



## SPECIAL EDUCATIONAL NEEDS AT PLECKGATE HIGH SCHOOL

### ‘Every school leader is a leader of SEND’

Students 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 students who join us with English as an Additional Language. SEND provision addresses this need by training staff and TAs how to meet these students’ needs, e.g. by pre-teaching vocabulary, providing glossaries, scaffolding, differentiating the use of language and adapting the curriculum.</p> <p>Schemes of work are regularly reviewed to ensure they reflect the students’ ability levels and enable them to build on prior knowledge from their starting point. The differentiated curriculum delivered within Learning Support is designed to meet the needs of all learners and is highly personalised and differentiated. The priority is the students’ acquisition of basic literacy and numeracy skills, as well as building self-esteem, independence and resilience.</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 students, they are supervised and supported at all times. The SENCO builds up close relationships with parents of students with additional needs and regular communication is</p>



		<p>encouraged; TAs working with these students 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 students with SEND and approach the teaching of these students enthusiastically. Teachers seek additional guidance from the SENCO and draw upon their training to know how to best meet students' needs.</p> <p>The 'Assess, Plan, Do, Review' process is a continuous one, with the provision afforded to students 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 students, 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 students. 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 students.</p> <p>High quality teaching across the school supports the strong progress of SEND and LPA students. Teachers who know the needs of their students 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 students, for example, on differentiation (including scaffolding), pre-teaching key vocabulary (providing glossaries), working memory, dyslexia, autism and teaching EAL students. There is a Cross-curricular SEND Group, which provides a link between the Learning Support Department and subject areas.</p>
4	<p>Complement high-quality teaching with carefully selected small-group and one-to-one interventions.</p>	<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 students.</li><li>• Specialist TA's working with the high needs students, delivering craft lessons and withdrawing the least able in small groups for literacy and numeracy; also working with SEMH students, delivering the ELSA intervention.</li><li>• One HLTA and two TAs working with EAL students 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 students (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 students' progress following each data input.</li><li>• IEPs are reviewed by the TA and SENCO regularly and amended as appropriate.</li><li>• SENCO holds statutory review meetings at least annually for all students with an IPRA or EHCP. Monitoring of effectiveness and impact of interventions.</li></ul>



5	Work effectively with teaching assistants (TAs).	<p>SEND provision at Pleckgate is delivered by qualified teachers.</p> <p>TAs receive regular training (monthly CPD) on how to work effectively in the classroom to promote students' learning. Topics covered include promoting students' 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 student 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 students. Good practice is for teachers to ask the TA to work with a small group of less, or more, able students; 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 student cohort changes. A full review is done in the summer term, looking at student 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 students. It is sometimes necessary to make amendments in the autumn term.</p>
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