

1. What kinds of special educational needs do we provide for our school?

Penkford School provides for pupils with Social, Emotional and Mental Health Difficulties (SEMH) formerly social, emotional and behavioural difficulties (SEBD). Our provision is in line with the Special Educational Needs Code of Practice 2014 and the Children and Families Act 2014. All of our pupils have an Education Health and Care Plan (EHCP). Some of our pupils have specific learning difficulties such as diagnosis of Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder and Dyslexia. Some of our pupils have speech, language and social communication difficulties.

In striving for inclusivity, a personalised approach is taken when planning lessons, which reflects the pupil's strengths, areas for development and specific learning difficulties.

2. How do we know if your child needs extra help?

On arrival, baseline assessments are obtained in literacy and numeracy to inform whether additional interventions are required. For some pupils early life experiences have hindered their education. Areas of difficulty around social and emotional development are identified in the EHCP and if deemed necessary, further insights are sought via the completion of a Special Needs Assessment Profile for Behaviour (SNAP-B) and for some pupils it is appropriate to complete a Boxall Profile. Members of staff who may have concerns about additional needs refer them to the Lead for Additional Needs.

3. Who do you speak to at the school if you think your child might have special educational needs?

The pupil's form tutor, subject teachers and the Lead for Additional Needs (SENCO) can be contacted by telephoning the office staff who will arrange for the member of staff to return the call.

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5. How we consult with young people with special educational needs and involve them in their education

Pupils have the opportunity to make suggestions about school life through the school council. To involve pupils in their provision and progress, they are asked for their thoughts and reflections prior to the annual review of the EHCP and are invited to part of the meeting. Pupils receive verbal and written feedback in all areas of the curriculum and they also discuss their progress regarding behaviour and attendance with form tutors.

At the start of each school term, the pupil and their parents/carers are invited to a target setting meeting where previous targets are reviewed and new short or long term targets are agreed.

6. How we help you to support your children's learning

A higher level teaching assistant (HLTA) who leads on Pupil and Parent Support provides help with completing forms and paperwork. Parents can access this support by telephone request. Help with transport is provided as necessary. Events are organised half termly for parents/carers. These events are opportunities to socialise and network with other parents/carers.

7. How we know what progress your children are making and how we keep you and them informed.

Half termly progress reports are sent to parents and carers. Reviews of targets and outcomes from the EHCP take place at least annually; parents and carers and representatives from other agency involvement are invited to attend to discuss how much progress has been made and whether any new targets and outcomes need including. Data on reading, spelling, numeracy and emotional well-being are evaluated termly to inform entry and exit criteria for interventions.

8. How we have supported young people with SEND and adapted teaching to best support them.

All pupils have access to high quality teaching from committed staff. All classrooms are staffed with a teacher and a learning support assistant. This enables a high student to staff ratio and access to 1:1 support. Visual, auditory and kinaesthetic learning styles are recognised and appropriate resources selected to suit the learner. Differentiation addresses the range of ability.

Strategies such as the use of stress relievers help pupils who have difficulty concentrating in class. Pupils are encouraged to become independent learners through the setting appropriately challenging levels of work. Effort and achievement recognised and recorded as appropriate.

9. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

When planning lessons, teachers consider the needs of pupils with ADHD and ASD and incorporate appropriate strategies such as movement breaks and 'chunked' activities. Access arrangements are in place for those pupils who require reasonable adjustments to support them during examinations.

10. How are staff in the school supported to work with young people with special educational needs and what training do they receive?

Since all of our pupils have Special Educational Needs, all Continued Professional Development for staff members has a Special Educational Needs focus. The Senior Leadership Team cascade down to staff information regarding new requirements and legislation in the areas of Safeguarding, Welfare and Curriculum.

'Team Teach' de-escalation and physical intervention training is delivered annually to all staff. A member of the Senior Leadership Team, the Lead Professional for Behaviour and a Teaching Assistant are all externally accredited Team Teach trainers. The Lead for Additional Needs provides training on Additional Needs as appropriate and has completed the National Senco Award. The Lead for Additional Needs is a qualified specialist dyslexia teacher with AMBDA status.

All staff participated in training on how to meet the needs of pupils with Autistic Spectrum Disorder during 2018 to 2019. Training was also received on ACE (Adverse Childhood Experiences), Writing Social Stories and Anger Management during the same academic year.

11. When we have needed expert advice and support how have we secured that and what services have they provided?

The Lead for Additional Needs and the Deputy Head Teacher seek expert advice and make referrals to Mental Health Services, Speech and Language Therapy, ADHD/ASD Pathways, hearing and vision screening and the Educational Psychologist. A qualified counsellor provides support to pupils who require counselling or are in crisis and pupils may self-refer for counselling.

As indicated in last year's SEN Information Report, the on-site ADHD Clinic was re-instated during 2018 to 2019, this provision promotes positive communication between educational and health-care professionals and aids greater understanding of how to manage the disorder.

Another development has been the introduction of an on-site 'Sleep Support' clinic facilitated by sleep specialists: this provision guides pupils and their families with sleep hygiene routines.

12. How we check how well we are doing in meeting the needs of pupils with SEND

Pupils are assessed at least termly and impact reports are presented to governors at the end of each term. Lesson observations of all teachers are conducted every term alongside book scrutiny. Internal standardisation within core subjects takes place. Schemes of work and lesson plans indicate the particular needs of pupils.

13. How we ensure that your children are included in activities outside the classroom, including physical activities and school trips

All Key Stage 3 and 4 pupils take part in weekly outdoor education activities. Full risk assessments are undertaken to support staff and pupils in making outdoor activities accessible. Reward activities that take place after school and residential trips are accessible to all and are tied to attendance, behaviour and progress.

14. How we provide for your children's overall well-being.

Any concerns about the wellbeing of the pupils are reported to the safeguarding team. Issues around confidence or self-esteem are shared with the form tutor in the first instance and referred to other staff as necessary. Prescribed medication is kept securely in the office, staff who administer it log details in a book. Our HLTA responsible for Pupil and Parent Support draws up a care plan and ensures all staff are informed verbally in staff meetings and via email. In case of a medical emergency a dynamic risk assessment is carried out and the relevant emergency service requested. Parents and carers would be contacted.

15. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

The school is a single storey building; all entrance doors comply with DDA regulations to ensure they are wide enough for wheelchair access. Our Reception Area complies with DDA regulations and the

visitor reception desk is split height. There are accessible car parking spaces with ramps leading to the reception area. Toilets and changing room facilities are accessible. The site has controlled access by the use of key fobs to designated users, side gates are manually controlled at the beginning and end of the day by designated staff. All classrooms now have door locks fitted that enable pupils to exit freely but require a key to enter from the corridor.

16. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

As a specialist provision, pupils are allocated a place following decisions made by the Local Authority. Contact is then made with the child's current school to obtain background information. Parents and carers are contacted to arrange an admission meeting and a tour of the school. A transition programme is agreed that begins with the student joining the Wednesday enrichment afternoon to get to know peers and staff. Further tailored transition sessions are agreed to facilitate a gradual introduction to curriculum areas and school routines.

An official start date is given which is the first day of the following term. A higher level teaching assistant (HLTA) for Parent and Pupil Support monitors the settling in period and reports to parents and carers.

In Year 10 pupils are offered the opportunity to attend vocational placements to gain skills and experience in a variety of workplace settings. Designated members of staff provide support to ensure the placement is a success.

To prepare pupils for leaving school 'Career Connect' advisers meet with pupils from Year 9 onwards to discuss options and also attend annual review meetings where parents/carers can make enquiries regarding possible career choices. A 'New Horizons' Adviser administers a 'Resilience in the workplace' award and visits to colleges and careers events are organised.

17. Where can you find the school's SEND policy and who can you contact for further information?

The school's SEND policy can be located on the school website with details of the point of contact for further information.

18. What are our arrangements for handling complaints from parents of children with SEND about our provision?

Parents and Carers are signposted to the school's complaints policy which can be located on the website or a hard copy provided if preferred. In the first instance, parents and carers are advised to contact the Lead for Additional Needs (Mrs J. Jackson) to relay any concerns.