

PEDMORE HIGH SCHOOL



Pedmore
High School

Aspire, Persevere, Succeed

SEND Information Report

January 2025

**Our SEND Information Report is regularly reviewed and updated.
The most up-to-date version will always be on the school website.**

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Pedmore High School SEND Report – Our Local Offer

Welcome to Pedmore High School. We are committed to supporting all the young people in our school.

Although we expect all our teachers to deliver inclusive, quality teaching we also have a dedicated SEND team to support students that need additional and different help both within and outside of the classroom.

We meet these needs by working together as a school, with parents/carers and with supporting agencies.

At Pedmore High School we offer high quality learning experiences for all young people. All students have equal access to the buildings, curriculum and life of the school wherever this can be reasonably achieved.

We believe it is important to motivate and challenge all students. It is our responsibility to enable students to achieve their full potential in all aspects of their school life and we work very closely with parents/carers to ensure their success.

Our SEND Team

Key staff:

Mr C Mills – Headteacher;

A Durrant – SENDCo;

Mrs K fisher - SENDCo

Marie Hedworth – SEND link Governor

Mrs T Morris – Level 3 Teaching Assistant

Mrs C Preston – Level 3 Teaching Assistant

Miss S Preston – Level 3 Teaching Assistant

Miss C Roberts – Level 3 Teaching Assistant

Miss M Clarke – Level 3 Teaching Assistant

Our SEND provision

The Code of Practice (COP) 2014 says:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

And that:

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Inevitably there will be occasions where 'quality first teaching' needs to be complimented by provision that is additional and different. These are called interventions and we will know that we need to put them in place from our regular collections of data from assessments in school and, in some cases, ongoing feedback and liaison with external agencies.

Intervention support is accommodated in S6/7 (Science Block). It comprises an office/informal meeting area and an adjoining classroom (also used for Access arrangements). Resources include five computers (including a teacher station) and an interactive whiteboard. There are a team of 6 Teaching Assistants, who work with both Key Stage 3 and 4 students. Support is mainly outreach (in class) and via a programme of intervention support, which is aimed at students with significant deficits (2nd percentile of cohort) in specific areas. We currently do not receive funding for a specialist SEND unit, nor do we specialise in any specific area of SEND.

Specific intervention provision comprises:

Spelling (Toe by Toe programme);

Spelling (multi sensory approaches);

Reading scheme for students with reading age of 6.0-8.5 Years;

Reading/phonics comprehension

package

Touch typing;

Handwriting;

Numeracy

Schools have a duty under the Equality Act 2010 to make '*reasonable adjustments*' for disabled persons. The duty is 'to take such steps as it is **reasonable** to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by the school, or caused by the absence of an appropriate auxiliary aid or service. Steps which we consider it reasonable to take, to avoid placing a student with a learning difficulty or a disability at a disadvantage, include the provision of:

- Printed notes for some lessons where students need to take away a large amount of information;
- Differentiated lessons where pace, language, structure or method of delivery are adapted to students' needs;
- Coloured reading overlays and electronic spellcheckers for students with a **formal diagnosis** from an Educational Psychologist/Specialist Teacher of SpLD (Specific Learning Difficulty, previously known as dyslexia);
- Pen grips;
- Support staff who collect a student for learning support activities, if the student is likely to forget to attend because of his or her learning difficulty or disability;
- Provision of equipment e.g. Move 'n Sit cushions;
-
- Differentiated criteria for inclusion in a school activity or policy;
- Ongoing programme of staff CPD to ensure understanding of key SEND difficulties and their impact on learning e.g. ADHD, Speech and Language difficulties.

This is not an exhaustive list as we adjust our provision in a personalised response to individual needs on admission to the school. Resources may vary depending on the needs of students.

If you want to make a complaint

If you are unhappy with the way Pedmore High School is managing your child's learning needs you should:

First, discuss your concerns with your child's form tutor, subject teacher or Head of House either by telephoning the school on 01384 816660 or by requesting a meeting:

- Head of Year 7/Transition – Miss C Smith
- Head of Year 8 – Miss Z Mason
- Head of Year 9 – Mr J Greenwood
- Head of Year 10 – Miss M Jazurek
- Head of Year 11 – Ms M Stanley

If the outcomes of this liaison is that further investigations of your child's learning needs are required, this information will be passed directly to the SENDCO.

We believe that the special educational needs of students are best met where there is effective collaboration between school, other agencies, families and students. If a parent/carer is not satisfied with the Special Educational Needs arrangements for their child they should contact the SENDCo in the first instance and arrangements will be made to discuss the matter. Should the issue not be resolved then the School complaints procedure should be followed.

If on pursuing complaints parents/carers are not wholly satisfied with the response of the School they may wish to seek further advice/assistance from the LA. If at this point they do not agree with the School and LA's decision, they have a right to appeal to the authority's SEND Tribunal.

How we will know if your child has SEND

Students' special educational needs are identified as a result of:

- Consultation with their Y6 class teacher and/or the SENDCo of their Primary school (for students joining in Y7)
- Examination of school records
- Observations by staff during the Induction process and classroom practice
- Admission interviews with parents / carers and students (including late admissions)
- Intervention profiling on entry, including late admissions, comprising literacy, numeracy and cognitive testing
- Detailed assessments and follow-up interviews where appropriate
- Monitoring/analysis of assessment data, consultation with Tutors, Co-Tutors and subject teachers
- Discussion with Guidance staff
- Observation and feedback from support staff and external agencies

For students who join us later in their school life we always request information from their previous school as well as doing our own assessments to evaluate their ability. We always meet with the parents / carers to discuss any concerns that you may have. Where information is not forthcoming from a previous school we ask our core subject teachers to complete an assessment in their subject and liaise with the SENDCo regarding any concerns.

We attend SEND reviews including detailed transition reviews. This enables us to plan for the arrival of our new Year 7 students, especially those with SEND. Usually the parents/carers are invited to these meetings where we can all be introduced. Following entry to Year 7, all students complete assessments to help us understand their needs and the results show us if further assessments are necessary.

Students are assessed in each subject area throughout the year. These assessments show student progress and allow us to identify students who may need additional catch up sessions or small adjustments which will accelerate their learning. Our teaching staff are expected to make reasonable adjustments to their lessons and resources to ensure inclusion of all students. This may on occasion include interventions and small group work. Teachers liaise closely with the SENDCo they alert her to any concerns that they have throughout the year *but parents and young people must contact us as soon as they themselves have any concerns.*

Extra-Curricular Activities

Pedmore High School has a wide range of opportunities for all students beyond the school day. There are activities in many subject areas, both at lunchtime and after school during our Extended Learning Period from 3-4pm. Please be aware that PE fixtures regularly exceed these times.

In order to support students with self-study and homework, the Independent Learning Centre (ILC) is open daily (except in staff absence) at the following times:

- 8am – 8.30am
- Break time
- Lunchtime
- 3pm - 4pm

Additional study areas are provided at lunch time in order to ensure that we provide as much support as possible to our students.

Many off site visits take place during the school year and we work closely with families in order to address any additional needs that may need to be met e.g. medical conditions or other concerns in order to maximise opportunities for all of our students. This includes SEND students who are included in all activities and help to raise money to support their own trips and visits, once agreed with staff.

There are break and lunchtime duty rotas in place and these are carried out by our own teaching and support staff, five days a week. This ensures that students have swift and easy access to staff should a concern arise as well as building positive working relationships with our young people.

How the school develops its overall teaching and adapts its curriculum

We expect all our students to make excellent progress. To make this happen, our teachers are made aware of the needs of all students through a register of their additional needs and a Student Learning Passport. These are completed in discussions with both students and staff to inform teachers about specific needs and strategies that can help individuals within the classroom. These help the teachers plan for successful learning experiences for all students. Therefore, students feel challenged and supported to make progress.

All lessons are planned with clear learning objectives and achievable outcomes, designed to meet individual learning needs. Through our marking, assessment and feedback on their work, students are encouraged to understand how to improve and develop their own skills through our Assessment for Learning approaches. Additionally, we are able to give clear feedback and guidance for students to enable them to move to the next level.

We encourage students' independent learning through group work, setting their own targets, sharing and marking each other's work and discussing steps forward.

At all times, parents/carers are encouraged to make contact with teachers, Subject Leaders, Form Tutors, Heads of House and the SENCO, with any concerns they may have.

In October (2024) The Nurture Focus Group (NFG) was introduced to help support some of our most vulnerable learners. This is overseen by a dedicated team of staff who will work to liaise between staff and students to ensure they receive ongoing educational support, in a smaller nurturing environment.

A small number of students follow a reduced/personalised curriculum to match their needs. These students are generally those with an Educational Health Care Plan (EHCP). Where possible, Pedmore High School incorporates an inclusive policy and students are expected to attend all lessons.

The school has excellent ICT facilities, which teachers regularly use to support learning. The ICT facilities are also extended to Parents/Carers to help oversee their child's progress through the 'Arbor' App too.

How we know if your child is making progress towards targets

The New Code of Practice 2014 says:

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

We use formal assessments throughout the year, whereby all students are assessed, in every subject, four times a year. This assessment data is used by the class teacher to measure progress of students with SEND, as well as receiving feedback from staff and from formal book scrutinies/Learning Walks. All of this information, alongside feedback from any external agencies help to formulate and review Student Learning Passports which are reviewed termly, but students can be reviewed more frequently on parent/carer request. This also helps us to identify where students are as part of the '**Assess, Plan, Do, Review**' cycle (**APDR**) Which is part of the '**Graduated Approach**' used to monitor progress and/or highlight any concerns that may arise. These will be discussed with all concerned to initiate a plan of support.

How we know our provision is effective

Students at Pedmore are happy, safe, secure and make good progress. They are well supported by experienced staff.

Effective monitoring and tracking of progress through assessment data allows us to ensure our provision is effective. Reports are issued to families three times a year and opportunities to focus on learning are embedded into school life. As part of this reviewing cycle, any interventions necessary because of personal circumstances, medical needs or short-term changes in a student's situation may be discussed and agreed with parents/Carers.

Parents/Carers are invited to an annual Parent's Consultation Evening with subject teachers. Additionally, students with a Student Learning Passport, along with their parents/carers will be invited to discuss it with the SENDCo. This is an opportunity to discuss progress, share concerns, agree aspirations, celebrate success and review targets and provision. In line with statutory guidance, students with EHCPs will be invited to attend a formal annual review meeting with their parents/carers. These meetings will include members of external agencies/professionals where appropriate.

Following review meetings, teachers will, if necessary, adjust intervention, support and teaching strategies to enable the student to achieve their new targets. If needed, more support and advice may be sought from inside or outside of school.

How we make our facilities available to all

The key principles of inclusion at Pedmore High School are shown through the following:

- Social- encouraging effective communication and social skills, tolerance for and celebration of difference, and care and respect for others.
- Curricular- enabling all learners to learn, equipping all students with the skill set objectives and allowing them to undertake tasks successfully, to develop the desire for lifelong learning.
- Physical- improving the physical environment to increase access to all aspects of education
- Use of inclusive teaching practice as detailed above

The ethos at Pedmore is very inclusive, all students are provided with opportunities to participate in activities and contribute towards the community. All staff are aware of individual needs and this is taken into consideration when activities are offered, and when considering pragmatic arrangements. Some students receive support in assembly and registration as appropriate. Where necessary, individual risk assessments and transit arrangements are made to facilitate movement around the A and/or participation in school trips.

Currently, Pedmore High School is not fully accessible for wheelchair users. Temporary ramps are available for use in A block in order to access toilets/Main Hall and S block/B Block (Ground Floor).

The School's approach to teaching students with SEND

As outlined in the Code of Practice (2014) "Every teacher is a teacher of SEN"

Each year staff are briefed about students' Individual needs. Information is shared in various formats including 'pupil passports' and continued professional development. Interventions are implemented where appropriate. These can be part of a specific department or conducted by an external agency to provide an appropriate level of support.

How we ensure your child makes a successful transition

Pedmore High School operates an induction programme for Year 7 students in order to establish a welcoming environment. This follows liaison visits to/from feeder schools to ensure information is shared regarding any individual particular needs. This is a comprehensive programme of meeting with class teachers, SENDCOs Teaching Assistants and, where possible, families to gain a thorough overview of a child's particular needs.

If a student moves from Pedmore High School to a different educational setting, relevant information will be forwarded to the receiving school SENDCO in order for them to plan/accommodate the necessary provision to meet the student's needs.

Transition Day(s) are offered to all students with SEND on Year 6/7 transfer, alongside additional access/visits, negotiated between school and families on a case by case basis. The itinerary for transition days is subject to change but is likely to include: A walk around the school site, photographs with descriptions of key areas of the school including Canteen, Main Hall, The Hub and Playground areas, meeting key staff such as the SENDCO and Teaching Assistants.

Parents/Carers may also request to visit the school outside of the scheduled visiting times to ensure there is sufficient time to liaise with the child/family. This can be made by appointment directly with the school SENDCO.

All parents/carers of students with special educational needs will be offered advice and guidance relating to option choices in Year 8/9 at the closest Student Learning Passport review. In addition, the SENDCO is available at Pathways Evening to provide advice and guidance.

Additional Services and expertise

External agencies may act in an advisory capacity, provide additional specialist assessment or equipment, or be involved in teaching a student directly. When Student Passports are produced with the help of external agencies the strategies will usually be considered and implemented as far as possible in normal classroom settings.

The School works closely with other agencies to focus on the identification and provision for those students with special educational needs. All services involved with the school are regarded as working in partnership as described in the Code of Practice.

External agency support includes:

- Learning Support Service
- Educational Psychology Service
- Speech and Language Therapy
- Physical and Sensory Support Service
- Education Investigation Service
- Connexions
- School Health Advisor
- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary services
- Ethnic Minority Achievement Service
- Gypsy, Roma, Traveller service
- Autism Outreach Team
- VI/HI/PIMIS
- Social Services
- Local Authority SEND Officers
- Relevant short stay schools and special schools

Liaison with external agencies occurs on a regular basis, with support allocated on a caseload basis. The SENDCo co-ordinates liaison, contact and support times to provide efficient effective intervention.

How parents/carers can contact additional services

Access to the Dudley Local Offer can be found at:

<http://www.dudley.gov.uk/resident/localoffer/>

Parents/carers can find contact details for all educational support services on the Dudley Council website using the following link:

<http://www.dudley.gov.uk/resident/learning-school/parental-support/>

Dudley Special Educational Needs & Disability Information, Advice and Support Service - Dudley SENDIASS (Formerly Dudley Parent Partnership Service)

Dudley SENDIASS provide a range of information from education law to related law on disability, health and social care to help parents, children and young people in making informed choices and this enables them to play an active role in relation to educational decisions. They can offer support if you have concerns with or without an Education Health Care Plan in place for the child or young person. The service offers casework support, support in meetings and training and development seminars throughout the year. The service works with nursery, primary and secondary schools, academies and post 16 settings, to promote positive engagement with parents, children and young people.

Who does the service provide for?

Parents of children and young people with special educational needs or disabilities

Children with SEND or disabilities

Many children will access information, advice and support via their parents, but older children may want to access the service separately from their parents.

Young people up to 25 years of age with SEND or disabilities

Young people can access the service. They will receive confidential and impartial, information and support that will allow them to participate fully in decisions about the outcomes they wish to achieve.

The service can also work separately and impartially with both the parents and the young person, where there is a disagreement on an issue related to SEND.

Contact Details

Dudley SENDIASS

Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

Telephone 01384 236677 **Fax** 01384 818096