



LANCASHIRE COUNTY COUNCIL MODEL POLICY
ADOPTED BY PENDLE COMMUNITY HIGH SCHOOL & COLLEGE
SEN Policy 2023

Provision

Pendle Community High School & College (PCHS & C) is a Generic Learning Difficulty (GLD) mixed day school for 162 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

PCHS & C creates a safe, caring and inclusive learning environment that empowers each individual to develop, flourish and achieve their potential. We provide a highly effective curriculum with ambitious expectations, celebrating everything our students can do and providing enriched opportunities for all.

At the heart of everything we do are our values of:

Honesty, Embrace Diversity, Ambition, Respect and Togetherness.

At PCHS&C we care for and respect ourselves, other people, our environment and always try our best!

Aims

PCHS&C's Governing Body promotes and ensures that the school is best placed to meet the needs of the pupils within its care. The governors actively encourage strong links between school and the community and promote a holistic and inclusive approach for all students.

At PCHS&C we believe every moment is a learning opportunity and to ensure everyone can flourish in all that they do both in school, and in their later adult lives, we provide:

- all pupils with access to their most appropriate future pathway through a curriculum that promotes the following 4 key drivers:
 - independence (including employability opportunities)**
 - communication (including social interaction)**
 - being safe**
 - positive physical and mental health and wellbeing**
- positive, well-resourced classes, a stimulating and purposeful environment and a whole school curriculum that is broad, balanced and relevant which is thoroughly planned to meet individual need.
- A commitment to each pupil's personal development through which they develop essential key skills that link to character education, cultural capital and British Values

- a safe, secure and caring environment for all pupils monitored by teams which cover the areas of Health & Safety, Early Help, Physical Development, Attendance and Safeguarding. These teams work in partnership with external professionals to ensure this provision is of the highest standard
- An open, tolerant and caring school culture, where individual views on religious and cultural issues are respected irrespective of age, sex, gender reassignment and disability. as students develop into responsible citizens. (Equality Act 2010)
- positive relationships, a restorative culture and excellent pastoral care to support students to take increasing responsibility and recognition of their own behaviour
- a transformative model for professional development for all staff ensuring access to regular and relevant high quality training
- opportunities to work closely with parents, carers, the local community and employers.

Facilities

The school is situated in Nelson and caters for pupils with Education and Health Care Plans (EHCP). All pupils have Special Educational Needs and Disabilities (SEND) and most live in the surrounding area. Where eligible, families can apply for transport of pupils to and from school which is arranged by the Lancashire Education Authority Special Education Transport department.

School building

PCHS & C was established on the Pendle Vale Campus in September 2008 in 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. Where appropriate inclusive opportunities are provided for pupils and students from both schools. The shared campus is a large setting with over 1500 pupils and students combined.

Admissions

Pupils must have an Education Health Care Plan (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 (NPVs) can be arranged to view the school directly or parents can attend regular open evenings. All pupils that have been allocated a place at PCHS&C are afforded, wherever possible, a transition period, to ensure a comfortable and smooth transfer from their current provision.

Although the majority of pupils commence school at the beginning of the Autumn Term in Year 7, if space is available within a specified year group, pupils can be admitted at any time within the school year (as agreed by the Headteacher and through an appropriate consultation route).

Resources

KEY STAGE 3/ 4

12 class bases

Library

ICT Suite

Multi-use resource room – THRIVE / Physio

Hydrotherapy Pool

Multi-purpose Hall

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

Sensory room

Fully adapted hygiene rooms and toilets adapted for wheelchair users

Shower rooms

Horticultural area

Multi-sensory garden

Playground

Multi Use Games Areas (MUGA)

As a co-located site we share:

Fitness suite

Climbing wall

Sports hall

Refectory

Dance Studio

Lecture theatre

POST 16

3 class bases

Kitchen

Large common room

Fully adapted hygiene rooms and toilets adapted for wheelchair users

Williams Hall (being developed)

In addition, we have 4 mini-buses, with lifts and provision for wheel chairs, to transport pupil on educational visits. In addition we have 2 x 9 seater buses for smaller group trips.

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.

Annual Review and Assessment

On entry all students are assessed within school (base-lined) and within the first term parents/ carers are invited to a meeting/ parent's evening to discuss their child's transition. All subjects are continuously assessed after baseline and are tracked across school to ensure progress, identifying curriculum strengths and areas for development. Targets from Annual Reviews are incorporated into the pupils' Individual Education Plan (IEP) which are evaluated half termly and progress recorded on the IEP forming a continuous record for the Annual Review.

Parents, carers and other relevant educational, health or care professionals are invited to the Annual EHCP Review meeting. Following the SEND Code of Practice school provides parents/ carers with detailed advices prior to the review. We undertake person-centred reviews, central to which is ensuring the pupil and parent voices are heard.

Staffing

The main resource of the school is the highly trained and specialist teaching and support staff. The staff ratio is set at a level in accordance with pupil banding/ funding. Through provision mapping we allocate the appropriate staff: pupil ratios in each class/ activity, to ensure full access to the educational provision set out in an individual's EHCP. The form team plan to ensure the individual learning, behaviour and care needs are highlighted and understood by all staff. Following appropriate assessment, where needs arise, some students may benefit from enhanced staffing levels and school would request additional funding to support this via the Local Authority. Staff commitment to the school's philosophy, values and ethos is expected and any new appointments are made with this in mind.

The SENDCO is Mrs. S Curtis – scurtis@pchs.lancs.sch.uk

Professional Development

- Professional development opportunities are carefully planned for all staff relating to their specific school requirements and other identified areas of personal and professional development.
- All staff have access to specific training in relation to safeguarding (inc. PREVENT), trauma informed practice, online safety, moving and handling, back care awareness, communication, phonics, health & safety and GDPR.
- Staff are trained in the use of Team Teach to de-escalate and support pupils' behaviour in a safe and appropriate manner. All TAs are trained by the Special Needs School Nurse and other health staff to manage medical and care needs of some of our pupils.
- Some staff have completed a course of instruction on the safe driving of the minibus and first aid training, others on specific medical needs i.e diabetes, gastrostomy feeding
- Staff are encouraged to seek out and gain additional relevant qualifications wherever possible, and all have access to online courses at ISTEK and the National College.

Supporting Staff and visiting professionals

- The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's EHCP. This support is delivered both within and outside of the class base.
- All pastoral management, care plans, speech and language programmes, postural management programmes, sensory diets/ lifestyles are incorporated into a pupil's daily routine.

- PCHS&C are privileged to work with external professionals who offer extended expertise in specific areas and support our highly trained staff to deliver specialist programmes, through practical input with pupils and training for members of staff. The range of input is varied but we are currently working with:

- NHS Speech and Language service – Speech Therapists
- Independent Speech and Language Therapists
- The Ace Centre for training and equipment using Augmentative and Alternative Communication (AAC)
- Lancashire SEND traded team for:
 - Qualified Teachers of the Deaf (QTOD)
 - Qualified Teachers of Pupils with Visual Impairment (QTVI)
 - Subject specific specialist teachers e.g. Phonics
- Independent Counsellor
- Independent Qualified Teacher of Pupils with Multisensory Impairments (QTMSI)
- Guide Dogs UK
- NHS Occupational Therapists
- NHS Physiotherapists
- Independent Physiotherapist and Advanced Sensory Integration Practitioner
- School Nursing Team
- Independent Dyslexia Consultants
- Education Training Provider – supporting vulnerable children
- Lancashire Prevent Education Officers
- Lancashire Fire Safety Education Officers
- South West Grid for Learning for Online Safety Education
- Manual Handling Training provider
- Team Teach Training Provider
- Special School Eye Care Service
- Special Educational Needs and Disability Officer (SENDO)
- Paediatric / Adult Learning Disability Nursing Team
- Transition worker / Co-ordinator
- Children & Family Wellbeing Service

This list is not exhaustive and we aim to source the correct support where required for our pupils and staff.

Parental Involvement

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, ideally by appointment. Input and feedback from parents support us to further develop and improve our provision. All parents, as appropriate, are invited to attend:

- Annual reviews and relevant parental questionnaire / feedback
- Two annual parents' evening
- Health checks
- Wheelchair clinic

- Feeding clinic
- Dietetic clinic
- Paediatric consultant clinic

Parents receive information via:

- PCHS&C website
- Home/school diaries / emails
- Parent app / text messaging
- Family Liaison Officer and Facebook page
- School Facebook page
- Class Dojo (for supported and experiential learners)
- Telephone calls
- Home visits as appropriate
- End of year reports
- School news feed on website
- School has bi-lingual support for Punjabi and Urdu speakers.
- School's Early Help and Pastoral team

Identification of pupil needs and organisation of access to the curriculum

As a special school, all pupils have 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

Governors regularly visit school and review the school improvement priorities. Governors are apprised of current developments, recommendations and the ongoing progress of the school improvement plan (SIP). We hold termly school effectiveness sub committee (SESC) meetings in the areas of Leadership & Culture and Curriculum, Teaching & Learning.

This structure of Governance facilitates more detailed discussions and scrutiny around the quality and effectiveness of: Leadership and Management, Behaviour and Attitudes, Quality of Education (KS3-KS5) and Personal Development. This ensures that the key priorities for each area regularly evaluated and associated actions agreed.

Policy approved by Governors: November 2023

Review date: November 2024



Signed: _____

(Chair of Governors)



Signed: _____

(Headteacher)