



Piper Hill Learning Trust

Piper Hill Specialist Support School

SEND Information Report

July 2015

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This report covers a range of issues for which further detail may be found in other related policies. Please see the school website for further information regarding the SEND provision that is available from the school.

All schools / academies are required to publish information about how they cater for students with SEN. This statutory requirement takes the form of the following information:

- **Policy for identifying and assessing SEN**
- **Contact details of the SENCO**
- **Arrangements for consulting parents and pupils**
- **Approach to teaching students with SEN**
- **Adaptations to the curriculum and learning environment**
- **Expertise and training of staff**
- **Evaluating Effectiveness of provision**
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- **How the school involves health, social care and other bodies in meeting pupils' needs**
- **Arrangements for supporting students with SEN who are also LAC**
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It is the information above that constitutes this SEND Information Report.

Introduction

By law all schools have to provide details about how they will support a child with special needs. This is the school's local offer and is detailed in this document our SEND Information Report.

Piper Hill is a special school educating pupils with a wide range of severe and complex learning difficulties. All children attending the school must have a 'Statement of Special Educational Needs' or an Education Health Care Plan.

Our report will include details of the support we will provide for your child. We ensure that all pupils, regardless of their specific needs, make the best possible progress in school. This will similarly relate to the advice within the Education, Health Care Plan' (EHCP)

- **Policy for identifying and assessing SEN**

All the pupils who come to Piper Hill have a statement of special educational needs, which describes their individual areas of special needs. In line with recent code of practice these statements have been converted into an Education Health and Care plan (EHC). For all students on roll at Piper Hill, their primary need will be a significant learning difficulty.

We carefully consider the learning needs of each student, building up an individual learning profile for all students, which identifies their learning style and needs. Each student has an I.E.P.(Individual Education Plan) that clearly identifies their learning targets for each academic year.

For students newly arriving at the school, Piper Hill runs a well-planned and structured transition programme. This will incorporate a range of observations and diagnostic baseline assessments, incorporating views from previous schools and parents. This involves Piper Hill staff attending Year 6 Annual Reviews and the new students visiting Piper Hill for taster lessons. The baseline assessment process will be completed within the first 6 weeks of a student coming on roll at the school. Using this information, students are then placed in classes, which allow the correct support to be placed with the student, incorporating staffing ratios and the correct classroom environment.

• Contact details of the SENCO

The school SENCO (Special Educational Needs Co-ordinator) is also the headteacher:

Mrs. Linda Jones.

She can be contacted at school, by firstly approaching Office staff at Reception. But equally through the office email:

admin@piperhill.manchester.sch.uk

or via phone on 0161 436 3009.

• Arrangements for consulting parents and pupils

At Piper Hill we strongly believe that parents and carers are key stakeholders in our school community, and we try to involve them in all aspects of school life. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Regular contact is kept up with parents via the home-school diary, as well as correspondence and newsletters home. The Home/School Diary is very important for daily communication between tutor group staff and parents and it may also be used to convey information about how a pupil may be progressing in school. Staff will also communicate regularly with parents through phone calls home and through other informal and formal meetings in school. Parents are welcome in the school to discuss any queries / concerns with any member of staff, either at the end of the school day or at a pre-arranged time during the school day.

Parents / carers are invited to a formal review, which is held once a year to discuss their child's progress and review their statement / EHC plan. Parents are updated on their child's progress and any changes to their support package are discussed on a face-to-face basis. However links with parents and carers are strong, and there are multiple opportunities each year for parents to discuss and receive feedback on progress throughout the year.

Student voice is important at Piper Hill, we value the opinions of all members of our community. Our pupils are encouraged to express their thoughts and views and challenge ideas. All students are supported to contribute their views at any point, to any member of staff. The key to which are excellent relationships between staff and students. Piper Hill also has a strong Student Council who meet weekly to input into a number of aspects of school life.

• **Approach to teaching students with SEN**

The school's approach to teaching our students with SEN can be exemplified by our school values:

- ***We respect one another***
- ***We value the wellbeing of all staff and students***
- ***We expect the best***
- ***We value cooperative working***
- ***We recognise that everyone is an individual and we value diversity***
- ***We value learning***

Piper Hill Specialist Support School has two departments:

Lower School - Key stage 3,

Upper School - Key stage 4 and the Further Education Departments.

Within these departments, students are organised in tutor groups broadly according to age, providing an inclusive setting for registration purposes, lunchtime activities, tutor periods and daily collective acts of worship. Within these Tutor groups, their teacher and teaching assistants will have a strong pastoral role. Opportunities for students to work on the development of social and emotional aspects of learning will be utilized in these Tutor Group sessions.

Throughout each day students are taught their lessons within ability or 'access' groups. These access groups, Experiential, Structured and Independent, each provide a different curriculum appropriate to individual students' needs.

All students have individual key targets in the functional key skill areas of Communication, Application of Number, Computing, and one in each of the Personal, Learning and Thinking Skills to increase their all round development. Evaluation of these

are used to inform all planning and monitor effectiveness of teaching and learning as students access the curriculum and accreditation through the structures and organisation which best supports their needs. Students may access a sensory curriculum, a structured curriculum focusing on augmented communication approaches, or as curriculum which uses elements of these approaches, while seeking to extend and maximise independence.

At Key Stage 3 all National Curriculum subjects are taught to all pupils aimed specifically at their individual levels of learning, where each pupil receives a broad, balanced, relevant and differentiated curriculum. All learners follow the National Strategy and new secondary curriculum at Key Stage 3 in all core and foundation subjects.

As students make the transition from Year 9 to Year 10, (moving from KS3 to KS4) the curriculum changes to allow more flexibility and choice within the subjects offered, reflecting and promoting the increasing social development of the students and helping them to develop their choice-making skills underpinning the curriculum in Upper School.

Some students also access coursework leading towards the Certificate of Achievement in English and mathematics. The curriculum for Key Stage 4 students is enriched through the continuing development of modular accreditation through A.Q.A. and other agencies.

Students join the Further Education Department at age 16, and may remain here for 3 years, leaving school at the age of 19. For some students they may be more suited to a college placement at 18. At Piper Hill we have three access groups in the F.E. Department; if it is decided that the access group courses are not suitable for your child, it may be necessary to setup a bespoke course. This will involve assessing your child and putting together a bespoke package, including the relevant resources and staffing. It maybe that your child only has a number of hours in school / in the community as suitable for their needs and not a full time place. (this will be in line with the Department for Education guidance on the number of hours we must provide for your child on a 'good week'). During the three years that students spend in the F.E. Department there is a strong emphasis on developing skills and understanding that will equip them for the future. Courses are delivered with flexibility, so that students' learning needs are met, and each student can access all areas of the curriculum.

Activities in the Further Education Department reflect the age and changing needs of our post 16 students. Throughout FE the learning emphasis is placed on developing students' thinking skills, independence, confidence and improving their ability to apply their knowledge to situations outside school. Within the curriculum there are a wide range of opportunities for students including internal and external work experiences, partnerships with local community organizations and trips to local places of interest. In the final year there is a focus on transition so that students move with confidence to an appropriate post school placement.

• Adaptations to the curriculum and learning environment

Throughout each day students are taught their lessons within ability or 'access' groups. These access groups, each provide a different curriculum appropriate to individual students' needs. Each access group covers all the National Curriculum subjects but the balance of the curriculum will vary from group to group. A personal learning profile on each pupil ensures that they learn in an environment suitable to meet their individual needs and reach maximum potential.

Experiential Learners

These students will be taught in smaller groups with consistent staffing. Students in these groups are likely to require a high level of staff input to access the curriculum, and access to multi-sensory teaching. We have a range of specialist teaching environments to support learning for this group, including specially designed sensory resource bases.

Students are also likely to require a high level of physiotherapy and / or medical input. They have access to all areas of the National Curriculum, and all students will spend time in the Sensory Resource Base working on their core skills.

Structured Learners

Those pupils working within the structured curriculum have additional social communication difficulties; they need a distraction free learning environment, which takes account of their need for support, structure and clarity. Students work in small groups with consistent staffing.

The majority of students are taught core skills (English, Mathematics, Computing and PSHE), within an integrated session on four mornings over the week, using structured teaching approaches with an emphasis on independent working.

Where appropriate, some students will follow an individual timetable, using structured teaching. Students work in small groups for foundation subjects and their weekly timetable offers many opportunities for physical activity. Through the provision of a balanced curriculum within a secure, structured learning environment we seek to provide students with the social and communication support to maximise their learning.

Individual Timetables

Very occasionally a student in the Supported or Independent groups may follow an individual programme, bespoke to their needs, working with a member of staff and joining groups as appropriate. These learners are those students whose needs demand additional resources in terms of staffing, physical space or curriculum provision to that which would be provided for their peers in structured, independent or experiential groups. Frequently their needs arise from very complex learning or communication

difficulties and may result in challenging behaviour.

These students follow a curriculum which is highly personalised to meet their individual needs, with an emphasis on the social and emotional aspects of learning. They may benefit from access to off-site activities, to effective reward systems and to opportunities for practical, hands on activities on site. We strive to maintain and develop our creativity and flexibility so that these individual learners have a rich, stimulating and enjoyable experience in school, through which they are able to realise their potential.

Independent Learners

Independent learners follow the programmes of study outlined in the new national secondary curriculum at all Key Stages. All national curriculum subjects are taught to all pupils aimed specifically at their individual needs; each pupil receives a broad, balanced, relevant and differentiated curriculum. Students in these groups are likely to work in larger groups, with lower levels of staff support.

They will have consistent staffing, but some specialist teachers for some subjects. The student groupings within each lesson are carefully planned to ensure access to appropriate resources and levels of challenge. Their timetable is similar to any high school timetable but in a more secure and supportive environment.

From our move to the new site a number of years ago, we have carefully planned and developed the school, and its learning environments, to meet the needs of our population. It includes the following facilities:

A number of Specialist subject areas – Art & Design, Food Technology, Science, Radio station, ICT suite, Dance & Drama studio and Sports Hall.

- Hydrotherapy Pool.
- Physiotherapy and medical areas
- Multisensory rooms
- Calm spaces
- Business and Enterprise area
- Outdoor play areas including a cycle track and multi-use games area
- Extensive sports fields and horticulture facilities (including a poly-tunnel and numerous wheel-chair accessible planters)
- Gym

All these facilities have been purpose built, in order to ensure that they are as accessible as possible by the student population at Piper Hill. Similarly individual teaching bases are carefully adapted to meet the individual needs of the students working within them, as appropriate, i.e. low distraction environments, over-head tracking / hoists, break out spaces etc.

- **Expertise and training of staff**

We recognise the need to engage a highly skilled and expert staff at Piper Hill, in order to ensure an offer of an outstanding educational provision. We have very clear routes for Staff Development and specialist qualifications / experiences are encouraged. Similarly we have an established Staff Induction programme to ensure that all new staff are up-skilled to perform their role fully within school.

We rely on a regular programme of staff training / CPD (both in-house and external) to ensure that we have a highly skilled and reflective work-force, who work collaboratively to share good practice. Examples of this very comprehensive staff training would be:

- Signing
- Structured teaching and Visual Communication & Support
- ASC Awareness
- Improving Teacher, Outstanding Teacher program & Outstanding Teaching Assistant Programs
- Safeguarding Level 1 training
- Resuscitation
- Manual Handling
- MIDAS (mini-bus driving)
- Team Teach, Staff Resilience and De-escalation training
- Risk Assessment, Fire Awareness and Health & Safety training
- A range of externally accredited leadership training – NPQML, NPQSL & NPQH

Alongside our regular staff we regular input from a wider multi-disciplinary team. We also engage specialist peripatetic teachers including a teacher for the hearing impaired and teachers for visual and multi-sensory impairments. We have input from SaLT staff and Occupational Therapy. As well as specialist staff from the Music Service. As well as working alongside our staff these agencies often provide staff training on issues that impact on the wider school community.

• **Evaluating Effectiveness of provision**

The assessment, monitoring and review of each pupil's progress takes place throughout the school year; parents and pupils are included in these assessment processes as much as possible:

- Termly PLaTS targets (Personal Learning and Thinking Skills) – these are individualised to each pupil and the targets apply across the whole curriculum. Targets are written and evaluated each term and this information is sent home to parents as part of their annual report. Pupils are involved in the target setting process, where appropriate, and they are fully aware of their targets throughout each lesson.
- Parents Days take place during the year, offering an ideal opportunity for parents to meet with teachers to discuss progress and attainment of their child.
- Assessment of pupil progress and attainment is monitored by teachers throughout the year, and this information is shared with parents through the end of year report. 'P Scales' and National Curriculum levels are currently used to assess the progress of pupils. Teachers and the Senior Leadership team regularly analyse progress data to ensure all students are progressing at their optimum levels and in line with national expectations for students working at these levels.

As a school, we are constantly reviewing the impact of our provision, primarily through students' progress as above. But also through less tangible impact measures of student well-being, behaviour for learning, independence and life-skills. The school has a well-developed and strong Pastoral system to ensure the students' overall wellbeing. Alongside their academic progress we also pay close attention to developing each student's social and emotional needs.

• **How children are enabled to participate in activities**

Every child is a valued member of our school community and we provide a highly flexible provision; in order to meet the very wide and diverse spectrum of special needs that we

cater for. Classes are determined by pupils' age, ability and learning priorities. We have small classes with high staff to pupil ratios to ensure both the learning, personal care, medical and social needs of each child are appropriately catered for and met. Students are taught in "access groups" that reflect the level of support needed for them to access their adapted curriculum. These are broadly organised as follows:

Independent Groups: classes follow a broadly traditional timetable, following a primary model whereby the majority of their lessons are delivered by an individual teaching team with appropriate levels of support within the classes.

Supported Groups: classes are of smaller number with higher level of support to match the needs of the students. Groups follow a curriculum that contains much more structure and support to facilitate their access, concentrating on independence skills alongside a more traditional curriculum.

Experiential Groups: these contain students with the most complex level of need, and classes engage in a complete sensory diet in order to deliver the curriculum.

Classroom environments are structured to meet the needs of these individual groupings in various ways. Piper Hill very much personalises and adapts the curriculum and provision to suit its intake. All classes experience specialist teaching in small groups, with various levels of additional support.

- **How the school involves health, social care and other bodies in meeting pupils' needs**

We adopt a very much multi-agency approach, the school often being at the centre of a multi-agency network. We work closely with a wide range of agencies to ensure a holistic approach is taken in order to meet every child's needs. We have onsite speech & language therapists, NHS physiotherapists, and full time NHS nursing staff. We work very closely with social care, the Community paediatrician, Educational Psychologists and the Visual and Hearing Impairment teams to ensure the best outcomes for all our students.

- **Arrangements for supporting students with SEN who are also LAC**

For each student who is a Looked After Child (LAC), a Personal Education Plan (PEP) is drawn up, to which is associated to an individual LAC funding stream. The Safeguarding

Team then work closely with Social Services, Parents & Carers and the individual student (where appropriate) to devise how best to use the funding to support and enhance learning i.e. funds used to purchase individual equipment to enhance communication and access to the curriculum or the provision of a bespoke PHSE program etc.

- **Accessibility of this information**

This information is available to all parents through being posted on the school's website. This will also include essential policies that underpin this report and also the current school prospectus that further adds more details to the provision, not strictly required in this report.

- **The schools contribution to the LA local offer and where this can be found**

Piper Hill is a special school academy within the Piper Hill Learning Trust. The Trust is committed to meeting the needs of every individual at Piper Hill with SEN, and it is at the very heart of the ethos of both the Trust and the Academy. This report serves to further clarify the school's offer in respect of the above categories.

Equally every local authority must identify education, health and social care services in their local area provided for children, young people and families who have SEN or disabilities and include them in an information directory which is their the Local Offer including information about services provided outside your local area that local people are likely to use.

For further information about the wider Manchester LA 'local offer' for children with Special Educational Needs or disability (SEND) please follow the link below:

[http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3.](http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3)