

SEND Information Report (2024-2025)

Local Offer Information

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014.

Supporting the Learning & Emotional wellbeing of all Pupils

Some children have needs that are additional to or different from other young people. These may be learning difficulties, social & communication problems, physical disabilities or emotional & behavioural difficulties. It is the job of the SEND & Pastoral teams to recognise these difficulties, support pupils to overcome them and to ensure they can achieve their full potential.

SEND Broad Areas of Need (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	Penketh High School
School website address:	www.penkethhigh.org
Type of School:	Academy (TCAT)
Description of school:	Mainstream 11-16 mixed secondary school.
Does our school have resource base?	Designated Provision (Cognition and Learning) 20 places
Number on roll:	1035
% of children at the school with SEND:	17.6% E: 5.7% School Support: 11.9%
Date of last Ofsted:	February 2020
Please provide a web link to your school's Accessibility Strategy	https://www.penkethhigh.org/wp-content/uploads/2023/09/Accessibility-Policy-2022-2025.pdf
Expertise and training of school-based staff about SEND.	Emma Ogg: National Award for SEN Coordination Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) Emma Wisdell: Completing National Award for SEN Coordination MA SEND Teaching Donna Ollier: ELSA

Documentation available:	Links to school website attached	SEND Policy	YES
		https://www.penkethhigh.org/wp-content/uploads/2023/10/Special-Education-Needs-and-Disabilities-Policy-2023-2024.pdf	
		Safeguarding Policy	YES
		https://www.penkethhigh.org/safeguarding/	
		Behaviour Policy	YES
		https://www.penkethhigh.org/wp-content/uploads/2022/11/Anti-Bullying-Policy-2022-2024.pdf	
		Equality and Diversity	YES
		https://www.penkethhigh.org/school-policies-2/#	
		Pupil Premium Information	YES
		https://www.penkethhigh.org/wp-content/uploads/2023/10/Pupil-Premuim-Policy-and-Information-2023-2024.pdf	
Complaints procedure	YES		
https://www.penkethhigh.org/school-policies-2/			
What are the aims of the SEND provision at Penketh High?	<p>Penketh High School is an inclusive school, where all teachers are teachers of pupils with special educational needs & disabilities.</p> <p>Our aims are:</p> <ul style="list-style-type: none"> • To identify at the earliest opportunity barriers to learning and participation for all pupils. • To deliver a curriculum and create an environment that meets the needs of every student at Penketh High School. • To ensure that every child experiences success in their learning. • To enable all children to participate in lessons fully and effectively. • To value and encourage the contribution of all children to the life of the school. • To have the same academic ambition for all of our learners. At Penketh High School SEN does not mean less able. • To ensure that every student with Special Educational needs and / or disability makes the best progress possible. • To foster and promote effective working partnerships with parents / carers, pupils and outside agencies. • To listen to the voice of all pupils • To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND • To work closely with external agencies, where appropriate to support the need of individual pupils 		

	<ul style="list-style-type: none"> • To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils • To ensure that pupils with SEND are prepared for the next stage of education
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Teaching Assistants deployed to provide additional support with SEND provision . • Teaching Assistants providing support in-class and withdrawal when appropriate. • Provision of tailored SEN Support Plans for identified pupils. • Provision of Personal Education Plans. • Targeted intervention sessions. • Differentiation of resources to suit individual needs. Provision of specialist equipment. • Implementation of strategies as suggested by external agencies • Personalised curriculums to meet individual needs. <p>At Key Stage 3 your child will follow a broad and balanced curriculum, grouped according to ability to allow him/her to make at least good progress.</p> <p>At KS4 your child will have the opportunity to follow a personalised pathway to suit his/her abilities, talents and needs. In consultation with parents, pupils are offered a balance of academic and vocational courses tailored to the needs and aspirations of each individual.</p>
<p>The Special Educational Needs that are provided for at Penketh High School</p>	<p>Some children have needs that are additional to or different from other young people. The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014: Our school currently provides additional and / or different provision for a range of needs which successfully ensures equality of opportunity</p> <ul style="list-style-type: none"> • Communication and Interaction Needs Children with speech, language and communication needs (SLCN) have difficulty communicating and interacting with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech and language or social communication at different times of their lives. Children diagnosed with autism (ASD Autistic Spectrum Disorder) are likely to have difficulties with social interaction and communication. • Cognition and Learning Support for learning difficulties may be required when pupils learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD). This encompasses a range of conditions such as dyslexia, dyspraxia and dyscalculia. • Social, Emotional and Mental Health Needs Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Their behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other pupils

	<p>may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p> <ul style="list-style-type: none"> • Sensory and/or physical needs Some pupils require special educational provision because they have a disability which prevents or hinders them from making the use of the educational facilities generally provided. Many pupils with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.
<p>Securing and Deploying Expertise</p>	<p>The SENDCo's are Emma Ogg and Emma Wisdell The Designated Provision is led by Mrs Emma Wisdell</p> <p>We have a team of highly skilled and dedicated TA's who deliver interventions, in class targeted support, speech and language, nurture and social skills. Each year group has a Key Worker who may support pupils in and out of lessons. There is also an SEND champion who arranges visits and visitors for pupils</p> <p>The whole SEND team works closely with Safeguarding, Attendance and Heads of Year.</p> <p>The SENDCO keeps a record of training by staff and deploys support staff across school in line with their expertise. Support staff will carry out needs led Speech and Language Therapy (SALT) and Occupational Therapy (OT) programmes on site. The SENDCO ensures all staff have the appropriate training and will offer further CPD opportunities linked to staff interest or professional development.</p>
<p>Evaluating Effectiveness</p>	<p>Inclusion of pupils with SEND is observed in lessons through a robust system of subject reviews led by our Assistant Principal for Teaching and Learning, in addition to regular drop-ins by the SENDCo, middle leaders and the Senior Leadership Team (SLT).</p> <p>There is a robust process of Quality Assuring Teaching and Learning in all subjects.</p> <p>We also collect pupil voice to identify what is working well and maybe what could work better in all subjects.</p> <p>Class teachers, the SENDCo, middle leaders and the Senior Leadership Team (SLT) monitor the progress of pupils with SEND. Progress of these children is monitored at data drops by class teachers. Alongside this rigorous monitoring system, the SENDCo quality assures interventions and reviews the school provision map formally on a termly basis.</p>
<p>Information about the school's Policies for identification and assessment of pupils with SEN</p>	<p>Penketh High School is committed to the early identification of special educational needs.</p> <p>Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning.</p> <p>At Penketh High we follow an internal referral system. Pupils with SEND are identified by different assessment routes all of which are part of the overall approach to monitoring progress of all pupils. If staff observe that a pupil is making less than expected progress, given their age and individual circumstances they will seek to identify a cause. When children are identified as not making progress in spite of High Quality Teaching,</p>

	<p>they are referred to the SENDCo and a plan of action is agreed. This referral is completed after staff have tried various strategies to support and contact home has been made. When these concerns arise an SEN checklist is completed.</p> <p>If further needs are identified that need the assistance of an external agency, then a referral is made. If the pupil needs more support than the legal requirements provided by the school then an EHCP application will be submitted to the LA.</p> <p>Pupils are identified as having SEN, and their needs assessed through:</p> <ul style="list-style-type: none"> • Information passed on from primary/previous schools • KS2 results and baseline testing on entry to school • Progress data reviews / school tracking system • Feedback from teaching staff and observations • Interventions not showing impact • Referrals from parent • Pupil referrals <p>The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents to ascertain whether the pupil is developing in their home language in line with peers and siblings. The SENDCo will work closely with the EAL department.</p> <p>Parents/carers are invited to attend Annual Reviews and have access to the SENCO through Parents' Evenings and other events. The SENCO encourages parents/carers of children with additional needs to maintain contact with the SEND team.</p>
<p>Support that is available for improving the social emotional and mental health of pupils with special educational needs</p>	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> • A Safeguarding team that provides programmes and referrals to meet individual needs • SEMH lead teacher – Senior Mental Health Practitioner • Targeted support for individual pupils • Pupil Leadership Team • Pupil Voice • Social, Emotional and Well- being team • Whole school Personal Development Programme • A strong climate of learning across the school <p>Penketh High School works hard with families to support the emotional health & wellbeing of all pupils. Our pastoral structure places the emotional needs of the child as a high priority.</p> <p>Key school staff attend Pupil Review Meeting to discuss and review interventions/packages that some pupils need to be successful within school.</p> <p>We have strong links with our School Health Adviser, Educational Psychologist & Educational Welfare officer.</p>

<p>Name and contact details of SEN Co-ordinator</p> <p>Name and contact details of SEN Governor</p>	<ul style="list-style-type: none"> • SENDCO: Ms. Emma Ogg and Ms. Emma Wisdell • School Telephone Number: 01925 722298 • Email: eogg@penketh.warrington.sch.uk • Governor: Mrs Linda Murdoch • The SEND governor will: • Have regard for the Special Educational Needs Code of Practice when carrying out their duties towards all pupils with special educational needs. • Do their best to ensure that the necessary provision is made for any pupil who has special educational needs. • Report annually to the governing body on the policy's effectiveness.
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<ul style="list-style-type: none"> • Telephone conversation / Teams meetings • Face to face meeting • Coffee morning / afternoons • Forum with external professionals • Communication diaries • Parents Evening • Family support meetings • EHCP reviews

**Arrangements for supporting
Looked after Children with
SEND**

- Looked after children are supported by **Mrs Claire Lomax** Designated Teacher for Looked after Children and **Mrs Christine Stanley** Champion for Care Experienced Students.
- The school recognises that Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans. For looked-after children it is important that their EHC plan works in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the child's needs are being met.
- Any special educational support provided by schools for looked-after children with SEN but who do not need an EHC plan, is looked at as part of the child's PEP and care plan reviews, involving Special Educational Needs Co-ordinators (SENCOs) where necessary
- Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there should be robust arrangements in place to ensure that any undiagnosed SEN are addressed through the SEND framework as soon as possible.
- For previously looked-after children, the SENCO, class teacher, designated teacher and the specialists should involve parents when considering interventions to support their child's progress. They should agree the outcomes to be achieved through SEND support, including a date by which progress will be reviewed

<p>How accessible is Penketh High School</p>	<ul style="list-style-type: none"> • The school is spread across 4 building with many stairs. There is however disabled access throughout the building including lifts and inclusive toilets. The school will have regard to the Equality Act 2020 and the Children’s Family Act 2014 and the Code of Practice in terms of admitting pupils with disabilities. All members of the school community, including pupils are invited to inform the school of any disability they have and reasonable adjustments will be made. • Usually, relevant information will be collected during our transition work, however, we encourage parents to provide school with any new medical information and a health care plan can be written if required • There are evacuation chairs on upper floors • We endeavour to provide an appropriate translator to assist us in communicating with parents/ carers whose first language Is not English
<p>The arrangements for consulting young people with special educational needs about and involving them in, their education</p>	<ul style="list-style-type: none"> • Pupil Voice • Annual Reviews • Personal Interviews • Pupil Passports • Key workers • Meetings with PD coaches
<p>How are resources allocated and matched to pupil’s Special Educational Needs</p>	
<p>How do I make a complaint?</p>	<p>Handling Complaints</p> <ul style="list-style-type: none"> • The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs. All complaints are taken seriously and are heard through the school’s complaints policy and procedure. • Any complaints should first be raised with the SENDCO, then if necessary with the Vice Principal / Headteacher and finally, if unresolved, with the Governing Body.

<p>The contact details of support services for the parents of pupils with special educational needs</p>	<ul style="list-style-type: none"> • SEND IAS Service http://warringtonsendiass.co.uk 01925 442978 • ADDvanced Solutions https://www.addvancedsolutions.co.uk/contact 01925 320863 • Warrington Parents and Carers Forum http://www.warringtonparentsandcarers.org 07376 722719
<p>The school's arrangements for supporting pupils with Special Educational Needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>Primary to Year 7:</p> <ul style="list-style-type: none"> • Attendance at Annual review and other meetings at the primary schools by the SENDCO can be arranged • Additional meetings for the parents and child with the new teacher • Additional visits to the classroom environment in order to identify where the toilets are etc. • Opportunities to take photographs of key people and places in order to make a transition booklet • The Transition Co-ordinator ensures that all pupils from Year 4 onwards in our local primary schools have the opportunity to spend time in the Academy. Primary pupils experience specialist teaching to ensure that the change to high school is a positive experience • Staff visits to the primary feeder schools to meet the students. • Information shared along with good practice for students leaving the school to allow a smooth transition onto the next journey of their education. • Additional transition days for identified SEND pupils • SEND drop in evening for parents/ carers • Enhanced transition arrangements are tailored to meet individual needs. <p>KS3 to KS4</p> <ul style="list-style-type: none"> • Additional support with options choices if needed • Exam Access Arrangements applied for if needed <p>Year 11 to Post 16 Provision</p> <ul style="list-style-type: none"> • In school careers and guidance at key transition stages. • Pen portraits/ SEND information is sent to teachers about the needs and strategies to provide the appropriate and differentiated support. • Information shared along with good practice for students leaving the school to allow a smooth transition onto the next journey of their education / workplace.

	<ul style="list-style-type: none"> • Exam Access Arrangements are rolled over to the next setting • Colleges invited to Annual Reviews for EHCP pupils • Additional visits to colleges • All pupils at Penketh High School have access to the Independent Advice & Guidance (IAG) provision via external providers. Pupils with additional needs are offered bespoke IAG to supplement this. • String system of career guidance since yr 7
<p>Information on where the local authority's local offer is published.</p>	<p>Full details can be found at: https://askollie.warrington.gov.uk/localoffer/</p>
<p>Useful Websites</p>	<p>www.warrington.gov.uk Ask Ollie – Warrington’s Local Offer Provides support & information of services for Parents & Carers of children & young people with SEND themselves.</p> <p>www.bdadyslexia.org.uk Offers advice, information and help to families, professionals and dyslexic individuals.</p> <p>www.autism.org.uk</p> <p>https://www.ambitiousaboutautism.org.uk/ Autism advice, support & services</p> <p>www.adhdfoundation.org.uk ADHD advice, support & services</p> <p>Dyslexia – ApLD Trust http://www.thedyslexia-spldtrust.org.uk/</p>