



Parrenthorn High School

Respect Aspire Believe Achieve

Heywood Road, Prestwich, Manchester M25 2BW

Telephone 0161 773 8634 Fax 0161 798 7048

Email parrenthorn@bury.gov.uk

www.parrenthorn.com

Headteacher: Mr C Bell

SPECIAL EDUCATIONAL NEEDS

Information Report

Updated June 2020

<p>Who is our special educational needs coordinator (SENCO) and how can he be contacted?</p>	<p>The SENCo is Mr N Moores The Assistant SENCo is Mrs J Wainwright</p> <p>They can be contacted at Parrenthorn High School on: 0161 773 8634 nmoores@parrenthorn.co.uk jwainwright@parrenthorn.co.uk</p>
<p>Where can I find the Local Authority Local Offer?</p>	<p>Please follow this link: https://www.theburydirectory.co.uk/kb5/bury/directory/service.page?id=iXQr-7N5ZR&directorychannel=2-1</p>
<p>What types of SEN do Parrenthorn provide for?</p>	<ul style="list-style-type: none"> ❖ Parrenthorn High School is an inclusive secondary school for pupils aged 11 to 16 with a range of special educational needs including speech, language and communications needs (SLCN) as well as those with ASD including Aspergers and Autism. ❖ Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD as well as Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia. ❖ Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with a hearing impairment or visual impairment and pupils recognised as wheelchair users which require specialist support and/or equipment. ❖ Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
<p>How do we identify and assess pupils with SEN?</p>	<ul style="list-style-type: none"> ❖ A number of pupils arrive at Parrenthorn with an Education, Health and Care Plan and have an annual Review of their EHC Plan ❖ We have the additional School Support register which highlight pupils who require additional interventions to overcome certain special educational needs to reach their potential

	<ul style="list-style-type: none"> ❖ All new pupils are tested in a range of areas to determine any concerns and, if necessary, these are followed up by structured intervention or further exploration. ❖ Information is provided from feeder primary schools via the transfer documentation
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<ul style="list-style-type: none"> ❖ Throughout the year, all pupils (including those highlighted as having Special Educational Needs) are assessed in terms of progress. This is monitored by classroom teachers, Heads of Department and SLT. ❖ Parents' evenings take place throughout the year for all pupils with the SENCo being available for all SEN pupils. Progress data for SEN pupils is shared with parents during the annual review and through interim and end of year reports. ❖ Termly drop in sessions are available for all SEN pupils to speak to the Learning Support Department regarding progress and provision effectiveness ❖ Heads' of Department and SLT regularly analyse progress data at Link meetings. ❖ The yearly School Improvement Plan gives robust targets to be met throughout the year – these targets are regularly evaluated and give a clear picture on how the school is doing and what else needs to be done on Parrenthorn's successes and areas for further development. ❖ Parents are asked to complete a questionnaire at Parent' Evening which is used alongside their views highlighted during the annual review. ❖ Where appropriate, pupils are re-tested at the end of the intervention cycle to highlight progress and areas for improvement allowing clear analysis of provision impact and effectiveness
<p>What is our approach to teaching pupils with SEN? How do we adapt the curriculum and learning environment?</p>	<ul style="list-style-type: none"> ❖ We have 13 departments across school, all of which work alongside the Learning Support Department to ensure Quality First Teaching is supplemented by effective classroom support. ❖ Target setting is vital. All students have targets set from the outcomes within their EHC Plans and these are the focus on their individual Intervention Plans. Other targets may be set through different curriculum areas and some pupils have certain targets based on medical needs or SEMH concerns. ❖ All SEN pupils have an enhanced options process with guidance from the SENCo before GCSE choices are secured. Pupils are guided towards pathways based on their specific needs. ❖ All students in KS4 undertake a range of examinations and accreditations which cover GSE's, Btech qualifications and CoPE. ❖ A large number of our SEN pupils have personalised timetables which have been adapted where necessary to include additional interventions, provision or external support. ❖ Regular progress checks happen within the individual subjects and holistically via the SLT team. ❖ Weekly Learning Support Core Team meetings enable detailed discussion of concerns with SEN pupils progression and possible interventions required.

	<ul style="list-style-type: none"> ❖ We have a range of drop down days to support different aspects of personal, social, health and emotional education. ❖ Classes have the appropriate classroom teacher and Learning Support Assistant dependent upon the assessed needs of the pupils.
What additional support for learning is available?	<p>We offer a range of additional support mechanisms to scaffold SEN pupils' learning. These include:</p> <ul style="list-style-type: none"> ❖ Peer Reading ❖ IDL ❖ Talkabout ❖ Booster Reading ❖ Therapeutic Inclusion Unit ❖ Keyworker/Learning Mentor time ❖ Alternative timetable ❖ Alternative provision routes ❖ External agency support/guidance and intervention ❖ KS3 and 4 CoPE
What activities are available additional to the curriculum?	<ul style="list-style-type: none"> ❖ We offer a range of additional activities. These cover: <ul style="list-style-type: none"> ▪ Sporting Activities ▪ Educational Visits – day and residential (including overseas) ▪ Duke of Edinburgh ▪ School events such as music or drama showcases ▪ Music lessons/choir ▪ Design and Technology/Art/Drama clubs ❖ Week Work Experience in Year 10 ❖ Pupils take part, alongside other schools, in a number of events such as 'Mock Trials', Enterprise competitions and the annual Holocaust memorial. ❖ All SEN pupils are encouraged to take on additional roles of responsibility including Peer Supporter, Peer Reader, Playground Reader and/or Prefect.
How do we support pupils with SEN to improve their emotional and social development?	<ul style="list-style-type: none"> ❖ Emotional and social development is supported throughout the curriculum at Parrenthorn High School including PSHE drop down days and structured Form time. ❖ EHC Plan outcomes could be set which support pupils' overall emotional and social development. ❖ Pupils receive extensive pastoral care throughout each school by both their Form Tutor/Head of Year and the excellent team of Learning Support Assistants and classroom teachers.

	<ul style="list-style-type: none"> ❖ Referrals to the Local Authority are made when pupils need to be supported by an Education Psychologist or the Additional Needs Team. ❖ Referrals are made to our in-school counsellor, school nurse or Healthy Young Minds (HYM). ❖ All pupils who have an EHC plan have a dedicated keyworker who meet with the pupil on a regular basis to discuss concerns from academic to emotional and social development.
<p>What expertise and training do Parrenthorn staff have to support pupils with SEN? How is specialist expertise will be secured</p>	<ul style="list-style-type: none"> ❖ All classes are staffed appropriately dependent upon the needs of the pupils. ❖ All teachers have regular and specific CPD training for the needs of their students, specialism and specific subject areas ❖ PSHE interventions are available and pupils can access specific support when needs arise. ❖ Specialist intervention and work with external agencies are secured when needed. We work closely with external partners who offer additional support and guidance. These include: <ul style="list-style-type: none"> ▪ Educational Psychologist ▪ Healthy Young Minds ▪ Additional Needs Team ▪ Bury SEN Team ❖ A monthly newsletter is produced for all staff covering specific SEN strategies (predominantly following external agency training delivered to staff). ❖ Specific careers guidance is available for all KS4 pupils (and will attend KS4 annual reviews for EHC plan pupils).
<p>How do we consult parents/carers of pupils with SEN and involve them in their child's education?</p>	<ul style="list-style-type: none"> ❖ It is our firm belief that by using the 4 pillars of Respect, Aspire, Believe and Achieve, pupils can progress and realise their full potential. We strongly believe that parents and carers are key stakeholders in our school community and we try to involve them in all aspects of school life. We feel that this partnership with parents is key in enabling pupils with SEN to achieve. The school recognises that parents hold vital information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their children's education. ❖ All pupils have a student planner which is used for home/school communication on a daily basis. The planner also shows the term dates over the year. ❖ A number of SEN pupils require home/school diaries which provide more details of the events throughout the day and allow for better collaboration. ❖ All pupils sign the Parrenthorn Partnership - a home/school agreement which is signed by parents and pupils. It includes the expectations of the school, the family and the pupil.

	<ul style="list-style-type: none"> ❖ Staff communicate regularly to parents via phone calls and emails particularly where urgent information needs to be sought from or passed on to parents. ❖ Formal and informal meetings between school staff and parents take place regularly. These cover SEN/SEMH and attendance concerns ❖ Annual Reviews are held once a year for each student. There is additional involvement of parents/carers in the compilation and monitoring of pupil profiles and intervention plans. ❖ The school website holds a range of different information about the school, e.g. information about the staff and governors, specialist support from external agencies, curriculum, pupil premium, specific school policies, etc. ❖ Parent Voice – this is an online questionnaire, available through the parents’ evenings, where parents can give their views about Parrenthorn High School. ❖ Open Evening and Day - Parrenthorn holds an Open Evening and Day in October. Additional tours of the school can be booked at any point with SLT. ❖ New Intake parents meeting – all parents of Year 7 students are invited for an additional evening with their child's Form Tutor, Head of Year and SENCo during the first term. It gives parents information about a variety of topics and encourages them to take an active role in school. ❖ Parents’ evenings are held throughout the year for all year groups; during these meetings parents will be fully informed of the progress their son/daughter is making at school. ❖ ‘Friends’ of Parrenthorn’ is an established group of parents and community members with support from teaching staff and learning Support. They hold events to raise funds and promote the school socially and within the local community ❖ Each student receives an Annual report and interim progress reports. ❖ There are a number of celebrations held over the year including Duke of Edinburgh, Peer Reading Celebration and Awards Evening. These are excellent opportunities for parents to attend.
<p>How do we consult with pupils with SEN and involve them in their education?</p>	<ul style="list-style-type: none"> ❖ Student voice is used at Parrenthorn by the student council. The council meet to discuss school issues and make decisions about the school. We aim to ensure SEN pupils have the opportunity to join this panel ❖ SEN pupils views are fundamental throughout school. These views are invaluable for their pupil-centred annual reviews, individual intervention plans and pupil profiles. ❖ Pupil questionnaires are used during the year to elicit responses about different topics, e.g. e-safety
<p>How do we handle complaints from</p>	<ul style="list-style-type: none"> ❖ Our complaints policy is posted on the school’s website. Parents/carers are told of its whereabouts

<p>parents/carers of children with SEN about provision made at the school?</p>	
<p>How the Governing Body involves other bodies, including health and social services, local authority and voluntary organisations in meeting needs of pupils and in supporting families.</p>	<p>Governors are informed and hold us to account by:</p> <ul style="list-style-type: none"> ❖ Governors briefing meetings ❖ Headteachers report with information covering SEN pupils ❖ Termly link governor meetings with minutes - SEN Governor – Mrs M Pitt. ❖ Governor days where Governors tour the school and visit lessons ❖ Governor observations on whole school events (Christmas Extravaganza/Awards Evening) ❖ Governors invited in for PSHE/drop in days ❖ Governors involved in the SLT planning of targets and intents
<p>Support Services Contacts</p>	<ul style="list-style-type: none"> ❖ SEN Team Bury - 0161 253 5969 ❖ HYM - 0161 716 1100 ❖ Children’s services - 0161 253 5454/0161 253 5000 ❖ YoungMinds for parents – 0808 802 5544 ❖ Multi-Agency Safeguarding Hub – 0161 253 5678 ❖ Virtual School – CYPIC (Child or Young Person in Care) - 0161 253 5492
<p>How do we support SEN pupils moving between phases of education? How do we support pupils preparing for adulthood?</p> <p><i>Please note that during the current closure due to Coronavirus, the transition process will differ. For further</i></p>	<ul style="list-style-type: none"> ❖ Transition from Y6 to Y7 – most pupils enter Parrenthorn at the beginning of Y7. In the previous term to this they attend a transition day at Parrenthorn so that they become familiar with the school, its staff and its pupils. During this time parents are given lots of information about the school. ❖ SEN pupils have an enhanced transition which, alongside the steps above, enable for stronger links to be created with both the pupil and home. This includes: <ul style="list-style-type: none"> ▪ Additional visits ▪ Group sessions ▪ Parental meetings ▪ Attendance of the SENCo at Year 6 annual reviews ▪ Additional information sharing meetings with Primary School ❖ Transition into Parrenthorn from another secondary school – some pupils join us at other times and come from other secondary schools. Bespoke transition is set to enable a smooth movement between placements.

<p><i>guidance on the Coronavirus, please see the final section of this report.</i></p>	<ul style="list-style-type: none"> ❖ KS5 transition from Parrenthorn begins in Year 10 with additional careers guidance. Each pupil will require different support strategies but pupils with an EHC plan will normally receive enhanced transition which includes: <ul style="list-style-type: none"> ▪ Additional college visits ▪ Additional information sharing meetings ▪ CV/Personal Statement support ▪ Application Form Support ▪ Possible travel training ❖ EHC pupils and many School Support pupils who will be transitioning have further consultation with the SEN Team and parents
<p>How do we include arrangements for young people who are looked after by the local authority and have SEN?</p>	<ul style="list-style-type: none"> ❖ Each pupil who is CYPIC will have a Personal Education Plan (PEP) drawn up and additional funding will be linked to this in order to support the pupil within their work at Parrenthorn. ❖ The designated member of SLT in charge of CYPIC (Assistant Headteacher Miss Hollstein) and specific HLTA overseeing CYPIC (Mrs Walker) work closely with social services, parents and carers and the individual pupil, where appropriate, to devise how best to use the funding to support and enhance learning

Guidance for the current situation and changes due to COVID-19

❖ **What are the entitlements of children and young people with SEN when schools are closed due to Coronavirus?**

All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and ‘vulnerable children.’

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay at home unless they have a social worker or a parent/carer who is a key worker.

❖ **Do I have to send my child to school?**

Despite schools staying open for some children, the guidance is quite clear:

‘If it is at all possible for children to be at home, then they should be.’

If you feel it would be too risky to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in. Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily suspended.

❖ **If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?**

From a legal perspective this remains the case. However, given the likely significant disruption to staffing, it may be very difficult for schools or Local Authorities to deliver precisely the provision in the EHC plan, particularly over the next few months.

The Government have passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice (a month at a time) that would modify the legal requirements on Local Authorities in relation to Education, Health and Care Plans. If this notice is issued it would be in relation to two key areas:

The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

Again, if you feel there could be a risk to the child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention, raise this with us as soon as possible.

❖ **What is the advice from the Secretary of State for Children?**

On 24th March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them.

In this letter, the Minister makes clear that:

'[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.

If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.'

❖ **My child was due to have an annual review. What will happen now?**

Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be *'appropriate and proportionate.'* However currently we will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and we will speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.

If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to us and the Local Authority about this to see what review mechanisms could be put in place.

❖ **My child is still attending school. How will my child's learning be supported at school?**

It is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.

❖ **How can I support my child's learning at home?**

If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

How can I help my child cope with the changes?

We understand that this is a significant change for many families. Please give yourself time to adjust to each new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which we are happy to share.

[Coronavirus and your wellbeing](#)

[How can I cope with changes to school / college?](#)

❖ **Who can I contact?**

We realise that these are difficult times for everyone. If you have any concerns or queries please contact Mr N Moores or Mrs J Wainwright using the contact details above.

Other links:

[Open letter from Secretary of State for Children 24.03.2020](#)