



PONTELAND HIGH SCHOOL



Aiming for our students to be happy, feel safe and secure, and achieve exceptionally well

SEND Information Report - School Local Offer

At Ponteland High School we value all learners and believe in creating an inclusive school where students can be:

- Happy
- Feel safe and secure at all times
- Achieve exceptionally well

In Ponteland High School we follow the Northumberland Local Authority -Graduated Approach to Special Educational Needs and Disabilities (SEND), more information can be found by [following this link](#). This approach broadly follows an Assess- Plan- Do- Review cycle. At Ponteland we also routinely screen new learners on entry to the school to correctly identify and assess SEND.

We have a staged pathway which is introduced in Waves 0-3, that mirrors the graduated approach. At each Wave we offer different levels of intervention and support for students with additional needs with the aim of managing those needs in school. This is documented in our SEND and Vulnerable Learners Identification Pathway and Offer statements. These documents have been produced to allow all parents to easily access information about our SEND process.

All of the work we do in school puts our students' needs at the forefront of planning. We pride ourselves on working in partnership with parents, teachers and SEND support staff as well as outside agencies where required to provide the best practice and package of support. We advise anyone who wants more information about our school SEND process to contact our SENCO – Lyn Robinson by e-mail l.robinson@ponthigh.org.uk or by telephone.

SEND Information Report/ Local School Offer Documents

Our Special Educational Needs Disabilities information is contained in the following documents;

- SEND and Vulnerable Identification Pathway *(Can be accessed within this report)*
- SEND and Vulnerable Learners Offer *(Can be accessed within this report)*
- SEND Policy *(Can be accessed via school website SEND page)*
- Accessibility Plan *(Can be accessed via school website policies page)*

The information contained in the Identification Pathway and SEND and Vulnerable Learners Offer outlines Ponteland High School's Graduated Approach to SEND and forms our SEND Information Report or Local School Offer. We aim to make our SEND information clear, transparent and easily accessible more details can be accessed via our SENCo Lyn Robinson.

Local Authority Links

Link to Northumberland County Council Local Offer:




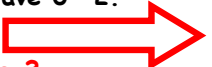
<https://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page>

Link to Newcastle County Council Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

SEND/ Vulnerable Learners Identification Pathway

As part of our schools SEND policy we operate a graduated approach to identification and response to SEND assessment and intervention. Our SEND Identification pathway will allow us to re-assess SEND upon entry and provide a clear SEND route if required. Referrals can be made to us from parents/ carers, teaching staff, outside agency staff and the local authority.

<p style="text-align: center;">All Students</p>  <p style="text-align: center;">Entry</p>	<p style="text-align: center;">Students flagged to us via school review and referral process.</p>  <p style="text-align: center;">Wave 1</p>	<p style="text-align: center;">New to school students who have prior SEND/ Students who have not progressed under Wave 0-1.</p>  <p style="text-align: center;">Wave 2</p>	<p style="text-align: center;">New to school students who have prior SEND/ Students who have not progressed under Wave 0- 2.</p>  <p style="text-align: center;">Wave 3</p>
<p>Will take part in routine assessments and screening. <i>Reviewed using Teacher Assessments termly.</i> and</p> <p>Medical, SEND and Welfare Information will be obtained from previous schools to support transition. and</p> <p>Will be asked on entry for any significant SEND provision or adaptations made in primary/ previous schools and will be matched to our Identification Pathway. and</p> <p>May be Flagged on entry if needed in our inclusion register.</p>	<p>Specific screening for: reading, potential cognitive (processing/ memory), communication and language difficulties . and/or</p> <p>Complete Learner Survey to identify specific learning issues/ perceptions. and/or</p> <p>May have an initial SEND Quality First Assessment <i>Reviewed using data from G1 Teacher Assessments termly.</i> This will also detail any specific strategies or transition information (detailing Wave 0-1 Interventions) and</p> <p>Will be Flagged on entry in our Inclusion Register</p>	<p>Offered further specialist assessment. (Reading Assessment, Health, Communications) and/or A Ready 4 Learning Assessment <i>Reviewed as required or a minimum 1 per half term Vulnerable learner's team.</i> and/or Will have a SEND Quality First Assessment with Quality First Teaching Individual Education Plan (detailing Wave 0-3 Interventions) <i>Reviewed via SEND Review Procedure</i> This will identify the results of specialist assessment, and will detail specific targets/ intervention from the Wave 1 and 2 offer. and Will be placed on our Inclusion Register. Parents/Carers will be informed. (may be offered a named keyworker)</p>	<p>May be offered an Educational Psychologist assessment and review and/or A Student Support Plan will be in place detailing intervention from our Wave 0 - 3 offer. <i>Reviewed as required and minimum of 1 per half term.</i> and/or An EHCP plan will be applied for. <i>Reviewed using LA specific guidelines.</i> and/or Additional funding will be applied for if required. and</p> <p>Will be placed on our Inclusion Register. Parents/carers will be informed. and</p> <p>A named keyworker will be attached.</p>

SEND/ Vulnerable Learners Offer (Note that students will have access to targeted support from this grid where appropriate)

Area of Need	All Students Baselined Assessment/ Screening Entry	Flagged Quality First Teaching Strategies (Wave 1)	School Support + Quality First Teacher Assessment (Wave 2)	EHCP- Top Up Care Planning and Assessment (Wave 3)
Literacy/ Numeracy/ Cognition & Processing	<ul style="list-style-type: none"> Drop Everything and Read Access to library support Explicit teaching of key words and vocabulary. Access to online Google apps Quality First Teaching (teachers access the Teacher SEND Toolbox) for strategies. Homework Club 	<ul style="list-style-type: none"> QFT/ differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/ modelling Access to pre- printed learning materials. Use of cloze writing or frames Focused group work with teacher/ LSA e.g. guided reading/writing. 	<ul style="list-style-type: none"> Reading/Writing/ Numeracy Assessments Specialist Reading Program English Booster Sessions Maths Booster Sessions Access Arrangements Assessment Access Arrangement Specific aids/resources in class. School keyworker 	<ul style="list-style-type: none"> Targeted in class support Specialist reading/ writing equipment - keyboard- reading pen- Read Write Software Specialist Reading/Maths teaching plan (Dyslexia, Dyscalculia, Dyspraxia) Intensive Reading Recovery Program
Social, Language Communication & Interaction	<ul style="list-style-type: none"> Quality First Teaching (teachers access the Teacher SEND Toolbox) for strategies. Staff use ASD friendly classroom techniques. Breakfast club Access to school library (quiet space) 	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome Increased visual aids/ modelling/ prompts. Pragmatic language prompts Part-time access to base at breaks and lunch. Princes Trust Program (life skills) 	<ul style="list-style-type: none"> Speech & Language intervention Access to specific sensory areas Social Skills Interventions Comic Strip/ Social Stories Flexible lessons/ timetable to incorporate sensory breaks Planned access to base area. School keyworker 	<ul style="list-style-type: none"> Access to support from Autism team for social, interaction and communication difficulties. Speech and language programme. Reduced or flexible timetable. Targeted in class support Highly differentiated curriculum Increased specialist LSA Support
Emotional & Mental Health	<ul style="list-style-type: none"> Quality First Teaching (teachers access the Teacher SEND Toolbox) for strategies. Personal Tutor Pastoral Support Whole school behaviour policy PHSE Programme Wellbeing curriculum activities. Healthy school agenda. 	<ul style="list-style-type: none"> Learner Self-assessment/ self management plan (growth mindset) Reduce anxiety strategies In class targets (emotional Literacy) General SEAL Intervention Pastoral support targets Break and or Lunch Supervision Peer support systems. 	<ul style="list-style-type: none"> Ready 4 Learning Plan Strength and Difficulties assess plan do review. Cognitive Behaviour Therapy Counselling referral CYPS referral/ work Targeted SEAL intervention ADHD specific planning. School keyworker/ mentor 	<ul style="list-style-type: none"> Intensive SEMH Program (Boxhall Targets -Flexible Timetable- Targeted, In class support- Intervention Course) Higher level specialist Keyworker Highly differentiated curriculum Externally provided education programmes. Reduced timetable (Short term)
Physical Needs, Handwriting Organisation Medical	<ul style="list-style-type: none"> Staff aware of impairment Medical support First aid support Alternative forms of recording. Quality First Teaching (teachers access the Teacher SEND Toolbox) for strategies. 	<ul style="list-style-type: none"> Additional keyboard skills Additional handwriting Organisation targets Access to specialist equipment, e.g. sloping boards, pencil grips. Medical Care Support (Plan) Adapted PE/Technology lessons. 	<ul style="list-style-type: none"> Flexible teaching arrangements Break and Lunch Support Disability Sports Programs Use of a lap-top/ chrome book Organisation reminders Specialist equipment School keyworker 	<ul style="list-style-type: none"> Targeted in class support Specialist voice to text Highly specialist equipment Specialist Health Programs Personised Care Support Complex Medical Care Support with NHS guidance