

SEND Information Report & School Offer 2022/23

Statement of Intent

Pinner High School is committed to meeting the individual and unique needs of every one of its students so that they develop their full educational potential. We are committed to working in partnership with home schools and parents together with health and social services.

We believe that every teacher, and support staff should be equipped with the skills and expertise to effectively meet the needs of all groups of students. Our programme of CPD prioritises the development of a wide and effective range of practices and strategies so that all of our staff are supported to be innovators in this area.

Integral to our approach is both the curriculum design, and the organisation of teaching and learning, where a focus on 'good or better teaching first' places an emphasis on planning for progression through differentiated activities and resources to achieve often rapid and high levels of progress.

Part 1:

The kinds of special educational needs for which provision is made at the school.

As a mainstream school, Pinner High School is proud of the work it does to support the learning of students with a broad range of Special Educational Needs. Pinner High School is an inclusive setting that welcomes all students regardless of their abilities. We recognise that some students will require more support than others to achieve their potential. A significant proportion will, permanently, or for a period of time, have special educational needs, which impact on their learning and emotional wellbeing.

Pinner High School aims to provide all groups of students with strategies which fully meet their strengths and needs in a nurturing environment, in order to give them relevant and appropriate access to a broad and balanced curriculum, and to provide extra support designated as part of EHC Plans (Education, Health and Care Plans) when this is possible. Information about differentiation is provided through student profiles, which are circulated to all staff and updated throughout the year.

We cater for students with needs such as:

- Learning difficulties that stem from cognition and learning issues
- Communication and interaction difficulties
- Autistic Spectrum Disorder
- Specific learning difficulties such as Dyslexia
- Physical difficulties and medical needs
- Sensory difficulties
- Social, emotional and mental health difficulties

Pinner High School's ARMS Provision supports students who have an EHC Plan with a primary diagnosis of Autism. The ARMS Provision supports students who are in the majority able to access mainstream lessons with additional tailored support, or who may need some timetable adjustment within the mainstream curriculum. Pinner High School has a total of 12 places in the ARMS Provision which are currently full.

Parents who want to apply for a place in the ARMS Provision need to make the application through Harrow SEN Services, the EHC Plans are then sent to the school where they are reviewed by the SENCo and ASD Leader to consider if the school is able to meet the child's needs.

The ARMS Provision is well resourced for our students who are also a part of the mainstream school. The provision itself is not a separate unit and students are still in the mainstream classroom for the vast majority of their timetable. Some of the interventions that are run in the provision include: literacy, numeracy, problem solving, social skills, touch typing, Chinese and Spanish. These sessions are timetabled across the week with our Intervention Teachers, Teaching Assistants and ARMS Lead.

Between lessons, there is also a daily lunch club. This gives students a quiet and calm environment to have lunch and catch up on any homework. We also intend to run after school homework clubs again, to support children who may need additional input to support completion of homework. All the clubs are overseen by the Interventions Teachers and Teaching Assistants.

The ARMS Provision is also a safe space for our students who might need some quiet time especially if they are struggling with the day. The students have lockers and their own pods, most tend to come in in the mornings to get themselves prepared for the day before going to registration. They also come at the end of the day to collect things from their lockers or simply check in with the TAs and ASD Leader.

During transition from Primary School, the SENCo and ASD Leader visit the primary schools of those students accepted to the ARMS Provision and a special transition day is planned for these students where they get a chance to come into and see the school. The creative transition days consist of activity workshops with the teaching assistants, and students also get the opportunity to meet teachers and have a tour around the school.

Part 2:

The school's policies for the identification and assessment of pupils with special educational needs

- Pinner High school is committed to early identification of students with special educational needs. The Inclusion Department will work closely with the curriculum and pastoral teams to ensure that students who may have special educational needs are identified and assessed so their learning needs are more fully understood.
- Students' needs are mainly identified prior to admission to the school. Other or new needs will arise and may be identified through assessments (for example, those conducted by subject teachers or through 'baseline' screening tests). The development of literacy skills is a high priority, and varied interventions, including reading programmes and small group literacy support is utilised.
- If a student's data suggests that they are not making expected progress the Special Educational Needs Coordinator (SENCo) and Inclusion team will work with a range of teachers to decide if additional and/or different provision is necessary.
- If a parent is concerned about a child's progress this should be raised with the SENCo. Teachers and other members of staff can refer students to this team if they have concerns about their learning, behaviour or well-being and if there is a need for extra help and support will be discussed and a support plan put in place.
- Pinner High School will work closely with its local primary schools to ensure that any information about student's special educational needs is known in advance of their arrival in Year 7. Where possible the SENCo will visit students with an Education Health and Care Plan in their primary school to explore the support they will need when they transfer to the School.

- Additional creative transition days are held for students with more significant needs who would benefit from additional opportunities to visit the school.
- If a student needs additional/different provision to support their learning, we will consider all possible options of intervention and work with a range of specialist support services before a referral is made for a statutory assessment. We will make referrals for statutory assessments in consultation with parents and/or carers. Where necessary, parents and carers will be directed to their Local Offer site in order to self-refer for an EHC assessment.
- If a student is referred for a statutory assessment for an EHCP Pinner High School will work with external agencies and parents/carers to agree outcomes and support for the child.

Part 3:

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans.

(a) How the school evaluates the effectiveness of its provision for such pupils;

Pinner High School is committed to continually improving and developing our provision for students with special educational needs whether or not pupils have EHC Plans.

The Inclusion Department will closely track the attainment data of students on the Special Educational Needs register to ensure that additional to/different from provision is impactful across the curriculum. Furthermore, regular observations will be undertaken of students to ensure that they are making progress and that the provision provided is impactful.

Observations are also undertaken by the SENCo/ASD Leader to ensure that any in class supported provided by learning support assistant is helping students to make progress in the lessons.

All students on the SEND registers are allocated a Keyworker. Keyworkers will meet regularly with students to review their progress towards their individual targets. Keyworkers are the first point of contact for parents and carers, with contact overseen by the SENCo and ARMS Lead.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Students' progress is regularly monitored through analysis of each subject's assessment data. Student data from students on the SEND register will be analysed regularly to ensure that students are making progress and appropriate support put in place if needed.

Any interventions run by the Inclusion Department in which students are involved are closely tracked and monitored to ensure their effectiveness.

If students are not making expected progress, the Inclusion Department will explore how to better support the student. Students will be observed in lessons and the SENCo will work with teachers to ensure that the learning is appropriate and effectively supports the student's needs.

The SENDCo may carry out additional testing if concerns are raised regarding student progress. The SENDCo may also refer students to specialist teachers or educational psychologists for more in-depth testing.

(c) The school's approach to teaching pupils with special educational needs;

All students have full access to the curriculum, with support as appropriate. Some students have additional literacy or numeracy development lessons.

Staff have access to information about student's needs, and are required to use data effectively to plan appropriately to include all groups of students in their lessons .

Vulnerable students or those with very low levels of cognitive development have access to additional specific provision (developed around the needs of individual students).

Staff are made fully aware of vulnerable students and those with SEND through the information on SIMS and additional information presented through the school's communication systems such as individual SEND learning profiles and summaries of specialist advice. It is the responsibility of all members of staff to refer to data to plan for, and to include, all groups of students with SEND in all lessons.

All activities are available to all students, including period 7 clubs and trips. Additional provision of support is allocated to allow for this according to the needs of individual students

Some students may have an individual timetable or special arrangements to allow them to access school.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

Pinner High School is committed to providing all students with special educational needs effective and engaging teaching. The Assistant Headteacher Inclusion, Inclusion Manager, ARMS Provision Manager, SENDCo, Assistant SENDCo and Inclusion Team will work closely with departments and teaching staff to ensure that students' special educational needs are taken into account when planning lessons and educational pathways.

As much as possible students and young people will have full access to the National Curriculum, though at times small group teaching, one-to-one sessions or an alternative provision might be provided if this better suits the learning needs of the individual.

Where students have access to the full National Curriculum this will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development.

Assessment for Learning methods are used to support planning for different levels of attainment. The SENCo/ ASD Leader and Inclusion team work closely with staff and provide training session through the academic year to ensure that differentiation in lessons is engaging and impactful.

Where students need additional support, they may be placed in small group for some of their lessons. These small groups may be supported by either the Intervention Teachers or Teaching Assistants as appropriate. At times, personalised interventions may be put in place for students who are not making progress.

At Key Stage 4 there is a tailored study support programme in place for students for whom a full suite of GCSEs is not appropriate. In the Study Support Pathway students are able to access additional support with core subjects to support their progress to their next stage of education.

Any decision about providing an alternative curriculum will be taken after a full consideration of the individual students learning needs, data and teacher knowledge of the student's progress to date. Alternative Curriculum changes will be discussed in full with parents by the SENDCo and or Intervention Teachers before they take place.

(e) additional support for learning that is available to pupils with special educational needs;

At Pinner High School students with special educational needs and disabilities are provided with help and support according to their level of need.

All students on the Special Educational Needs register have a Student Learning Profile which provides teachers with information on the best ways to teach and support each student. The information sheets are written in partnership with students and set learning targets for each child. The student's progress towards their targets are monitored by their Keyworker.

The Inclusion Department has a range of resources which it uses to support students with special educational needs. Resources are allocated to students in relation to their specific needs.

Where necessary students may be provided with learning support assistants in some or all of their lessons to help them access the curriculum

Some students are identified as having needs that require help and support from a more specialised professional such as a speech and language therapist. The nature of this additional need is circulated to teaching staff and the SENCo/ASD Leader will coordinate the provision of specialist support.

Students with an Education Health and Care Plan have more complex identified needs. Information regarding these needs is summarised and circulated to teaching staff and the SENDCo will coordinate appropriate levels of specialised support at the School and/or arrange for the provision of specialist external agency support.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

At Pinner High School we make every effort to include all students in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included.

We will also help prepare all students for any changes in their school day, such as school trips, awards ceremonies and different activities in the school day.

The Inclusion Department also provides students with afterschool homework/study support if needed, however due to current restrictions, these provision are now offered through lunch club in year group bubbles.

All students are expected to be fully involved in the life of the school, including in the 'Lesson 7 Heads Challenge' programme.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

The Pastoral System strongly supports vulnerable students and works closely with the SENDCo/ ARMS Provision Manager through regular meetings.

The school employs a counsellor who can offer support on a one-to-one therapeutic basis, running small groups or as a drop in service to support the social development of pupils including those with SEND needs.

At Pinner High School we provide support for students at Key Stage 3 through social skills, communication and mindfulness groups run by the Inclusion Team for students who find the transition from primary to secondary school is difficult.

A safe-space Lunch Club is provided to support those students that struggle with the social and emotional demands of unstructured times such as lunch time.

Part 4:

The name and contact details of the SEND coordinator.

The following members of staff lead on special educational needs provision in Pinner High School.

SENDCo: Hannah Walls

Email: hwalls@pinnerhighschool.org

Inclusion Manager: Maran Dhannie

Email: mdhannie@pinnerhighschool.org

Assistant Headteacher Inclusion: Ben Hobbs

Email: bhobbs@pinnerhighschool.org

ARMS Provision Manager: Rhian Jenkins

Email: rjenkins@pinnerhighschool.org

Assistant SENDCo: Amy Howell

Email: ahowell@pinnerhighschool.org

The SENDCo and Inclusion Team can also be contacted via the School's main telephone number
Pinner High School: 0203 096 0769

Part 5:

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Students with special educational needs at Pinner High School have a SEND Student Learning Profile which is distributed to all teaching staff.

All staff are made aware of the strengths and needs of the student and are advised on specific teaching strategies for Quality First teaching.

All teachers at Pinner High School are teachers of students with special educational needs or disabilities. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for students to access their learning and make good progress.

Differentiation of work for students is built into subject based schemes of work and the Learning Development Team and the Inclusion Team work with subject areas and individual teachers to provide help, advice and support for students with special educational needs and disabilities.

Pinner High School works closely with the Local Authority specialist services such as Speech and Language Therapy Services and Educational Psychology and regularly accesses training through these providers.

Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of students with special educational needs.

Specialist training through the HCSTA and local partners is sought for members of the inclusion team including Teaching Assistants so they are kept up to date with relevant changes in SEN provision.

If students are not making progress or concerned at raised about their learning needs the School will work closely with the local authority to undertake further assessments or provided students with additional specialist provision.

Part 6:

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Pinner High School is provided with government funding to meet the needs of all students with SEND. This is worked out using information from student's prior attainment and the socio-economic make-up of the School cohort.

Pinner High School allocates support according to need. Additional interventions are funded to support student progress. If your child has an Education Health and Care Plan we will ensure the provision specified in Part 3 is provided.

At Pinner High School we make every reasonable adjustment possible for our students. We have lifts that allow full access to teaching areas and we have accessible toilets throughout the School.

Part 7:

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents/carers:

- Will be expected to regularly discuss their child's academic learning and personal development

- Are invited and will be expected to attend or request meetings to discuss provision for their child
- Will be given advice and directed to other services as relevant to their child's needs.
- Are encouraged to work with their child at home and can be given strategies to help them in this.
- Your first point of contact if you want to discuss something about your child is your child's form tutor or Keyworker.
- You can also contact the SENDCo/ ARMS Provision Manager who will discuss any concerns with you and / or arrange a meeting at a mutually convenient time.
- You can also contact any member of the School Leadership Team who will be happy to help you with any problems or concerns.

Part 8:

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

At Pinner High School student views are listened to and taken into account in a number of different ways:

- All students on the SEND register have a Student Learning Profile which provides teachers with information on the best ways to teach and support each student. The information sheets are written in partnership with students and set learning targets for each child.
- Every student on the SEND Register has an assigned Keyworker who is a member of the Inclusion/Learning Development Team. They meet the student on a regular basis and are a point of contact to raise any concerns or views that the young people have about their learning or support.
- Pinner High School Governors meet regularly with groups of students including those with SEND to explore their views on a range of issues.

Part 9:

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If you have a concern or complaint about the provision made regarding your child's special educational needs you should contact your child's tutor in the first instance, then the SENDCO/ ASD Leader, then the Headteacher, contact details can be found on this website.

Part 10:

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The **Governing Body** will ensure that:

SEND provision is an integral part of the school improvement/development plan;

Necessary provision is made for any pupil with SEND;

All staff are aware of the need to identify, make provisions for, and to ensure the progress of, students with SEND;

Students with SEND join in with school activities alongside other students, as far as is reasonably practical and compatible with their needs, and the efficient education of other students;

The school works with a wide range of professionals, multi-agency partners and organisations to meet the needs, interests, aspirations and abilities of all students.

They report to parents on the implementation of the school's SEND policy;

They regard to statutory frameworks, including the Childrens' and Families Bill;

Parents are notified, if the school decides to make special educational provision for their child;

They are fully informed about SEND issues so that they can play a major part in school self review;

They set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND;

The quality of SEND provision is regularly monitored;

They, and the school as a whole, are involved in the development and monitoring of this policy.

Part 11:

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

As well as contacting the School's SENCo and Inclusion Team for advice about special educational needs, the following impartial services can also offer support:

Children's Education Advisory Service (CEAS):

<https://www.gov.uk/childrens-education-advisory-service>

Early Support Programme: <http://tinyurl.com/ESprogramme>

Family Information Services: <http://www.daycaretrust.org.uk/nafis>

National Parent Partnership Network – guidance on impartial

Information, advice and support: <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service (PALS):

<http://tinyurl.com/PALservice>

Part 12:

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

At Pinner High School the Head of Year 7 and the SENDCo/ASD Leader liaise with Year 6 teaching staff, support staff and SENDCos from feeder schools.

Extra transition support is arranged as necessary for identified groups of vulnerable students. These can be arranged for individual students or small groups of students and are highly personalised according to need.

There are also regular virtual information mornings available for families of Year 5 and Year 6 students throughout the year.

Part 13:

Information on where the local authority's local offer is published.

Harrow Borough's Local offer can be found on the local authority's website:

• <http://www.harrow.gov.uk/localoffer/>

This website lists all the services offered in Harrow for children and young people with a range of special educational need

