



Pendle Community High School & College

SEN POLICY (November 2017)

PROVISION

Pendle Community High School & College (PCHS & C) is a Generic Learning Difficulty (GLD) mixed day school for 135 pupils in the age range 11-19. We are a popular school with a diverse catchment area. Our pupils have a wide range of SEND ranging from Moderate Learning Difficulties to Severe Learning Difficulties and Complex Learning Difficulties including Profound and Multiple Learning Difficulties. In addition to their learning difficulties some of our pupils have sensory needs and we have an increasing number of pupils with medical needs. Many of our pupils have learning difficulties and associated needs resulting from Autism.

We have a strong team of educational specialists and the support of the school nursing team.

MISSION STATEMENT

AIMS

The Governors and staff at PCHS & C aim to provide equal opportunities and ensure that everyone can achieve the very best:

1. Ensure all have access to a suitable curriculum including National Curriculum that meets their individual learning needs to maximise progress.
2. Our pupils have access to inclusive learning opportunities within school and the wider community.
3. To provide a safe and supporting learning environment that encourages and promotes self-advocacy, self-discipline, independence and personal aspiration.
4. To offer an environment that maximises independence and encourages pupils to be the best they can be.
5. To continue to adapt and change to meet the needs of all our young people through self-reflection and constant professional development.

FACILITIES

The school is situated in Nelson and caters for pupils with a statement and/or Education and Health Care Plan (EHCP). All of our pupils have Special Educational Needs and Difficulties (SEND) and live in the surrounding area. Arrangements for the transport of pupils to and from school are made by the Lancashire Education Authority Special Education Transport department.

OUR SCHOOL BUILDING

PCHS & C was established on the Pendle Vale Campus in September 2008 with the first phase of the Building Schools for the Future (BSF) Project in the Burnley area. The large purpose built campus houses two schools and is a Privately Funded Initiative (PFI). We were Lancashire's first co-located special school with our mainstream partner school, Pendle Vale College, a Secondary School. The two staff teams work together to maximise inclusive opportunities for all pupils and students.

ADMISSIONS

Pupils must have a statement or EHCP which will have been issued following a 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. An Admissions Panel considers the application and priority is given to those who live within the school's area. Non-prejudicial visits (NPV'S) can be arranged to view the school via Parent Partnership or directly. All pupils are afforded, where ever possible, a transition period, to ensure a comfortable and smooth transfer from their current provision.

RESOURCES

KEY STAGE 3/ 4

17 class bases

Library

ICT Suite

Physical Development room

Hydrotherapy Pool

Ball Pool

Multi-purpose Hall

Specialist Rooms for Science, Art, Food Technology, Design & Technology

Multi-Sensory Environment (MSE)

Drama Studio

Fully Adapted hygiene rooms and toilets adapted for wheelchair users

Shower rooms

Horticultural area

Multi-sensory garden

Multi Use Games Areas (MUGA)

As a co-located site we share:

Fitness suite

Climbing wall

Sports hall

Refectory

POST 16

3 class bases

Kitchen

Large common room

Fully adapted hygiene rooms and toilets adapted for wheelchair users

In addition we have 2 mini-buses, with lifts and provision for wheel chairs, to transport pupil on educational visits.

Staffing

The main resource of the school is the staff and the pupils. The staff ratio is set at a high level to ensure full access to educational provision. Each teaching group has at least one teacher and two teaching assistants with clearly defined roles and responsibilities. The form team plan to ensure the individual learning, behaviour and care needs are highlighted and understood by all staff. The Governing Body will ensure that pupils will be allocated staffing according to circular 11/90 (DFE) as a minimum provision. Following appropriate assessment where needs arise, pupils and students may benefit from enhanced staffing levels. School would require funding to support this through the Local Authority. High staff commitment to the school's philosophy and ethos is expected and staffing appointments are made with this as an essential criteria.

The school is well resourced and provides unique opportunities for pupils to benefit from appropriate equipment and facilities which allow access to learning activities which further enhance their opportunity for development.

Professional Development- see separate policy

- Professional development opportunities are available for all staff relating to their specific subject areas or other identified areas of personal and professional development. All staff have access to specific training in relation to safe moving and handling of pupils, Makaton, communication aids and first aid training. Some of the staff have completed a course of instruction on the safe driving of the minibus and many of the staff are trained, in the use of Team Teach as a means managing pupils behaviour in a safe and appropriate manner. Many TAs are trained by the health team to manage medical and care needs of some of our pupils.
- Staff are encouraged to gain additional qualifications wherever possible.
- Supporting Staff and visiting professionals
- The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's statement. This support is delivered both within and outside of the class base.
- All pastoral management, care plans, Speech and Language programmes, postural management programmes etc... are fully incorporated into a pupil's daily routine.
- The following professionals support the school:
 - Full time school nurse
 - Educational Psychologists
 - Family Liaison Officer
 - Advisory Teacher of the hearing impaired
 - Advisory Teacher of the visually impaired
 - Advisory Teacher for pupils with Multi-Sensory Impairments

- Speech and language Therapist on a part time basis
- Special Educational Needs and Disability Officer (SENDO)
- Physiotherapist (Part-time)
- Occupational therapist (Part-time)
- 1 counsellor on a part time basis
- Learning Disability Team
- Transition worker / Co-ordinator
- General and specialist advisers and advisory teachers as required
- The school and therapeutic services work collaboratively to provide specialist equipment where a need has been identified. Requests for some of these resources are passed to the local authority for approval and funding.
- It is the policy of the school to work closely with parents encouraging and respecting their input. Parents are encouraged to be closely involved with all aspects of the education of their child. Parents are welcome to visit school although making an appointment via telephone is helpful and much appreciated. Input and feedback from parents supports us in developing our provision.
- All parents, as appropriate, are invited to attend:
 - Annual reviews
 - Two annual parents evening
 - Health checks
 - Wheelchair clinic
 - Feeding clinic
 - Annual parent questionnaire
 - Parents receive information via:
 - Home/school diaries
 - Telephone calls
 - Home visits as appropriate
 - End of year reports
 - School newsletter
 - Governors Annual Report to parents
 - School will support parents wherever possible in attending essential appointments, offering advice on external support within the community and arranging professional meetings.
 - School has bi-lingual support for Punjabi and Urdu speakers.

Identification of pupil needs and organisation of access to the curriculum

As a special school, all or our pupils have a Statement of Special Educational Needs and/or from September 2014 an Educational and Health Care Plan (EHCP). Pupils are assessed on entry to the school using a variety of assessment tools to gain a baseline. Pupils are tracked across school to ensure progress, identifying curriculum strengths and areas for development. All targets are tracked on our Onwards and Upwards system. All targets from Annual Reviews are incorporated into the pupils Individual Education Plan (IEP) which are evaluated regularly .and progress recorded on the IEP forming a continuous record for the Annual Review .

GOVERNORS

Our Governors regularly visit school and act as a critical friend to review the school improvement priorities. Governors are apprised of recommendations and changes to curriculum and planning at the termly Curriculum Governors Meeting. Termly School Effectiveness Sub Committee (SESC) use a structure to further enhance each area : Leadership and Management, Quality of Teaching, Learning, Assessment and Outcomes, Personal development, behaviour and welfare and Effectiveness of Post 16 programmes of study. To ensure the key priorities for each area and any other aspects of development are defined and associated actions agreed. To ensure SIP and SEF are up-to-date and accurately reflect the key priorities and developments across school and college.

Policy approved by Governors:

Review date: November 2018

Signed: _____
(Chair of Governors)

Signed: _____
(Headteacher)