

SEN Information Report – September 2019.

1. What kinds of special educational needs do we need to make provision for in our school?

Pleckgate High School is an 11-16 comprehensive school with the capacity for 1350 pupils; there are currently 1270 pupils on roll, approximately 105 of whom are on the special educational needs register. In September 2011 the school relocated to a new, purpose built, state of the art building and in February 2016, Pleckgate became an academy. In January 2019, Ofsted judged Pleckgate to be an outstanding provider in all areas.

In addition to striving for academic excellence and giving all pupils the opportunity and encouragement to fulfil their potential, pastoral care and emotional support are an important focus. Pupils have continuity of support during their time here, having the same tutor and head of year throughout their five years at the school. This promotes the development of productive working relationships, where expectations are clearly understood.

All pupils at Pleckgate are equally valued and, as such, much is in place to ensure accessibility of curriculum for all, whatever the nature of their special educational need or level of ability.

2. How does our school know if your child needs extra help?

Extensive liaison with the primary school.

Information and advice from other professionals involved, e.g. speech and language service, occupational therapists, paediatricians.

Discussion with parents/carers, including visits to the school during the working day to look at provision and discuss priorities of need.

Expressions of concern from teachers.

Assessments currently used to ascertain a pupil's needs include:

- TALC: Test for Abstract Language and Comprehension
- BPVS: British Picture Vocabulary Scale
- Salford reading and comprehension test
- Dyslexia screener
- Literacy Catch-up
- Malt assessment for mathematics
- Young's parallel spelling test
- NMRA reading and comprehension test
- Accelerated Reader
- Numeracy Catch-up

3. Who can you speak to at our school if you think your child may have special educational needs?

Speak to the school in the first instance and the SENCO should be able to advise you on appropriate next steps. These may involve assessments being carried out within the school, or a referral being made to the appropriate service. Such a referral may be done by school or, dependent upon the nature of the concern, by the GP.

SENCO: Janet Knowles: 01254 244315

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4. How do we know what progress your child is making and how will we keep you informed?

Half-termly assessment and monitoring takes place for every pupil across all subject areas and this is reported to parents/carers in the form of a mark sheet five times during the year. These include effort grades and an indication of progress towards end of year target levels. Full written reports are issued annually and parents' evenings take place annually too. In addition, as well as the full parents' evening held in the summer term, year 7 pupils have a 'settling in' evening with the form tutors and head of year. This is usually held in October and is a valuable opportunity for any concerns to be shared, as well as for praise to be given. Year 11 pupils have an additional parents' evening in the Autumn term too, 'Raising Achievement'. This is an opportunity to discuss current levels of attainment in relation to target grades, teachers' expectations of pupils and how parents/carers can assist in ensuring their child reaches their potential.

Pupils who attend interventions are assessed three times over the year, enabling adjustments to be made to provision as appropriate. This also provides an opportunity to assess the impact of support and intervention on pupils' progress and attainment. For pupils who receive in-class support, progress is monitored both by the teacher and by the teaching assistant attached to the group, with underachieving pupils targeted for additional provision.

Of course, parents/carers are always welcome to contact the school should they have concerns and, likewise, school will contact home should it be deemed necessary.

5. How will our school support your child and how will the teaching be adapted to meet their needs?

In addition to extensive liaison with the primary school and with parents/carers, all pupils are assessed on entry to Pleckgate and this informs setting. At Key Stage 3, pupils are taught across 8 or 10 sets for all subjects. This enables pupils of similar ability to be taught together, with the curriculum tailored to their ability levels and with a relatively small range of ability within each set. Work is planned and delivered at a level appropriate to the ability of the pupils within each class. For pupils with specific needs, for example, dyslexia, visual impairment or hearing impairment, teachers follow strategies recommended by advisory teachers and the SENCO.

The Learning Support Department itself comprises a team of twenty staff who work in a variety of roles to promote the learning and

wellbeing of all pupils. The nature of the support provided is determined by the needs of the individual pupil.

Most teaching assistants work within whole class lessons, with the aim of removing the barriers to learning that pupils with SEN can experience. This can involve the differentiation and adaptation of resources, as well as ensuring, through additional explanation, that the pupil is fully aware of the desired learning outcome, i.e. what the lesson objective is and what is expected of them. Pupils completing work as independently as possible is an absolute priority; a teaching assistant will never complete the work for a pupil, as this would be detrimental to their progress, impacting negatively too, on the development of their independence skills.

Not all pupils with SEN have access to additional in-class support. It may be that they attend interventions, usually taught 1:1 for 2 half-hour sessions per week. These include Literacy Catch-up, Numeracy Catch-up, Dyslexia Support and Motor Skills Practice. The purpose of these sessions is to give pupils the basic skills to enable them to access the curriculum effectively throughout the wider school.

Pupils with high and complex needs follow personalised curriculums and are taught within the Learning Support base for all lessons. Some receive fulltime care, including at breaks and lunchtimes, are assisted with toileting and eating and are supervised by an adult at all times.

IEPs are drawn up by the SENCO for all pupils with a Statement of SEN, IPRA or EHC Plan. These are monitored by teaching assistants who report back on progress, enabling targets and provision to be adapted as appropriate. All pupils with an IEP have a small copy in their planner and are regularly reminded to look at it and focus on what their current targets are.

6. How are decisions made about the type and how much support my child will receive?

Communication and the gathering of information is key so, in addition to transition meetings in the Spring term, the SENCO attends all year 6 statutory review meetings for pupils who have stated Pleckgate as their preferred high school; many year 5 review meetings are attended too.

Provision in place at the primary school will not necessarily continue in the same form following transition. This is due to both the changing needs of pupils and the nature of a large secondary school environment. For example, great importance is placed on pupils working independently, in preparation for independent living in adulthood, so only a very small number of pupils at Pleckgate have a teaching assistant working with them on a 1:1 basis. The role of the teaching assistant is to contribute to pupils' wellbeing, to remove barriers to learning and to ensure lessons are accessible to all, with the pupils themselves completing tasks to the best of their ability.

Regular and lengthy discussions take place with all those involved with the pupil, to ensure the best possible package of support is in place.

7. How will our school help you to support your child's learning?

Pleckgate has several initiatives in place to help you assist with your child's education.

Accelerated Reader – you can encourage your child to read and discuss what they are reading with them.

Behaviour/Reward Record – this is accessible from home, so you can see any incidents of poor behaviour, as well as praise given.

You are encouraged to ensure that pupils have a suitable, quiet environment in which to complete their homework. It is useful to check homework diaries daily and these should be signed weekly.

Speaking and listening is an important focus of the school and you are encouraged to have conversations with your children as often as possible. Speaking in English is important too, as is having television and radio programmes on in English.

8. What specialist services and expertise are available or accessible through our school?

Pleckgate works closely with the following services, agencies and professionals to ensure that every child's needs are met:

- Educational Psychology: 01254 666882
- School Nurse: 01254 283060
- SEND Support Service (advisory teachers): 01254 666520
- Speech and Language Therapists: 01254 263631
- Occupational Therapists: 01254 282592
- Physiotherapists: 01254 735091
- ELCAS (adolescent mental health service): 01282 804806
- Paediatricians: 01254 268376
- SEND Information, Advice and Support Service (formerly Parent Partnership): 01254 503049

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

All TAs have received extensive training delivered by the SENCO or by professionals from outside school. This has included:-

- Visual impairment – advisory teacher for VI
- Hearing impairment – advisory teacher for HI
- Speech and Language – Senior speech and language therapist
- Behaviour management – advisory teacher for SEBD; SENCO
- Safer people handling – advisory teacher for physical needs; occupational therapist
- Promoting better literacy – advisory teacher for SpLD
- Autism – advisory teacher for autism; SENCO
- Working memory – Senior educational psychologist; follow up session - SENCO
- Maximising the impact of TA support – SENCO
- Promoting English with EAL pupils – SENCO

In addition, staff delivering intervention programmes have received extensive training on Literacy Catch-up, Numeracy Catch-up, Dyslexia support, speech and language and EALip (English as an Additional Language intervention programme). Many staff in school also have first aid training.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

Visits and activities, including trips abroad, mostly linked to the curriculum, are offered to all pupils and take place throughout the school year.

Pupils looked after at lunchtimes have activities arranged, both indoors and out (weather permitting), and all are encouraged to join in.

A small group of pupils studies life skills, taking part in sessions which include baking, shopping, washing up and putting bedding on. These are valuable learning experiences which the pupils both enjoy and benefit from and which take place mainly in the life-skills area within Learning Support.

11. How will our school support your child's overall wellbeing?

Pleckgate has a strong pastoral network. Pupils have the same head of year and tutor for their five years at the school, so they get to know these people very well. In addition, there are four safe-guarding officers who work with vulnerable pupils, sometimes long-term, sometimes short-term, providing a safe environment where the aim is develop a relationship of mutual trust with someone who is not a teacher. Should there be serious concern about a pupil's mental health, a referral may be made to the educational psychologist or to ELCAS (the child and adolescent mental health service), with parental consent.

Pleckgate treats all allegations of bullying seriously and all are fully investigated. Pupils are encouraged to let someone know immediately if they feel bullied. The school is proud of the fact that in a recent survey, 100% of parents felt that 'the school deals effectively with issues of bullying'.

12. How accessible is our school both indoors and outdoors for children with special educational needs?

Advice is sought and acted upon to ensure that appropriate resources and equipment are in place prior to a child starting at Pleckgate. This ensures that pupils are provided with appropriate aids and adaptations to enable them to access the curriculum without disadvantage, thus having equality of opportunity to reach their potential. For example, most pupils are issued with an iPad-mini, but visually impaired pupils have been issued with full size iPads or laptops with specific software. Resources are also enlarged prior to lessons by designated teaching assistants.

The medical room has been adapted with a hoist and sling to enable the safe toileting and changing of wheelchair bound pupils.

Two lifts ensure that all areas of the building are accessible to all pupils.

Advice issued by paediatricians, speech and language therapists, physiotherapists and occupational therapists is distributed to the relevant staff to ensure recommendations and strategies can be incorporated into lesson planning.

Pupils with dyslexia are given coloured overlays and reading rulers for use in lessons and with homework.

Writing slopes and pen grips are available for pupils whose dyspraxia and/or poor motor skills makes it difficult to write neatly on a flat surface.

[Equality Policy link](#)

13. How will our school prepare and support your child when joining our school and when transferring to a new school?

The SENCO visits all feeder primary schools and meets with key staff there. This enables information to be shared and appropriate provision to be put in place. In addition, vulnerable pupils are invited to pre-induction day visits. This gives them the opportunity to meet their prospective form tutor and head of year, as well as familiarise themselves with the school building, especially the Learning Support area. Some pupils have several pre-induction day visits and Pleckgate's TAs often spend some time in the primary school, learning how best to support the pupil and meet their needs; this facilitates a smooth transition. Parents/carers are encouraged to visit the school too, to discuss their concerns and make clear their expectations for their child.

When a child with SEN is transferring from Pleckgate, the SENCO ensures that the new school or college is fully informed of all areas of need and of the provision the child has had. For post-16 providers, a representative is invited to the transfer review meeting and additional taster days are often arranged to facilitate smooth transition.

14. Who can you contact for further information?

Name: Janet Knowles

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Email: jknowles@pleckgate.com

Should you have any serious concerns relating to the school's provision, please contact the head teacher, whose details are below:

Head-teacher: Mr Mark Cocker

Phone: 01254 249134

Email: mcocker@pleckgate.com

The formal complaints procedure can be found on the school's website: <http://www.pleckgate.com/>