely with students with more complex SEND at 14+. All students have a Transition Plan written at their Year 9 review and this details support and strategies that will be put in place to provide family and the young person with the skills and abilities to make informed choices at 16 and beyond. This document is reviewed annually.

The Local Authority (LA) determines whether a young person is entitled to transport to and from school via their Transport Policy. As a school we believe in maximising independence wherever possible and if it is envisaged a young person will have the capability to travel independently, a carefully planned programme will be put in place in negotiation with parents/ carers.

The SENCO and Headteacher within school have the knowledge and skills to discuss SEND with parents and carers and can advise on issues as they arise. If staff feel further specialised advice is required then they will signpost parents and support in the process of referral.

Consulting with young people

Our pupils and students have the opportunity to put their views forward using different mediums depending upon their learning needs and preferred communication styles. We have two councils, a School Council and a College Council with pupils being elected by pupil vote. Both councils have a visible profile and meet on a regular basis and their discussions are facilitated by a regular member of staff. Council representatives are included in key decision making e.g. reward systems linked to the new Positive Behaviour Policy, and are actively involved in recruitment processes of some teaching and non-teaching staff. All pupils have the opportunity to express their views at Annual Review and we encourage pupils to advocate for one another wherever possible.

Our Key Stage 4 pupils are provided with training to become wheelchair buddies and this provides them with a great sense of pride and responsibility as well as creating an inclusive and empathetic community. Year 11 students are promoted to Prefects and take on a wide range of jobs across school where appropriate. Year 11 students are also provided with passes to allow freedom of movement across the campus. Our College students take on a wider role where appropriate, such as supporting school pupils at lunch time clubs.

Complaints Procedure

The school has a transparent complaints procedure which follows LA guidance. This can be found on the website. We operate an 'Open Door Policy' and will always attempt to meet with parents and carers on demand. If a member of staff is unavailable due to their teaching commitment we will endeavour to arrange a meeting with a suitable replacement. In some circumstances a more formal meeting may need to be arranged. In this case a letter will be sent out to all concerned advising them of the date, time and reason for the meeting.

Governing Body and it's commitment to multi agency working

Parents hold two places on the Governing Body of the school. The Governing Body is regularly updated with information on all school partnerships with Social Care and Health. In addition attendance, safeguarding and out of school activities are also discussed. Regular Governor training is provided to keep everyone abreast of the latest educational trends and provision.

We have a Home-School Agreement which explains the role of pupil, parent and school and this is discussed prior to a place being offered to a pupil. All pupils are aware of the school rules.

As a school we are part of the East Lancashire Inclusion Partnership (ELIP) working with other schools across Lancashire to improve inclusive teaching. We are a School Direct School offering teacher training to those who would like to specialise in Special Education.

As a school we seek to ensure all of our pupils and students have access to the best possible provision. As an education establishment we work closely with Health and Social Care to ensure all needs are met and catered for. Parents/ carers can contact the school nurse directly for help and advice. Specialised services make regular visits to school for specific difficulties such as Faddy Eaters, Continence, and Diabetes etc. Parents/ carers are able to share their concerns at any point in the school year and, if necessary, school will refer to appropriate services helping family complete paperwork were necessary.

The Local Offer can be found on our website under the School drop down box or by following the link below:

<http://www.pchs.lancs.sch.uk/school/local-offer/>