

Parrenthorn High School

Children and Families Act 2014 Special Educational Needs and Disability – The Local Offer

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document, taken from Bury Council - Children Services framework, sets out the Local Offer at Parrenthorn High School.

How does the school know if a child or young person needs extra help?

How do you identify children/young people with special educational needs?

Information about students is gathered in a wide variety of different methods including;

- KS2 Results, Baseline Assessments, WRAT scores
- Primary School reports, visits and teacher input
- Parental meetings and discussion with primary staff as part of the transition process
- Learning Assessments/screening tests
- Goodmans Strengths and Difficulties Questionnaire
- Initial concern referral from teachers/pastoral/support staff
- Liaison with outside agencies e.g Healthy Young Minds, Educational Psychologist, Additional Needs Team, HI Team
- On-going assessment throughout the students' time at Parrenthorn.
- Observations/Interaction with pupils- mentors/counsellors/teachers/non-teaching staff/outside agencies
- Social Services/CYPIC team/EHFSP meetings
- Termly review for students included on SEN record
- Annual review meetings for students with a statement of SEN or Education Healthcare Plan (EHC Plan)

What is the schools approach to teaching children and young people with special educational needs?

How are the school's resources allocated and matched to children's special educational needs?

How will school staff support a child/young person?

Who will oversee and plan the education programme

Who will be working with my child/young person, and how often?

What will be their role?

Who will explain this to me?

How are School Governors involved and what are their responsibilities?

Parrenthorn has a child centred inclusive approach to education. The school is committed to ensuring all students receive a high quality education and realise their academic potential regardless of any challenges they may face. Students with SEN are educated in the classroom alongside peers where they receive quality first teaching, some students may be withdrawn from selected lessons to receive specialist teaching/intervention which is organised on a personalised and individual level.

EHC plan students receive the necessary support as set out in their EHC Plan. They have a personalised support programme with focus on their specific needs. This can be through in class support, one to one with a specialist teacher, Lexia (literacy recover programme), peer reading, paired reading, reciprocal teaching group, Boosting Reading Potential, comprehension and spelling intervention, speech and language, The Space (Therapeutic inclusion) and behaviour modification programmes. These support programmes are used for other additional needs students and are offered on a personalised need level. Booster interventions (such as Lexia and peer reading) are also provided for students not included on the SEN record.

The intervention programme is overseen by the Special Educational Needs Co-ordinator (SENCo) who is also the Assistant Headteacher. Student's progress and attainment are regularly monitored and reviewed with support being given at departmental and whole school levels dependent upon the need of each student.

Parents are informed of any support that their child is given and they are given regular feedback as to the progress their child has made. The programme their child is taking is explained to them, the benefits of taking part and their participation in the programme is outlined with parental permission and support being essential for success. Parents of students on the SEN record have the opportunity to meet with members of staff and discuss the progress and attainment their child is making.

Governors have a curriculum and pastoral committee that meets once per term and reviews the different programmes and support structures in place. There is a link SEN governor who reviews the procedures in school.

How will the school adapt the curriculum and learning environment for children and young people with special educational needs?

How will the curriculum be matched to my child's needs?

What are the school's approaches to differentiation? How will that help my child?

Every child has an important role to play in the school community and staff work to remove any barriers that may stop them fulfilling their potential. Students are placed in 2 bands and in year 7 there are 2 higher ability sets and 4 mixed ability sets. In years 8 and 9, core subjects are set according to ability and other departments are either fully mixed ability or a combination of higher and mixed ability groupings. Wherever possible, students with SEN are in mainstream lessons. The Learning Support team works with departments to ensure that work is appropriate for the individual needs of each student.

Students undergo diagnostic testing in numeracy, reading accuracy, comprehension and spelling on entry. From these tests and with other data from Key Stage 2 tests and teacher levels students are given support where necessary using a wide variety of support programmes which may involve being withdrawn from lessons. This is done in liaison with parents and will only occur with their understanding. Some of the more vulnerable students will receive support in developing the skills they need through The Space (Therapeutic Inclusion) and also with small group intervention. Specialist teaching in small groups or individually for SEN students is also used but on an individual needs basis. Students in KS4 follow functional skills courses where appropriate to their individual needs. SEN students all receive support with parents for option choices to ensure they make the right decision for them. Equally, where appropriate, students with additional needs will be identified for additional careers guidance and transition to possible further education, employment or training.

How is expertise secured for teaching staff and others working with children and young people with special educational needs?

Are there specialist staff working at the school and what are their qualifications?

What training do the staff who support children/young people with SEND undertake?

What other services does the school access including health, therapy and social care services?

The SENCo has completed the National Award for Special Educational Needs training through Manchester Metropolitan University.
The Assistant SENCo has a Certificate in Specific Learning Difficulties

6 members of the Learning Support team are trained to Higher Level Teaching Assistant or equivalent standard.

Relateen, PLC Behaviour Outreach team, Early Break, Additional Needs Team, Connexions, Fairbridge, School Nurse, Educational Psychologist, Rathbones, CLAS Service, Hearing and Visual Impairment Service, CYPIC team, IAPT, Healthy Young Minds, Education Training Partnership, Home Tuition service and Social Services all support students.

We are part of the Bury Secondary Learning Collaborative and have regular access to specialist SEN training delivered by Bury Additional Needs Team. SEN representatives (teacher from every department) meet on a regular basis to share good practice and receive training in different areas of SEN, Learning Support staff follow an ongoing and comprehensive training programme.

What additional learning support will be available to children and young people with special educational needs?

How is a decision made about what type and how much support a child/young person will receive?

Describe the decision making process?

Who will make the decision and on what basis?

Who else will be involved?

How will parents be involved?

How does the school judge whether the support has had an impact?

The type of support a student receives depends upon the type and extent of support they need, and the availability of support. Students with an EHC Plan receive their allocated number of hours and type of support set out in their statement, many receive more than this. All support allocation is provision mapped and costed. This is particularly important in line with the new Code of Practice.

Support is also given dependent upon need which is established through diagnostic testing, staff or parental referral, a change in behaviour or through a drop in attainment. The wide variety of support strategies and outside agencies that can be accessed have been set out already in this document. Decisions will be made by the SENCo or Assistant SENCo in liaison with the relevant staff or agency.

Parents are informed of the results of testing and also any proposed support. They are kept informed of progress made by students and of any changes to the programme. As well as subject by subject tracking, all identified SEN pupils are additionally tracked by the Learning Support Department. Parental feedback on any support given is sought to judge the impact it has had from a parental perspective.

All support programmes are reviewed and the impact they have had on student progress. All programmes are assessed on narrowing the gap in attainment for the individual student and ensuring that they begin to make expected progress. If this is not the case an alternative route is looked for unless the programme is working but needs more time to allow this type of progress to be made. If the support is for a behavioural issue the success criteria will be based around a reduction of negative incidents that impact on the progress of the student as well as progress using SDQ as appropriate.

How will the emotional and social development of children and young people with special educational needs be supported and improved?

What support will there be for a child's overall well being?

What is the pastoral, medical and social support available in the school for a child with SEND?

How does the school manage the administration of medicines and provide personal care?

What support is there for behaviour, avoiding exclusions and increasing attendance?

How will a child be able to contribute his/her views? How will school support a child to do this?

There is a comprehensive pastoral system in place at Parrenthorn which includes all students. Students are placed into Forms and will have a Form Tutor who is overseen by the Head of Year and Deputy Headteacher (pastoral). PSHE and citizenship is delivered to Form Groups by Form Tutors during afternoon registrations and through a number of drop down days throughout the academic year.

Vulnerable students have access to the Learning Support Base, Boys group, Pen club and The Space at social times. Such provision allows students to develop their social skills in a safe and supportive environment. The work of the Inclusion Manager also reinforces the school capacity to deal broadly with SEMH (Social, Emotional and Mental Health) pupils. (See School's Behaviour Policy)

A dedicated member of Learning Support has responsibility for the Transition of SEN students or those who are identified from their primary schools as vulnerable which could cause their transition to be more problematic. Where appropriate a programme of enhanced transition is organised which may included extra visits to Parrenthorn and close liaison with Primary Schools and parents.

Parrenthorn has a team of staff whose responsibility is to oversee the various medical needs of all students. They liaise with outside agencies and particularly the School Nurse to ensure that the medical needs of students are met. (See School's Medical policy)

Parrenthorn has a clear rewards and sanctions policy that sets out how students are expected to behave in school. The Behaviour Ladder provides a clear illustration of consequences of poor behaviour. Each year group has a Pastoral Team made up of Form Tutors (as well as support tutors) and a Head of Year. There is additional support from the Pastoral Manager and Inclusion Manager as well as Learning Support Staff. PLC Behaviour Outreach and Relateen provide further support for students who have behavioural difficulties. All students with an EHC Plan are assigned a

'key worker'. This will be an LSA who will meet with the student to offer additional mentoring support as well as prepare them for Annual Review. This also provides an opportunity to seek pupil's opinions and feedback about the support they receive and how it can be improved. In addition, students' views are sought through pupil voice. Additional opportunities are obviously available through Annual Reviews, Parents' Evening, Review days etc.

How will progress of children and young people with special educational needs be assessed and reviewed?

How will those children and their parents take part in any assessment or review?

In addition to normal reporting arrangements what opportunities will there be for parents to discuss progress with school staff?

How does the school know how well a child is doing?

How will parents know what progress their child should be making?

What opportunities will there be for regular parental contact about things that have happened at school?

How will school explain to parents how their child's learning is planned, and how a parent can support learning outside of school?

How and when will a parent be involved in planning for their child's education?

A wide range of assessment tools are used at Parrenthorn including:

- WRAT (Wide Range Ability Test)
- Level Marked Assessments
- DSV-2 Dyslexia Screen
- Irlens syndrome screening test
- York Analysis of Reading
- Neale Analysis of Reading
- Vernon Spelling Analysis
- Pupils may be observed in the classroom. Their work will be examined, and pastoral and subject staff consulted
- The Learning Support Team and Educational Psychology Service may also assess pupils, using a range of diagnostic tests

- Parental and pupil observations

Students' progress is shared through a variety of methods: both whole school, subject and through Learning Support. In line with the new Code of Practice 0-25 (2014) pupils identified on the SEN record will have termly reviews through review day in September, parents evening and Learning Support review evening.

Students are regularly assessed and formally reported to parents via interim reports twice per year. There is also an annual report for all students that reviews progress and attainment and sets targets for students. There is also a year 9 information evening where details are provided about KS4 options and available courses.

All support programmes are regularly reviewed throughout the year and students and parents receive feedback about progress and attainment during this period.

Parents of year 7 have a consultation evening in the first half term to discuss initial progress.

All students have Parents' Evening (Year 10 have two) where staff, students and parents can meet to review how progress and attainment are made.

Parents are welcome to meet with members of staff to review any issues that there may be with the progress and attainment of their child. Meetings with parents often happen on an ad hoc needs basis.

How will the effectiveness of the schools special educational provision be assessed and evaluated?

How will children and their parents take part in any assessment or review?

How does the school know how effective its arrangements for children/young people with special educational needs is?

All students are monitored through the progress tracking system. Progress is reviewed by teaching staff, keyworker, SENCo and/or Assistant SENCo. If adequate progress is not being made then interventions are put in place.

Any interventions undertaken are regularly monitored with feedback given to both students and parents on attainment and progress.

Students and Parents give feedback on how they found interventions to enable staff to develop these programmes.

All interventions used are selected based on relevant research and evidence and impact is reviewed regularly.

How can children and young people with special educational needs access the schools facilities?

How accessible is the school environment?

Is the building fully wheelchair accessible?

Have there been improvements in the auditory and visual environment?

Are there accessible changing and toilet facilities?

How does the school communicate with parents whose first language is not English?

How will equipment and facilities to support children/young people with special educational needs be secured?

Parrenthorn has excellent safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment. The school does have wheelchair access but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. There are disabled access toilets and changing facilities on site.

The school has all classrooms fitted with projectors and interactive whiteboards boards. There are information screens around the school in key areas that give information to students, staff and visitors. Students with both hearing and visual impairment are taught at the school and their needs are met on an individual needs basis in liaison with the Bury Sensory Needs Team.

Bury Council CLAS team works with students in school to help them develop their communication skills and they will also provide translators when required.

Laptops are available for students with SEN as appropriate and a wide range of subject specific aids are used including but not exclusively,

ergonomic writing equipment, specialised seating, supporting writing boards, different fonts, overlays and larger print/worksheets and books.

What activities are available for children and young people with special educational needs in addition to the curriculum?

How will a child /young person with SEND be included in activities outside the classroom, including school trips?

Will the child be able to access all of the activities of the school, and how will school assist them to do so?

How will school involve parents in planning activities and trips?

Parrenthorn has a fully inclusive policy and students with any form of Special Education Need are fully integrated in all aspects of school life. Students will be supported on a needs basis which may be one to one support with a teacher or LSA, specific programme or teaching, small group work, lunchtime support etc.

Students requiring financial assistance are supported on educational trips and visits. We try to ensure that no child should be excluded for issues relating to SEN.

Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

Transition

How will the school prepare and support a child/young person to join the school, transfer to a new school, or the next stage of education and life?

What preparation will there be for both the school and a child before he/she joins the school?

How will a child be prepared to move onto the next stage?

What information will be provided to his/her new school?

Parrenthorn has an extensive transition programme for students. We regularly have events and taster sessions with partner primary schools to familiarise students with the school site in Years 5 and 6. The school holds an Open Evening and encourages visits during the school day for prospective students and parents.

Once students have been accepted at Parrenthorn the transition visits to all primary schools occur. At these meetings a member of staff meets with staff and collects assessment and progress data, attendance information, behaviour information and any other information with regard to concerns about the student and friendship groups. The SENCo or Assistant SENCo along with the transition HLTA will attend the annual review for any student with an EHC Plan.

We hold a Transition Day where students come in to Parrenthorn and meet classmates and experience a day in school. There is an evening meeting with both students and parents to welcome them to the school and develop the relationship between Parrenthorn and the student and their family. Students that have been highlighted as vulnerable, have an EHC Plan or additional needs may be invited in for a further visit or visits to help them become more familiar and confident with the transition to Parrenthorn.

All year 7 students with a statement of SEN (as well as selected students on school support) have a key worker – an LSA who will support them in settling in. Where appropriate, social skills support will be given through small group work and if necessary a referral to The Space will be made. In addition there is an annual residential to North Wales where students are given an opportunity to make new friends and build relationships with staff.

Students who are in KS4 are given an extensive programme to make them ready to make the change to Post 16 provision. Taster days to Bury College are run in Year 10, students are supported by Form Tutors and through workshops in their college applications and are able to have a mock interview before college interviews to prepare them and develop the necessary skills. Students with SEN have careers interviews with Connexions and there is a designated member of staff that works with these students to ensure they have applied for college, an apprenticeship or job with training. SEN students are offered transition visits to college and the SENCo liaises with Post-16 providers to ensure that information is passed on about these students.

Who can parents contact for further information?

Who would be the first point of contact if a parent wanted to discuss something about a child?

Who else has a role in a child's education?

Who can parents talk to if they are worried?

Who should a parent contact if they are considering their child joining the school?

Who is the SEN co-ordinator and how can they be contacted?

Parrenthorn has a robust and successful pastoral system. All students are supported in their form by their Form Tutor as well as by Assistant Heads of Year and Head of Year who looks after the pastoral issues for any student. The Pastoral Manager, Learning Mentor and Inclusion Manager offer further support. The Deputy Headteacher (Pastoral) has overall responsibility for pastoral teams. If a student has a Special Educational Need or is a Looked After Child (CYPIC) the SENCo and Assistant SENCo would be the point of contact.

There are many members of staff who will also impact on a child's education at Parrenthorn including; Subject teachers, Second and Heads of Department, Learning Support Assistants, Education Attendance Officer, Data Manager and a wide range of other associate staff.

Parents can contact any member of staff to discuss any concerns or issues they have. The School Office will be able to help any parent with their enquiries and get them the relevant support or contact they require.

If a parent is considering joining the school they should contact Mr Bell (Headteacher) via the school office where a school visit can be arranged.

The SENCo is Mr Moores who is also Assistant Headteacher. The Assistant SENCO is Mrs Kearsley who is also a specialist SEN teacher. Either can be contacted by phoning school or email. Both are available on the school website.