



## SPECIAL EDUCATIONAL NEEDS AT PLECKGATE HIGH SCHOOL

### 'Every school leader is a leader of SEND'

Pupils with Special Educational Needs and Disabilities (SEND) have the greatest need for excellent teaching.

At Pleckgate, we have shaped our provision around the 5 recommendation from the EEF's guidance report on ['Special Educational Needs in Mainstream Schools'](#).

	EEF Guidance Recommendation	The offer at Pleckgate
1	Create a positive and supportive environment for all pupils, without exception.	<p>The most prevalent area of need at Pleckgate is language and communication. This need is compounded by a significant number of the pupils who join us with English as an Additional Language. SEND provision addresses this need by training staff and TAs how to meet these pupils' needs, e.g. by pre-teaching vocabulary, providing glossaries, scaffolding, differentiating the use of language and adapting the curriculum.</p> <p>All pupils have access to an ambitious curriculum, with teachers being responsible for carefully adapting their delivery to meet the needs of individuals. Curricula and schemes of work are regularly reviewed to ensure they reflect the pupils' ability levels and enable them to build on prior knowledge from their starting point.</p> <p>Teaching within Learning Support is designed to meet the needs of all learners and delivery is highly personalised and differentiated. The priority is the pupils' acquisition of and development of literacy and numeracy skills, studying the full range of subjects in line with the national curriculum and building self-esteem, independence, resilience and preparedness for adult life.</p>



		<p>The focus on pastoral care is ever present and is a priority throughout the school. To ensure the safety and wellbeing of the most vulnerable pupils, they are supervised and supported at all times. The SENCO builds up close relationships with parents of pupils with additional needs and regular communication is encouraged; TAs working with these pupils also ensure that there is regular contact with parents and that they are made aware of issues as they arise.</p>
2	<p>Build ongoing, holistic understanding of your pupils and their needs.</p>	<p>Pleckgate ensures a thorough process of identification, utilising information from primary schools; concerns from parents; referral from teachers; letters from medical professions; regular review of assessment information.</p> <p>Teachers have a very positive attitude towards pupils with SEND and approach the teaching of these pupils enthusiastically. Teachers seek additional guidance from the SENCO and draw upon their training to know how to best meet pupils' needs.</p> <p>The 'Assess, Plan, Do, Review' process is a continuous one, with the provision afforded to pupils with SEND being evaluated and the impact measured.</p> <p>Professionals from outside school, for example, advisory teachers for HI and VI, are in regular contact with the SENCO and visit school at least weekly to work with pupils, observe classes and feedback strategies. The SENCO receives regular correspondence from medical professionals, e.g. consultant paediatricians and diabetic nurses, as well as from speech therapy, occupational therapy and physiotherapy, to ensure that school is fully aware of what needs to be implemented to ensure the best outcomes for pupils. The SENCO shares all advice with relevant teachers and provides training; this is added too, where appropriate, to the Pupil Passports and the Learning Support Register.</p>
3	<p>Ensure all pupils have access to high quality teaching.</p>	<p>The SENCO is involved in the year 9 options process, having input in decisions made on the courses offered and making recommendations for low ability pupils.</p>



		<p>High quality teaching across the school supports the strong progress of SEND and LPA pupils. Teachers who know the needs of their pupils and are regularly reminded to check the Learning Support Register, Pupil Passports and IEPs in order to employ effective support strategies.</p> <p>Staff receive training to support the needs of SEND pupils, for example, on differentiation (including scaffolding), pre-teaching key vocabulary (providing glossaries), working memory, dyslexia, autism and teaching EAL pupils. There is a Cross-curricular SEND Group, which provides a link between the Learning Support Department and subject areas.</p>
4	Complement high-quality teaching with carefully selected small-group and one-to-one interventions.	<p>SEND provision:</p> <ul style="list-style-type: none"><li>• TA in-class support: one TA in each bottom set across all year groups, in addition to TAs working 1:1 with high need pupils.</li><li>• Specialist TA's working with the high needs pupils, delivering craft lessons and withdrawing the least able in small groups for literacy and numeracy; also working with SEMH pupils, delivering the ELSA intervention.</li><li>• One HLTA and two TAs working with EAL pupils whose acquisition of English is at an early stage, delivering 'Read, Write Ink' phonics teaching.</li><li>• Interventions: TA with responsibility for working with, and monitoring the progress of, dyslexic pupils (3 days per week), in addition to contributing to the literacy intervention managed by PMU; two TAs managed by the maths department, delivering intervention and providing in-class support; one TA delivering intervention and providing some in-class support in English.</li></ul> <p>Monitoring and evaluation of SEND cohort across the school:</p> <ul style="list-style-type: none"><li>• TAs liaise regularly with the SENCO with additional advice sought, e.g. from advisory teachers; measures are implemented as appropriate.</li><li>• SENCO reviews pupils' progress following each data input.</li><li>• IEPs are reviewed by the TA and SENCO regularly and amended as appropriate.</li></ul>



		<ul style="list-style-type: none"><li>• SENCO holds statutory review meetings at least annually for all pupils with an IPRA or EHCP. Monitoring of effectiveness and impact of interventions.</li></ul>
5	Work effectively with teaching assistants (TAs).	<p>TAs receive regular training (monthly CPD) on how to work effectively in the classroom to promote pupils' learning. Topics covered include promoting pupils' independence, behaviour management and removing barriers by providing scaffolded support. TAs have a resource pack containing many graphic organisers; these include writing frames, spider diagrams, word maps and charts, and are used to remove barriers and ensure that the work is accessible.</p> <p>TAs are reminded that, under no circumstances should they complete the work for the pupil or think for them, i.e. tell them what to write; they are encouraged to liaise with the teachers and ensure that they make them aware if, in their opinion, the work is too difficult or too easy for the pupils. Good practice is for teachers to ask the TA to work with a small group of less, or more, able pupils; this is impactful and effective, enabling the teacher to work with the others in the class.</p> <p>TA deployment is always reviewed in response to staff availability and pupil cohort changes. A full review is done in the summer term, looking at pupil need and available staff in deciding who will work with whom, and in what role, from September. In making these decisions, consideration is given to the strengths and weaknesses of the TAs, as well as to the personalities and needs of the pupils. It is sometimes necessary to make amendments in the autumn term.</p>