



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). 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.

Our classroom supports staff are recruited using the Safer Recruitment Framework, we complete regular skills audits when recruiting to ensure we can meet the needs of the students we have. They undergo regular training to support the individual needs of our students.

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 SENDCo – Lyn Robinson by e-mail l.robinson@ponthigh.org.uk or our Deputy SENDCO Mr Phil Robinson p.robinson@ponthigh.org.uk

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 (Appendix A and B) 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, further details can be accessed via our SENCo Lyn Robinson.

We follow the SEND Code of Practice definition of SEN as:

“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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such 95 support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them”

We make the distinction that reasonable adjustments would not be classified as SEND provision that is different from or additional to that normally available to pupils of the same age, as we firmly believe reasonable adjustments should remain within the scope of our normally available offer.

Post 16 Transfer Arrangements

For a small proportion of pupils (approx. 12 each year) we offer the Kings Trust Qualification which focuses on Next Steps ensuring a solid transfer between Secondary and post 16 is made. Our key contact for this is Mr Phil Robinson (Deputy SENDco)

All EHCP and students identified with High Needs will have individual meetings with our careers coordinator supported by the LA careers service to identify suitable pathways for post 16 and this will include taster sessions. We will also liaise closely with parents of EHCP and the Local Authority as part of the usual Annual Review Process.

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>

Appendix A 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. **(Please note qualifying SEN Provision is outlined in Grey)**

All Students	Students Monitored by us via school review and referral process.	Students monitored who have not progressed under Wave 0-1.	Students who have not progressed under Wave 0- 2. Recorded as SEN
<p style="text-align: center;"> Entry</p> <p>Will take part in routine assessments and screening. <i>Reviewed using Teacher Assessments termly.</i> <i>and</i></p> <p>Medical, SEND and Welfare Information will be obtained from previous schools to support transition. <i>and</i></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. <i>and</i></p> <p>May be flagged on entry if needed to teachers.</p> <p><i>Or</i> maybe progressed depending on need.</p>	<p style="text-align: center;"> Wave 1</p> <p>Specific screening for: reading, potential cognitive (processing/ memory), communication and language difficulties. <i>and/or</i></p> <p>May have a Pupil Passport detailing identified needs/ disabilities or identified specific learning difficulties along with support strategies and any reasonable adjustments that can be made within the scope of higher quality teaching. <i>and</i></p> <p>Will be flagged on entry to teachers via our monitored system. We use a half termly Red Amber Green (RAG) system to identify students who may require additional support.</p> <p>Where the student does not make progress they will move to Wave 2.</p>	<p style="text-align: center;"> Wave 2</p> <p>Offered further specialist assessment. (Reading Assessment, Health, Communications) <i>and/or</i></p> <p>A Ready 4 Learning Assessment Reviewed as required or a minimum 1 per half term Pastoral <i>and/or</i></p> <p>Will have a Pupil Passport (detailing Wave 0-2 Strategies) This will identify the results of any specialist assessment, and will detail specific strategies or intervention (<i>taught within the curriculum offer</i>) from the Wave 1 and 2 offer. Reviewed via SEN identification RAG process as Monitored. <i>and</i></p> <p>If a student has struggled to make progress at Wave 1 and 2, specialist assessment will be sought and they will move to Wave 3 where they will be recorded as SEN.</p>	<p style="text-align: center;"> Wave 3</p> <p>Will be undergoing or have in place further external specialist assessment, diagnosis and review</p> <p>A Student Support Profile will be in place for high needs students detailing intervention from our Wave 0 - 3 offer. (This will also outline intervention that is <i>outside of our curriculum offer and classed as SEN provision</i>) Reviewed via RAG system as required and minimum of 1 per half term. <i>and/or</i></p> <p>An EHCP plan will be applied for if a student has not been able to make progress within SEND profile stage and requires statutory assessment. Reviewed using LA specific guidelines. <i>and/or</i></p> <p>Will be placed on our SEN Register as either K or E</p>

Appendix B SEND/ Vulnerable Learners Offer (Note that students will have access to planned support from this grid where appropriate, school also aims to offer everything within [Northumberland County Council Ordinary Available Offer](#) as part of a planned offer for individual students.)

Area of Need	All Students Baselined Assessment/ Screening Entry	Monitored Reasonable Adjustments (Wave 1)	Monitored School Support Quality First Teacher Assessment (Wave 2)	EHCP- School Support + SEN provision (Wave 3)
Literacy/ Numeracy/ Cognition & Processing	Quality First and Precision Teaching strategies. Drop Everything and Read Access to library support Explicit teaching of key words and vocabulary. Access to online Google apps Quality First Teaching strategies. Homework Club	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.	Reading/Writing/ Numeracy Assessments Specialist Reading Program English Intervention Maths Intervention Access Arrangement Specific aids/resources in class. Supported Homework Club	Directed in class support Specialist reading/ writing equipment – keyboard- reading pen- Read Write Software Intensive Reading Recovery Program Precision Teaching Methods Highly differentiated and directed support with homework.
Social, Language Communication & Interaction	Staff use ASD friendly classroom techniques. Breakfast club Access to school library and social areas (quiet spaces)	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)	Speech & Language intervention Social Skills Interventions Comic Strip/ Social Stories Flexible lessons/ timetable to incorporate sensory breaks Planned access to base area. Access to additional-in class support.	May have access to support from Autism team for social, interaction and communication difficulties. May have Speech and language programme. Reduced or flexible timetable. Directed in class support Highly differentiated curriculum Directed in class Support
Emotional & Mental Health	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.	Learner Self-assessment/ self management plan (growth mindset) Reduce anxiety strategies In class targets (emotional Literacy) Pastoral support targets Break and or Lunch Supervision Peer support systems. ELSA sessions	Ready 4 Learning Plan Counselling referral Hub referral/ work/ School Nurse Targeted SEAL intervention Targeted in class support strategies. Access to additional-in class support. Planned access to base area.	Access to named support staff Directed in class support Highly differentiated curriculum Externally provided education programmes. Reduced/flexible timetable (Short term) Specialist Referrals/work to external agency

Physi cal Need s, Hand writin g Orga nisati on Medic al	Staff aware of impairment Medical support First aid support Alternative forms of recording. Quality First Teaching (teachers access the Teacher SEND Toolbox) for strategies.	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.	Flexible teaching arrangements Break and Lunch Support Disability Sports Programs Directed use of a lap-top/ chrome book Organisation reminders Specialist equipment	Directed in class support Specialist voice to text Highly specialist equipment Specialist Health Programs Personalised Care Support Complex Medical Care Support with NHS guidance
--	---	--	--	--