

PINNER

HIGH SCHOOL

Inclusion Department

Inclusion

SEND Provision
ARMS Provision

Coordinators

SENDCo
Miss H Walls

Assistant SENDCo
Miss A Howell

ARMS Provision
Manager
Mrs R Jenkins

Leads

Inclusion Manager
Mr M Dhannie

Assistant Head of
Inclusions
Mr B Hobbs

Support

Key Workers

Support in the
classroom and HQT

SEND Administrators

- Students with additional needs are placed onto our SEND Register.
- This register documents their additional need and allows us to monitor our provision for these students.
- They are then allocated a Key Worker who supports them specifically, however this Key Worker will not be in every one of their lessons.
- We group our students into form classes to allow for our LSA's to be able to support those who need it.
- In Year 7 and Year 8, students remain mostly in their form classes for all lessons with a couple of exceptions.

What is it?

Enhanced support available for students with additional needs at Pinner High School. At PHS, our focus is on High Quality Teaching and as per the SEND Code of Practice ensuring that most students' needs are met within the classroom. Every student has a Student Learning Profile, a key worker and access to SEND resources and staff for support when needed. If necessary or written into EHCP paperwork, students will have additional interventions.

Who does it support?

Students who either have an EHCP or a diagnosis of a SEND need.

How many staff work to support this provision?

At PHS, all teachers are considered teachers of SEND. In addition to the teaching staff, all Inclusion staff are dedicated to ensuring that each student is able to access the curriculum and achieve their full potential.

What is it?

- The ARMS Provision is an Additionally Resourced Main Stream provision for students on the Autistic Spectrum.
- The ARMS provision is currently full with a waiting list
- The provision is for students with a Harrow EHCP
- Students in the provision are fully integrated into the mainstream environment as part of Inclusive practice.

Support students with learning in classrooms

- LSA's work to provide in lesson support, there will be different LSAs in each lesson.
- Work in lessons is checked and differentiated for students who need support.
- LSA's will encourage independence of students in their learning.
- As we are a mainstream school, traditional 1:1 support is not a possibility.

Key Work

- LSA's have a 'case load of students' who they are responsible for meeting with at least once per half term. These meetings increase depending on the needs of the student.
- LSA's are the first point of contact for parents and carers.
- LSA's are in regular contact with teaching staff to provide updates on the progress and support needed for the students.
- LSA's work to update student files and the Student Learning Profiles that all staff access.
- Students will not have their Key Worker in every lesson.

Intervention Teaching

- LSA's help with identifying students who need support, they also plan and deliver interventions.
- LSA's track progress of students in the interventions creating personalised targets for students to work towards. These targets can be based on each child's EHCP.

Student Learning Profiles

Student Learning Profile		
Student Details and Data		
Name:		Reading Age:
Name: Form Group: Reading Age: Diagnosis: SEND Category: My Target:		
My strengths:	My difficulties and challenges:	Classroom strategies that help me:
SEND Provision in place for me:	SEND interventions I am receiving:	Agencies that support me:
I would like you to know that:		

- These are created by the inclusion team for their Key Students.
- Profiles are stored in a safe and confidential file on the school system for staff to access.
- Staff can access these profiles in order to assist them in differentiating lessons for any additional need.
- Staff can also access hard copies of EHCPs, Educational Psychology Reports and any other relevant information from our student files. These files are kept securely.

The First Half Term

- Understandably the first half term is the most nerve wracking for our students. Our team needs time to get to know the students and to allow them to settle in.
- We need to allow the students time to settle into their new timetables. Secondary school is a big jump.
- In the first half term the team are:
 - Meeting students for the first time
 - Creating Student Learning Profiles
 - Making contact with parents and carers
 - Monitoring student progress
 - Updating student files
 - Observing students in lessons
 - Adapting the timetable of support for students in lessons

GCSE Options:

Depending on the progress made by students we may offer them the opportunity to sit reduced numbers of GCSEs.

This allows for KS4 intervention teaching to take place where we focus on additional study support.

Access Arrangements:

PHS needs to collect evidence to support their need for the following in their exams:

- Laptop use
- Scribe
- Extra Time
- Reader/reading pen
- Prompt
- Supervised Rest Breaks

Any questions?

If you have student-specific questions, please contact a member of the Inclusion team to organise a meeting.