



SEN INFORMATION REPORT – September 2016 – Version 2

The kinds of special educational needs that are provided for in the school

Pennine View School provides for pupils aged 7-16 with a wide range of educational needs. Pennine View has been designated as a school for pupils with moderate learning difficulties (MLD) and additional needs. This currently includes pupils with autism (ASD), cognitive impairment, physical disabilities, sensory impairment, speech and language difficulties, attention deficit hyperactivity disorder (ADHD) and specific learning difficulties.

Arrangements for consulting parents of children with SEN and involving them in their child's education

Pennine View School encourages parents and carers to play a full and active role in the education of their children. We operate an "Open Door" policy in order for parents and carers to discuss any concerns they may have as regards their children's education. We encourage parents and carers to make appointments with school in advance in order to ensure the relevant members of staff are available to discuss any issues or concerns they may have.

All students have an annual Person Centred Review, it is vital that parents and carers attend these reviews to discuss progress and to plan for the future.

We hold an "Open Evening" in school every Autumn term and a parent consultation evening every Summer term in order to discuss annual pupil reports that have been sent to parents.

Arrangements for consulting young people with SEN and involving them in their education

All students take part in their Person Centred Review and are encouraged to express their thoughts and ideas with regard to the progress that they have made and to their wishes and ambitions for the future.

A wide range of staff with a variety of roles in school are available to support all students in both their education and wider lives, these include form tutors, learning mentors, pastoral care staff,

senior managers, teaching assistants, careers advisors, school nurses etc.
We regularly seek the opinions and thoughts of the students as to many aspects of school life including the content of the curriculum offered, the rewards and sanctions used in school, optional lessons and the physical environment we work in.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of the assessment and review

The school uses a range of systems for both assessing and recording the progress made by students, these include CASPA and B Squared. Parental consultation evenings and annual reviews are used to discuss pupil progress with carers and we encourage parents and carers to contact school to discuss any issues arising.
Annual reviews are run using the Person Centred Review (PCR) model. Students play a full and active role in reviewing their own progress during these meetings and the input of parents and carers is also vital in planning for the future.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Before starting at Pennine View it is hoped that all students will be given the opportunity to take part in a transition process led by the Transitions Manager. This will enable students to meet key members of staff and familiarise themselves with the school building and daily routines. On arrival all new pupils undertake an "Induction for New Pupils" familiarising them with school rules and routines.
Members of staff from Key Stages 2, 3 and 4 work closely and share information to ensure that students make an effective transition between Key Stages.
In Key Stage 4 students are fully involved in planning for their future. They receive careers advice from external advisors and are given the opportunity to take part in college taster sessions, work experience and careers awareness events. Students in Key Stage 4 are given support to attend college interviews and placements, this may include support to travel independently to and from specific locations.

Approach to teaching children and young people with SEN

All students attending Pennine View School have a Statement of Educational Needs or an Education, Health & Care Plan (EHCP). Students are taught in small classes of approximately 12 students and are supported by a range of staff including specialist teachers, teaching assistants, occupational therapists and speech and language support workers. Students may be given intervention programmes to follow in to address specific difficulties or areas of learning in order to accelerate their progress in these areas. Students may also be given personalised timetables in order to facilitate the most effective learning including the development of social skills.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Students at Pennine View follow a modified curriculum aimed at meeting the needs of pupils

working significantly below the levels of their peers in mainstream educational settings. We focus on developing a wide range of transferable skills including literacy, numeracy and social skills. Emphasis is placed on learning through experience and resources are allocated to enable this to take place e.g. wide range of educational visits. As students move through the school they are encouraged to work with increased levels of independence and are expected to take more responsibility for their own learning in all areas both academically and socially.

The expertise and training of staff to support children and young people with SEN, including how expertise will be secured

All staff at Pennine View School are Team Teach trained and the majority of staff have had first aid training. As the needs of the students change staff regularly update and expand their knowledge base through attending training courses, liaising with other special schools and by maintaining good working relationships with mainstream schools. All staff receive Safeguarding training updates annually and a further seven members of staff are trained up to level three in Safeguarding.

All teachers have an area of responsibility and attend courses in order to refresh, update and expand their knowledge. Curriculum leaders liaise with their counterparts in other special schools in order to broaden their knowledge and share best practice.

Evaluating the effectiveness of the provision made for children and young people with SEN

Teaching staff contribute to pupil progress meetings four times per year. This enables us to evaluate the effectiveness of current provision, identify rates of pupil progress and to plan and target appropriate intervention programmes. Pupil progress data is shared each term with the schools' Standards and Effectiveness Partner (StEP)

Members of the senior management team observe and evaluate teaching and learning within school through planned lesson observations, drop in observations, scrutiny of teacher planning and by evaluating the work produced by the pupils.

Support for improving emotional and social development. This could include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Pennine View School has an established Student Support Team (SST) which is comprised of Pastoral Care workers, Learning Mentors and Higher Level Teaching Assistants. Members of this team work with both students and their families in order to promote social skills, listen to the views of the students and to ensure maximum engagement in education by both students and families. The school has a robust anti-bullying policy which is reviewed on an annual basis. Incidents of bullying are recorded on the Child Protection Online Management System (CPOMS). This allows school leaders to categorise bullying incidents, report to governors and to put in place measures to address any issues arising.

Representatives from each class work together on the Student Council. They discuss a range of issues and make suggestions as to how to develop a variety of aspects of the school ranging from lunchtime routines to equipment purchased by the school.

How the school involves other bodies, including health and social care bodies, local

authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Pennine View School prides itself in the strong links that it has forged over many years with a wide range of bodies including health, social care, education and voluntary organisations.

All professionals and organisations are invited to take part in annual reviews either in person or by way of submitting written reports beforehand.

We work closely with representatives from the local authority to ensure that students are placed in appropriate educational settings. We recognise that a change of educational placement can be a very traumatic time for some students. Our Transitions Team ensures that any student transferring to or from Pennine View School follows a structured personalised transition programme in order for them to settle into their new school or placement as quickly and calmly as possible. This will usually include members of staff visiting the student in their existing placement, liaison with staff currently working with the student, inviting the student and parents to visit Pennine View School and phased integration days in our school.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

We encourage parents to contact class teachers if they have any issues as regards their children and their education. Although we operate an "open door" policy we would always advise that you ring school to make an appointment so that we can ensure that the relevant members of staff are available to deal with any issues that parents may have. If parents are not satisfied with the response they get from class teachers they may ask to meet with a senior member of staff to discuss the issue further. If after discussion with the headteacher parents are not satisfied they are requested to contact the chair of governors and ultimately the local authority.

Further information including contact details can be found in the schools' Complaints policy which is available to download via the school website.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Details of Doncaster's local offer can be found at:

<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>