

SEN Information Report

Patcham High School Inclusion Statement

Patcham High School is a mainstream secondary school. We believe inclusive practice is central to developing quality first teaching practice, with teachers holding responsibility for meeting the needs of all students within their class through classroom organisation, teaching materials, teaching style and differentiation. At Patcham High School we are committed to offering an inclusive curriculum within a mainstream school, which ensures the best progress for all our students regardless of their particular needs or abilities. We offer a wide range of support in order to break down barriers to learning in order to reflect the needs of pupils with communication and interaction, cognition and learning difficulties, social, mental and emotional health and physical or sensory needs.

Personalised Learning Team

Pupils who are identified as requiring additional support are referred to the Personalised Learning Team which consists of the special educational needs co-ordinator (SENCO) who is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the extra/alternative provision for students with SEN as and when it is needed
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising teaching staff
- helping staff to identify students with SEN
- carrying out detailed assessments and observations of students with specific learning difficulties
- supporting class teachers in devising strategies and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of students with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records

The SENCO is supported by an assistant SENCO, a literacy co-ordinator and a team of teaching assistants.

The SENCO, Candice Bocking, can be contacted at cbocking@patchamhigh.org.uk

Transition to secondary school

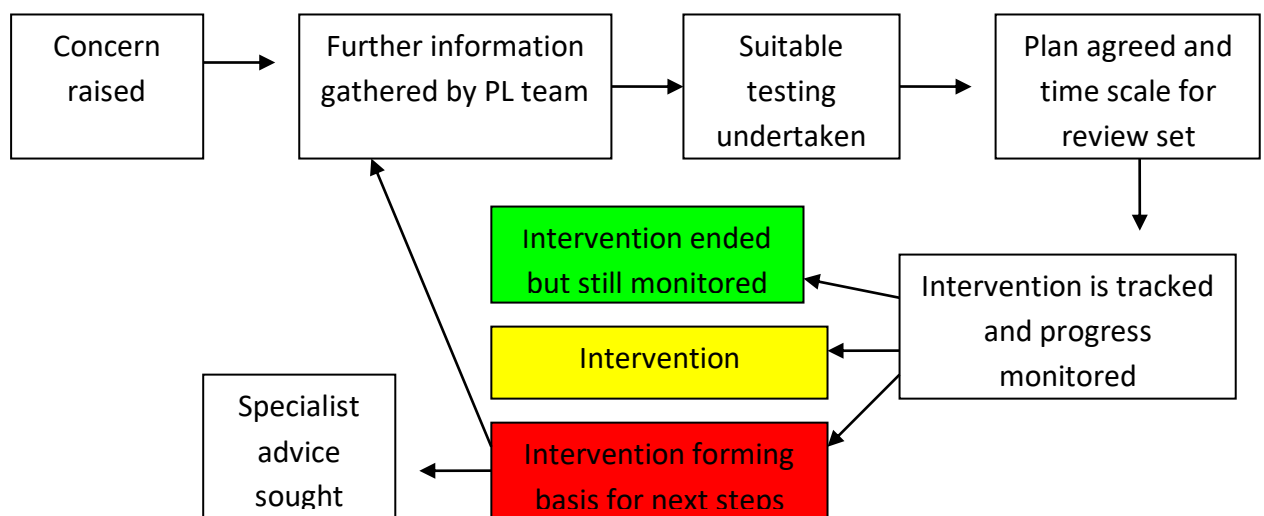
At Patcham High School we believe that the transition process into secondary school should be personalised around the pupil in order to provide the best possible start in Year 7. In order to support a pupil's transition to Patcham High School we offer a wide range of activities:

- Parents of pupils with SEN are able to meet with the SENCO in order to ascertain the support that would be offered
- Once a pupil has been offered a place at Patcham High School a transition plan is drawn up between parents, SENCO, primary SENCO and specialists

- A wide range of visits and transition projects are available
- Staff from Patcham High School visit the primary school

Identifying whether a pupil requires additional support and the form this will take

A pupil can be identified as having difficulties accessing learning in a number of ways. These include teacher concerns, parent/carer concerns, information from outside agencies and as a result of curriculum based testing. In order to ascertain the specific form of support that may be required, a range of standardised tests are used such as WRAT IV, Sandwell, Boxall Profile and Lucid Exact, in addition to observations and reports from specialists within Brighton and Hove. Outcomes are discussed with parents/carers and a support programme is devised. Programmes can include strategy and resource support, withdrawn interventions, in class support or referral for an Education Health and Care Plan (EHCP).



Once a support programme is devised, it is entered onto the school provision map, through which progress and effectiveness is monitored. These are monitored on a half termly basis. All interventions have the clear objective of supporting a pupil's progress and access to learning.

How will I be kept aware of my child's progress?

Parents/carers are kept informed of any testing that is taking place and are welcomed to information evenings. The SENCO is also available at all parents' evenings. Progress checks are produced five times per year where current progress is compared to predicted levels. When a pupil has an Education, Health and Care Plan (previously Statements), a review is held annually to which all relevant parties are invited.

How will school staff support my child?

At Patcham High School we endeavour to ensure that a pupils needs are met through Quality Teaching First provision in the classroom so that all pupils can access the curriculum.

The Personalised Learning Team offer a range of activities to ensure school staff are aware of a pupils individual needs:

- Individual Learning Plans are available on all pupils who are identified as requiring additional support. These include a pupils barriers to learning, their strengths and strategies to use
- Education Health and Care plans and specialist reports are readily available for all staff
- Panel meetings are held bi-weekly for each Key Stage where concerns are raised by staff and actions agreed upon
- Training is offered on a regular basis. This training may be with regards to a specific need or be based around a group of pupils
- Collaborative working with specialist input from Brighton and Hove
- In class observations by the SENCO or outside specialist are followed up by discussions to support Quality First Teaching
- The SEN Link team meets on a half termly basis, where all curriculum areas are represented. At these meetings more specific training may take place or new strategies outlined. The outcomes of these meetings are then shared with curriculum areas through curriculum area meetings

Curriculum areas provide a suitably adapted curriculum and learning environment through:

- Working with teaching assistants to ensure identified pupils needs are reflected in lesson planning
- Using suitable technology where required
- Considering underlying learning needs when preparing resources
- Working with the SENCO to devise strategies, resources and materials for use with pupils with SEN
- Working with the SENCO on the effective use of materials and resources
- Providing information for assessments of additional needs

Inclusion outside the classroom is an important element of school life. At Patcham High School we offer a lunch and break club which is fully staffed. Quiet spaces are also provided. Pupils are encouraged to access school trips and parents and pupils are consulted in the planning process.

Pupils' views are important to us. Pupils have any form of intervention explained to them and their feedback and self-review against targets is sought. Pupils are encouraged to attend meetings in order to express their views about their learning, their targets and their support or interventions.

The guided reading programme operates during DEAR time which is aimed at those pupils requiring additional support with their reading.

Where pupils require additional emotional support a wide range of resources are available including key workers, learning mentors, focussed group works, 1-1 sessions, Primary Mental Health worker and counselling. As with other interventions, these are structured and their effectiveness monitored.

Specialist services and expertise available or accessed by Patcham High School

We are fortunate to have developed strong links with specialist agencies, whilst at the same time developed skills within school staff.

The outside agencies we access are specialists in:

- Dyslexia
- Hearing Impairment
- Speech and language therapy
- Counselling
- Behaviour management
- Autistic Spectrum Condition
- Severe Learning Difficulties
- Occupational Therapist
- Educational Psychologist

A full list of all agencies and contact details are available on the Local Authority's Local Offer at <http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/welcome-brighton-hoves-local-offer>

Training from all these specialists is a regular component of CPD with Patcham High School, with some sessions proving useful for pupils also. When a pupil with complex needs we work with all relevant agencies, parents and pupils in order to ensure both the curriculum and the learning environment is suitable.

Accessibility at Patcham High School

A disabled parking bay is situated close to the entrance to the school. We have lifts that provide accessibility to all floors. There are three disabled toilets. There is also a range of additional specialist equipment to support accessibility.