



## SEND information Report

**How we support children/young people with Special Educational Needs or Disabilities.**

*Our Vision:*

*Pioneer Tec is an independent school that provides an aspirational learning environment for all our students, regardless of their specific needs. We are committed to enabling all our students to achieve their full academic potential and to develop into an independent and confident member of society.*

Pioneer Tec School is an inclusive independent secondary school. We admit students from ages 11-18 including our traineeship/Apprenticeship programmes..

We also have staff with specialised expertise and qualifications in school including:

- Accredited SENCO.
- First Aid trained Teaching Assistants including Epilepsy emergency training
- Berri Clinicians

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national policy to support pupils with SEND.

### **HOW WE GIVE OUR STUDENTS A VOICE**

All students have opportunities to speak their mind and express their opinions. Students with SEND have key workers who listen to their concerns, and they will then act on them. Every student with an Education Health Care Plan (EHCP) has person-centred reviews regularly. Some students may not have an EHCP but require support, so they fall under the SEND Support category. We use a variety of methods and approaches which falls under the ensure that students can express their views and opinions.

## **HOW PARENTS/CARERS ARE INVOLVED IN SCHOOL LIFE**

*Parents are consulted at every stage to form effective partnerships in supporting their children.*

We will communicate with you through:

- Parents/Carers evenings
- Ongoing collaboration and consultation with our Parent/Carers.
- Progress review days where you can also meet the Teaching Staff working with your child
- Information events at the school
- Annual reviews and other meetings with the SENCO or a member of the team
- Phone calls and letters home
- Newsletters
- Positive examples of work sent home.
- Praise postcards and phone call.

## **IDENTIFICATION – ASSESS, PLAN, DO, REVIEW**

An individual Education Plan (IEP) is written for all students with an EHCP which sets out the support your child will receive. This will include your child's strengths as well as their difficulties. An IEP will also include any advice or recommendations from external agencies. This will then be shared with staff, parents and most importantly the young person. A pupil profile will be done for students with higher levels of needs. This will outline the student's strengths, difficulties and advice/ recommendations from external services.

Review meetings are held as required. Parents, relevant external agencies and students are invited to an annual review as we believe their contribution is valued. The impact of the support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. This might include referrals to external agencies, if they are not already involved.

If a child continues to experience significant difficulties, further external expertise and assessments may be requested with consent from the parents/guardian. Additional funding is available for young people who meet the criteria. This needs to be agreed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, an Education, Health and Care (EHCP) plan will be drawn up and implemented with support from external agencies and other professionals where appropriate.

## **ACCESS ARRANGEMENTS**

Access Arrangements (AAs) are pre-examination adjustments for candidates based on evidence of need and normal way of working. AAs allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make reasonable adjustments.

Appropriate access arrangements can be requested. These include extra time, a scribe/word processor or a reader/computer reader and in some cases an Oral Language Modifier (OLM).

## INTERVENTIONS

*Students will be given support appropriate to their needs. Support interventions for student with SEND may include:*

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### **Cognition and Learning Needs**

- Working with TA to accommodate the individual needs of the young person.
- TA's developing strong collaborative relationships with teachers by creating a Partnership Agreement.
- Entry Level courses for core subjects (English, Science and Maths)
- Literacy intervention groups.
- 1:1 support.
- Accelerated Reader.
- Specialist teacher support in class based lessons.
- Online literacy programmes.
- Special exam Access Arrangements.

### **Communication and Interaction needs**

- ASDAN/Life skills teaching.
- Berri Clinicians advice disseminated to and followed by teaching staff.
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### **Social, Emotional and Mental Health Difficulties**

- Working with YOS.
- Whole school mental health screening.
- Educational Psychologist – CBT intervention.
- Social stories.
- Social Eyes.

### **Sensory and Physical Needs**

- Disabled toilet
- Ancillary equipment for students with a disability.

Pastoral, Learning Support and Intervention Teams meet regularly to identify support for students who are not making expected levels of progress or who are experiencing difficulties

which are preventing them from engaging in learning.

Various tracking systems are in place for interventions being carried out at school so the impact of interventions can be closely monitored and changes made where necessary.

### **THE SENCO, LEARNING SUPPORT STAFF AND TEACHERS ARE RESPONSIBLE FOR:**

Coordinating provision for young people with SEND.

Tracking and monitoring the progress of young people with SEND.

Ensuring parents are kept informed about the range and level of support offered to their child; including reviews about their child's progress and transition to a new key stage, group or provision.

Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.

Providing specialist advice and facilitating training to ensure all staff are skilled and confident in meeting a range of needs.

### **STAFF RESPONSIBILITIES AND INCLUSIVITY**

We are proud that we are a responsive team and we adapt our curriculum according to the needs of the students.

Teachers have a responsibility to adapt their lessons to the specific needs of their students; considering the range of SEND. They are given information about all the students they teach including more detailed information about students with SEND. If the need is high and the student is unable to access the mainstream curriculum, a student will be in a specialist group with a SEND teacher for some lessons. All students will do practical lessons including Arts, Technology and PE.

The SENCO co-ordinates will support all students with medical needs in collaboration with the designated safeguard lead (DSL). The school aims to put in place all reasonable adjustments necessary to support individual students. Information is carefully and sensitively shared with school staff. Some students' needs will be managed by other pastoral staff in the school, depending on the need.

### **HOW WE DECIDE WHAT RESOURCES WE CAN GIVE TO A YOUNG PERSON WITH SPECIAL EDUCATIONAL NEEDS**

Resources for specific students will be allocated according to their need. We will use additional funding from EHCP as a guide to determine the resources needed; this could include Teaching Assistant support; small groups; ancillary aids; work with an outside agency for example.

All decisions about resources and budgets will be agreed at the students planning meeting and will be reviewed regularly. The system will be reviewed as described in the graduated approach (Assess, Plan, Do, Review)

The school will measure the effectiveness of the interventions from a range of information including

progress data and

informal reports. The decision to start or continue with an intervention will be taken at the student's review meeting.

### **HOW WE TRACK PROGRESS**

- The school makes regular checks on progress through the reporting of levels, currently three times a year. The SENCO will report to parents of students with ECHPS formally in addition to whole school reports.
- Students in intervention groups have their progress tracked by the specialist teacher and ultimately the SENCO. This information will form the basis of the Annual Review where progress and future outcomes will be discussed.
- Parents will be informed about specific interventions and how they can help their child at meetings with the SENCO and other Learning Support staff. Each student's key teacher will advise parents on how they support learning at home, through additional and appropriate reading texts for example.
- Team around the child (TAC) hold regular meetings to discuss the needs of the student.
- TAs keep progress trackers that are regularly shared to inform staff on the best support and intervention.

### **SPECIALIST EXTERNAL SERVICES WE USE**

Pioneer Tec works closely with the Local Authority that provides:

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| Educational Psychology services for assessment and support.   |
| The Support for Learning Service for advice and assessment for a range of Special needs and disabilities. |
| The Behaviour Support Team for advice, assessment and support.  |
| The school nurse/health.  |
| Speech and Language Therapy service.  |
| CAMHS (Child and Adolescent Mental Health Services)   |
| The Careers Service.  |

We also work with other local providers:

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| Myerscough College |
| Preston College    |

### **STAFFING EXPERTISE**

*How skilled are staff in meeting the needs of my child?*

Pioneer Tec prides itself on ensuring that teachers deliver high quality lessons. Learning Support staff regularly attend training programmes to develop their quality of teaching and support for students with SEND.

Recent training has covered:

- Individual Education Plans.
- Disability awareness training.
- Interventions.
- Safeguarding.
- Autism Spectrum Disorder.
- Access arrangements.
- Speech, language and communication needs.
- Literacy.
- SEMH.
- Manual and Handling

We also train staff in:

- Child protection/ safeguarding training
- Safety Interventions
- Use of Access arrangements in exams
- Medication
- First aid

### **INCLUSIVITY IN SCHOOL AND OUTSIDE SCHOOL**

All students are included in school trips and relevant vigorous detailed risk assessments are carried out three weeks before. Parents/carers are informed in advance of a school trip and are expected to leave emergency contact numbers with the school and provide any important information, such as medical conditions, in advance.

The careers service meets with every child with an EHCP from Year 9 to advice on option choices and programmes for Post-16 and beyond. Our Traineeship programme is designed as a bridge between school and college as students will have the opportunity to be exposed to various courses in order to transition into employment and training through TRAX MX Ltd & Phoenix Park.