

## SEND INFORMATION REPORT 2023-2024

SCHOOL NAME: Prudhoe Community High School

TYPE OF SCHOOL: Mainstream High School (13-18 Years)



**ACCESSIBILITY:** Our school buildings have ramps at entrances and specified fire exits, and are fully wheelchair accessible. We have 4 gender neutral accessible toilets in the main school building as well as a hygiene room. The hygiene room contains a hoist, changing bed, adapted toilet and shower. Within the main building we also have an additional three accessible shower rooms for PE. A mobile hoist is also available within school if it is required. A lift in the main building means that the first floor is accessible to all and on each stairwell we have fire evac chairs to ensure the safety of all. Classrooms within the main building such as the Food Technology and Science labs have adjusted furniture to ensure that these subject areas are accessible to all. Outside space is also accessible from the ground floor as well as the astro pitch through ramps. Ramps lead up to the Engineering block which contains an accessible, gender neutral toilet.

**CORE OFFER:** Can PCHS currently deliver its core offer consistently over all areas of the school? Yes

**POLICIES:** Are school policies available on the website for:

SAFEGUARDING: YES

BEHAVIOUR: YES

SUPPORTING STUDENTS WITH MEDICAL NEEDS: YES

**Are staff in PCHS aware/familiar with the requirements of:**

The Disability Discrimination Act 1995 [Click here](#) and the Equality Act 2010? [Click here to view this Act](#): YES

## **What proportion of children currently at PCHS has a SEND need?**

13.23% Total

11.2% (81) SEND Support (National Average 2020 12.2%)

1.95% (14) EHC (National Average 3.7% 2020)

## **How is the SEND department structured at PCHS?**

- SENDCO: Mrs F Warkman (Deputy Headteacher)
- Assistant SENDCO: Mrs L Douglas
- Team of 11 TAs with a range of expertise such as HI, ASD and physical needs. TAs deliver in lesson support as well as interventions outside of the classroom.
- SEND base is available for all students which is staffed at break and lunch times.

**RANGE OF PROVISION:** PCHS has available (over and above our core offer) in each of the following areas:

## **Areas of strength**

Teachers and support staff have had training on:

- Mental Health issues such as anxiety and self harm
- Neurodevelopment and neurodiversity
- Speech, language and communication
- Safeguarding (Various topics )
- Phonics (TAs)
- Designated staff have had specialist hoist and personal toileting training
- Designated staff have had fire evac training for disabled students
- ELSA training for key staff
- BEE training for TAs and some pastoral workers

## **Inclusion**

All students at Prudhoe Community High School are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school such as access to extracurricular activities, school trips and curriculum opportunities. Prudhoe Community High School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all students;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all.

## **Definition of Special Educational Needs**

The Special Educational Needs Code of Practice (2014) defines a student as SEND when their “learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to students of the same age.’

## **Broad Areas of Need**

There are 4 broad areas of need that the SEND code of practice identifies and at PCHS we cater for needs within these broad areas:

- **Cognition and Learning Difficulties** e.g. pupils who learn at a slower pace than their peers, including difficulty with reading, spelling, and numbers [Click here to find out more](#)
- **Communication and Interaction Difficulties** e.g. pupils with neurodiverse diagnoses like ASD or with language challenges such as stammering [Click here to find out more](#)
- **Sensory and physical needs** e.g. pupils with hearing impairment, or those with mobility issues [Click here to find out more](#)
- **Social, Emotional, and Mental Health Difficulties** e.g. feeling isolated, being unable to organise themselves, or presenting with challenging behaviours [Click here to find out more](#)

## **As a school we ensure that all pupils including those with SEND have access to:**

- An ambitious and inclusive curriculum
- Quality pastoral care
- Access to a high quality PCS curriculum
- An allocated keyworker to work alongside and support the young person and family
- A learner profile which is reviewed with students and parents/carers at least two times a year
- A supervised SEND base for social time

## Identification, Assessment and Provision

Provision for students with special educational needs is a matter for the whole school.

All teachers are teachers of students with special educational needs and teaching such students is, therefore, a whole school responsibility. At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements, but those students whose attainment falls significantly outside the expected range may have special educational needs. Early identification is vital and the school uses a graduated response to students' special educational needs as outlined in the Code of Practice and the Northumberland Graduated Approach. The class teacher makes an initial identification and informs the SEND department, at this point the department investigates concerns further by examining students' work and speaking to the student. Parents/carers are contacted at the earliest opportunity to share concerns and enlist their active support and participation.

Within school we offer a range of interventions which are tailored to meet the needs of the cohorts. These can include; alteration to curriculum in Year 9 with some students who have a low reading age entering Communications group for 4 hours per fortnight, Additional Support lessons at GCSE which involve students studying three rather than 4 GCSE options to provide time for extra literacy and study support, tutorial intervention which can range from academic to SEMH interventions, support in lessons and 1:1 sessions with an TA. We also run a literacy intervention of 6 weeks through the Lexonik Programme.

## SEND Support

Where a student is identified as having SEND we work in partnership with parents/carers to establish the support the child needs. Once a student's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that student. The views and wishes of the student and their parents or carers are central to these discussions.

We adopt a graduated approach with four stages of action: assess, plan, do and review

- **Assess** - in identifying a student as needing SEND support the teacher, working with the SENDCo/Individual Needs department, the student and the student's parents or carers, carries out an analysis of the student's needs.
- **Plan** - where it is decided to provide additional support all those concerned agree on the desired outcomes and interventions and support is planned and recorded.
- **Do** - teachers remain responsible for working with the student on a daily basis and oversee the implementation of the interventions or support agreed.
- **Review** - the effectiveness, impact and quality of the interventions or support is reviewed by the parties involved (Individual Needs department, SENDCo, parents/carers, student and welfare manager). This should feed back into the analysis of the student's needs, with support being revised in the light of the student's progress and decide on any changes needed. Parents or carers should have clear information enabling them to be involved in planning the next steps.

## **Our School's Graduated Approach to SEND**

### **Level 1**

Quality First Teaching [QFT]

Students receive inclusive quality first teaching [QFT] which is informed by the Education Endowment Foundation research on "Supporting SEND in mainstream schools". Students on this level may be on a monitoring list, their progress being carefully tracked and reviewed

### **Level 2**

Additional School Intervention

Continued or increased concern may lead to a student receiving additional targeted interventions to accelerate their progress to age-related expectations. These may include small group or 1:1 teaching. The SENDCo and Individual Needs team will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching

### **Level 3**

High Need

Where a student continues to make less than expected progress, despite interventions, they will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this and work with school staff to select effective teaching approaches, equipment, strategies and interventions in order to support the student's progress. If support is not impacting on the student's progress and this is still of significant concern, the school, after consultation with parents/carers and other professionals, will request a Consideration of Statutory Assessment (COSA) from the Local Authority or request a Short Term Additional Resource (STAR) from the Local Authority. Parents can also request a COSA.

The school will meet its duty to respond to any request for information relating to a statutory assessment to the local authority within 6 weeks of receipt.

If the decision is taken not to issue a COSA or STAR, the school will consider and implement the recommendations of feedback from the local authority, regarding how the student's outcomes can be met through the school's existing provision.

## **Specialist Facilities/Equipment to support SEND**

- The school is fully accessible for all students regardless of their needs
- In the main building there is a **fully accessible hygiene room/changing room** with a disabled toilet, hoist and a shower. We have an additional 4 disabled toilets and two accessible showers. These toilets and changing/shower spaces are gender neutral.
- A **mobile hoist** is used to ensure safe handling and movement between the floor and a wheelchair to allow participation in PE/Games sessions.
- **Writing slopes, balance cushions, weighted wristbands, large / backlit keyboards, laptops, and a mobile desk** to fit around a wheelchair are available at all times within school.
- PCHS has a SEND base which is staffed at social times by TAs to provide students with support

- Within the main school building we have a lift up to the first floor and fire evac chairs at designated points
- We have ramps to outside space and up to the Engineering block. Within the Engineering block we have a disabled, gender neutral toilet.

**We access a range of outside agencies to support students which are listed below. We work alongside NCC [local offer](#).**

- **Northumberland County Council HINT support services which includes:** [Specific Learning Difficulties \(Literacy and Maths\)](#), [Emotional wellbeing and behaviour support](#), [Speech, Language and Communication Support Service](#) and [Autism Support Service](#).
- SLA for Educational Psychologist through Northumberland County Council
- [Sensory Support Service, Northumberland](#): The Sensory Support Service is a team of specialist teachers and support staff who work with children and young people with hearing and vision needs, and their families, to provide a comprehensive teaching, educational, advisory and audiological support service.
- **[Children and Young People's Service \(CYPS\)](#)**: CYPS provides a single service to all children and young people aged 0–18 years living in Northumberland who present with mental health difficulties. This includes children and young people who may have learning difficulties and those living in a range of difficult and challenging circumstances. The service is able to provide assessment, diagnosis and intervention on a range of mental health issues.
- [Primary Mental Health](#): For students struggling with SEMH issues
- School counsellor through City and Guilds apprenticeship scheme
- **[School Nursing Service](#)**: School nurses promote and protect the physical health and emotional wellbeing of children and young people who are of school age.
- We also use the services of EOTAS and SORTED
- [Occupational Therapists and Physiotherapists](#) who are able to provide support for pupils with a need in these areas
- Educational Welfare Officer

**We also seek support and guidance** from specialist voluntary groups, such as:

- **North East Autism Society** [Click here to find out more](#)
- **The Dystonia Society** [Click here to find out more](#)
- **Toby Henderson Trust** [Click here to find out more](#)

### **After School support**

After school homework is available two evenings a week which is supervised by Assistant SENDCO. The LRC is also staffed by Mr Burgess (LRC Manager) each day until 4pm.

We also have a range of extra curricular activities running with termly information being circulated via Head of Achievement and Learning bulletins.

### **PARENT SUPPORT INVOLVEMENT/LIAISON:**

#### **Partnership with parents/carers**

At all stages of the special needs process, the school keeps parents/cares fully informed and involved. We have regular meetings to share the progress of the student with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents/carers to make an active contribution to their child's education.

All students on the SEND register have a TA key worker who will contact parents/carers each half term to ensure communication is transparent and can be used as a point of contact for support in school. Learner profiles are reviewed with parents/carers 2-3 times a year. We work with HINT services as appropriate and have clear procedures for involving support services. Such contacts are made through the Headteacher or SENDCo or Pastoral staff and discussions involve parents/carers whenever possible. These may involve SEND behaviour support, CYPS referrals, hearing impairment services and SORTED to name a few.

We promote parental/carer involvement in the annual review of the policy and SEND information report. We also included specific questions related to SEND on parent/carer surveys.

As part of the transition process into the High School we encourage parents/carers to meet with the SEND department to discuss the needs of their child and how best to support them.

#### **Partnership with students**

Students' views matter to us. Whenever appropriate, from an early age, students are encouraged to be actively involved in setting targets for their Learner profile and reviewing their performance. For their annual review students with EHCPs are asked more formally about their views, their learning, their targets and the support or interventions they are given.

The SEND department works closely with the pastoral team to collate Learner Profiles and where necessary 1:1 support to develop students' social and emotional development. As part of a student's induction to PCHS they are given a tour of the school and through form tutor, assemblies and pastoral area they are made aware of school policies on bullying and where to access support.

## **How will PCHS prepare children with SEND to join their next setting/college/stage of education or life?**

For all students entering PCHS in Y9 who are on the SEND register there is a sharing of information between the feeder schools and PCHS. This takes the format of a meeting with the middle school SENDCO and where necessary parents/carers and students of those with SEND needs. For students with high levels of anxiety about the transition they attend a mini-review transfer day which is additional to the whole school transfer day. All SEND students in Year 9 will have an options interview with a member of the senior leadership team to discuss and plan GCSE options.

Y11 and Sixth Form students: They all receive a careers appointment with the school's career advisor to discuss post-16 and post-18 options. We personalise support, with some students having escorted visits to colleges with parents and members of the Individual Needs department. All SEND students in Year 11 will access additional career/educational advice from Northumberland County Council service (Gill Burridge) to help them plan their next steps.

All SEND students whilst at PCHS have full access to the CIEAG curriculum which means that they can access the world of work.

## **What to do if you have concerns about your child's provision at PCHS:**

We want to involve you in deciding on the best possible ways to support your child. If you have any concerns, then please contact your child's key worker or Head of Achievement and Learning or Assistant SENDCO (L Douglas) or SENDCO (F Warkman). If a parent/carer has a complaint they can refer to the policies and procedures section of the school website.

The **Local Authority SEND support service team** can be contacted on: 01670 623555 [Click here to find out more from the support team's handy leaflet.](#)

COMPLETED BY: F Warkman (Deputy Headteacher/SENDCO)

Date: September 2023