



## Special Educational Needs & Disabilities (SEND) Annual Statement

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An academy within:



"Learning together, to be the best we can be"



# 1. Introduction

1.1. Pennine View School is a special school which offers provision for children and young people (aged 7-16) with Moderate Learning Difficulties, ASC and other attached difficulties. Some pupils have additional sensory and / or communication needs. Some pupils have specific medical needs and others may require support for their Social, Emotional and Mental Health (SEMH).

1.2. Mission Statement: Learn...Enjoy...Achieve

1.3. **Vision:** At Pennine View School **we work together to ensure our children and their families are at the centre of everything we do.** We want **everyone** in our school community to follow our **vision** and **values:**

## **Be safe**

We support our pupils to:

- Grow into reliable, confident, independent and positive citizens
- Have their own voice and make their own decisions
- Take measured and calculated risks, thinking through consequences of actions and decisions

## **Have respect**

We support our pupils to:

- Have self-respect and build self-esteem
- Have acceptance and respect for other cultures, faiths, religions and ideas to promote positive attitudes towards other people and help them feel part of their community
- Have respect for our environment

## **Try your best**

We support our pupils to:

- **Learn** key knowledge, skills and understanding that they need for their next phase of their education and in order to maximise their life chances and economic well-being in adulthood
- **Enjoy** the exciting, rich and challenging learning opportunities



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- **Achieve** so that they develop a positive image of themselves as confident, resourceful, enquiring, independent and capable learners

## 2. Admissions

- 2.1. All pupils who attend Pennine View School have had a Statutory Assessment of their SEND by the Local Authority. Following this assessment the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.
- 2.2. Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.
- 2.3. Subsequent to Pennine View School being named in the child's (EHCP) and the school receiving a copy of this, the school will arrange a home visit to collate the schools Admissions Information.
- 2.4. The child will start their transition into school as soon as is practically possible following the Admissions information being completed and transport arrangements being made. Admissions are usually in July of each year, at the end of the academic year.

## 3. Areas Served

- 3.1. Children are admitted from the whole of the Doncaster Metropolitan Borough Council area. Currently some children and young people live in Sheffield, Barnsley, Rotherham or Nottinghamshire.
- 3.2. The school has planned places for up to 126 pupils. As of September 2023 it has 130 pupils on roll.

## 4. School Organisation

- 4.1. For teaching and organisational purposes the school has two phases on 2 sites:
  - Lower School – Years 3, 4, 5, 6 (Key Stage 2), 7 & 8 (Key Stage 3):
  - Upper School - Years 9 (Key Stage 3), 10 & 11 (Key Stage 4)
  - The Bridge - Years 10 & 11 (Key stage 4)



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4.2. Staff work in departmental teams. Pupils are in class groups ranging between 10 minimum and 12 as a maximum across the school. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff responsible for a child's base group.

4.3. The Deputy Headteachers are accountable for day-to-day matters across the school community. The first point of contact for financial and administrative matters is the School Office Manager.

## 5. Staffing Structure

### 5.1. Senior Leadership

Level	Number	Full Time Equivalent
Headteacher	1	1.0
Deputy Headteacher	2	2.0
TLR	3	4.0

### 5.2. Teaching

Level	Number	Full Time Equivalent
Teachers	17	15.4

### 5.3. Teaching Support

Level	Number	Full Time Equivalent
HLTA	1	0.6

### 5.4. Administration

Level	Number	Full Time Equivalent
Grade 7	1	1.0
Grade 7	1	1.0
Grade 7	1	1.0
Grade 3	1	1.0



## 6. Pedagogy, curriculum and assessment

- 6.1. We understand that the priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.
- 6.2. In order to identify this starting point, an individual is assessed academically and holistically within the first 6 weeks. A baseline record sheet is then produced and fed into the school assessment system.
- 6.3. This identifies the learning priorities for each pupil / young person and covers 2 main areas.
- 6.4. **Core curriculum** means learning the National Curriculum subjects following a linear model of assessment.
- 6.5. **Alternative curriculum** means learning through alternative provision, additional support and intervention within and out of the classroom setting.

## 7. Curriculum Content

- 7.1. At Pennine View School we provide a needs-led, person centred curriculum which is flexible and creative. The curriculum encompasses life skills and prepares pupils for their next steps by valuing childhood and raising aspirations for the world of work and beyond. We recognise the need for a range of approaches, strategies and resources and the need for teachers, Teaching Assistants, Parent/Carers and multiagency practitioners to work in partnership.
- 7.2. We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.
- 7.3. In addition, pupils will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum. Without the opportunity to practise and apply such skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.
- 7.4. These skills include:



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- Communication skills through Oracy
- Physical development (at the level of the child developmentally)
- Personal learning and thinking skills (learning to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn).
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences).
- A rich and varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study modified to meet individual needs, as well as therapies and planned multi-sensory experiences. Communication and personal, social and emotional development are core areas of the school's curriculum.

## 8. Specialist resources

- Staff with a range of relevant experience and training.
- Personalised timetables.
- A therapy room.
- Adapted hygiene areas and specialist equipment.
- Horticulture gardens and sensory outdoor spaces.
- Computers in every classroom including interactive Smartboards and ipads.
- School dinners prepared on-site catering for individual dietary requirements where required.
- An outdoor sports facility with undercover seating area.
- Extensive grounds for Outdoor Education curriculum.
- Access to 2 School Minibuses.
- Specialist design and technology room.
- Specialist Food Technology room.
- Specialist Science Lab.
- School library.
- Sports hall

Access to a broad and balanced curriculum, which includes the National Curriculum, adapted to an appropriate level. The National Curriculum does not constitute the whole of their curriculum – individual pupils will have additional priorities including communication, independence, personal / social identified within their Education, Health and Care Plan and Pupil Premium targets.

Pupils will be expected to develop understanding of concepts, acquire knowledge and learn skills. They will be provided with opportunities to consolidate, reinforce



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and transfer knowledge, skills and understanding in preparation for the next stage of learning.

Pupil targets from O Track are used to inform next steps and are readily available for all to read in pupil work books.

## 9. Staff Training and development

9.1. All staff have access to a programme of Continuing Professional Development (CPD) which includes mandatory training in First Aid, Team Teach positive behaviour management and Safeguarding.

9.2. In addition, all staff have annual Professional Development Reviews (PDR's) which identifies bespoke training needs. Training needs are a key area of the School Improvement Plan (SIP) and the school is committed to staff development.

9.3. The School has a number of staff who have specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the schools work.

9.4. Examples of Specialist knowledge and training include:

- Speech and Language Therapy
- Lego Therapy
- Autism
- Early Help
- Mental Health Lead
- Sex, Relationships & Health Education (RSE)
- Child Protection
- Medication administration
- Behaviour Management
- Outreach & Inclusion support
- Turnabout
- Toe by toe
- Travel training



## 10. Meeting individual need

- 10.1. Teachers and support staff receive training and support to ensure that they are able to meet individual needs within their classroom through Quality First Teaching and personalised learning approaches. However, occasionally these approaches will not be sufficient to address barriers to learning any progress may be affected. The school has a Senior Learning Mentor to escalate any issues or concerns to including contact with external professionals.

## 11. Pupil Voice

- 11.1. The term pupil voice refers to a way of listening to the views of children and young people and/or involving them in decision making; at Pennine View School we promote the use of modified and adapted devices to ensure ALL pupils are provided with the opportunity to express opinions and to communicate, in all aspects of their own lives.
- 11.2. The aim of Pennine View School is to ensure that all pupils are given equal opportunities to communicate, in all areas of their school day, that all pupils have access to the school curriculum at the level appropriate to their development, and taking into account their individual communication needs and preferences.
- 11.3. We aim to provide a communication rich environment where all modes of communication are equally valued and pupils are given opportunities to make choices, initiate conversations, and express their own ideas and opinions. Staff are trained to be confident using a wide range of communication strategies that are often unique and personalised to the child.

## 12. Partnerships with other schools





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- 12.1.** As a member of a Multi Academy Trust the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources. The school has an off-site educational provision named The Bridge. Provision at The Bridge is in partnership with other Nexus Multi Academy Schools. School has 10 places at The Bridge to support 14-16 year olds to undertake vocational learning alongside their core curriculum in preparation for their transition into Post 16.
- 12.2.** We have strong links with other local and neighbouring authority schools through our sporting partnerships, careers programme of learning and collaborative Arts projects.

## 13. Partnerships with parents

- 13.1.** We believe that parents and carers are key partners in the education of their child. The views of parents are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Parents/carers, with their child, make a significant contribution to the personalised journey of learning. The Deputy Head supports and facilitates this through Person Centred Reviews held annually but reviewed each term at the parent/carer meetings. The school believes that these meetings form the foundation of the personalised programme for each child and therefore parent / carer meetings are arranged to suit the parent and may take place during a home visit if this is requested.
- 13.2.** In addition, contact is maintained with families through Class Dojo (daily) and telephone calls (as often as the parent requests).
- 13.3.** Wider school information is sent to parents each week through the Headteacher newsletter. The school website and twitter page also contain parent friendly information.
- 13.4.** It is the policy of this school to actively engage with parents/carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

## 14. Collaboration with other agencies



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- 14.1. Collaboration with the families is viewed as essential. Families who are involved in the decision making process are more able to extend use of the school strategies into the child's home and social networks.
- 14.2. Collaboration with other agencies (including SALT) may be required where the scope and experience of the school staff is limited; this collaboration may take the form of a referral for a particular service or an outside agency visiting school to provide support and training.
- 14.3. Provide a communication environment where signs and symbols are used routinely to enhance learning opportunities.
- 14.4. Provide a collaborative approach to assessing and supporting pupils who systems.
- 14.5. Ensure pupils have a voice for safeguarding policies and procedures.

## 15. Assessment, Recording and Reporting

- 15.1. Assessment, recording, and reporting will:
  - Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
  - Help pupils to understand what they can do and what they need to develop.
  - Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
  - Advance the learning process.
  - Enable Teachers to plan more effectively.
  - Support parents to be involved in their children's learning.
  - Provide schools with information to evaluate work and set appropriate targets.
  - Undertake tasks using specific skills and transfer these in new situations.
- 15.2. For children and young people at Pennine View School, our key aims are that they:
  - Can achieve recognised accreditation based upon their interests and aspirations
  - Can make informed choices and influence their own life beyond 16
  - Enter further education and / or employment with self-belief and aspirations.

## 16. Transport Arrangements



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- 16.1. Every pupil has an offer of free transport to and from school. The Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses and independently. Generally, an escort is provided on home-school transport. Some parents/carers choose to bring and collect their child from school.
  
- 16.2. Pupils attending The Bridge, access home-to-school transport to the main school site. Pupils have full access to 1 of the school's minibuses to travel and transfer to The Bridge for their learning.



## 17. Complaints

- 17.1. Pennine View School offers a high level of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people. The school works within the Trust Complaints Policy framework.
- 17.2. Complaints are seen as an opportunity for the school to evaluate its performance. Complaints can be about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent feels that it should be with the Head Teacher or Senior Leadership Team.
- 17.3. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. The pupils can also make their complaint known to the school council whereby it will be dealt with.
- 17.4. Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake an investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue parents are urged to contact the Chief Executive Officer.

## 18. Monitoring and evaluation

- 18.1. The senior leadership team, Local Governing Body, Trust Executive and the Board of Directors will measure the success or otherwise of Pennine View School by consideration of, for example:
- Achievement and outcomes for pupils and students
  - Happy, contented children in which incidents of disruptive behaviour are minimal.
  - Inspection reports or external reviews
  - Review of curriculum development.
  - Quality and regularity of Home-School liaison
  - Quality of assessment, planning, record keeping and records of achievement
  - The school's financial management
  - Reviewing Action Plans as part of the School Improvement Planning process.



## 19. Transition

- 19.1. As the majority of our pupils are grouped by age this does mean that they encounter transition into a new class each year. In order to ease the anxiety of transition, the school has a transition programme each year which allows any pupils moving into a new classroom or new teacher to spend time in this new class before the long summer break. Transition meetings are held between staff and families can meet the new teacher to share any information before the summer holiday.
- 19.2. The school has planned activities for transition year groups which take place over the year to promote familiarity with new staff, routines or areas of school.
- 19.3. In Year 11 students and families are supported to prepare for the transition at 16 onto their next placement whether that be College or another setting. Person Centred Planning processes are utilised to gather the aspirations and views of students and parents. Bespoke learning programmes are then developed to support the student as they move towards these goals.

## 20. Further information

- 20.1. Doncaster have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at:

[www.doncaster.gov.uk/services/schools/local-offer-send](http://www.doncaster.gov.uk/services/schools/local-offer-send)

- 20.2. Doncaster parents and carers forum are a group run by parents of children with additional needs for parents. Their website can be accessed at:

[www.doncasterparentsvoice.co.uk/](http://www.doncasterparentsvoice.co.uk/)



## 21. Description of Provision

**21.1.** Pupils at Pennine View have access to a broad and balanced curriculum, which includes the National Curriculum, adapted to an appropriate level. The National Curriculum does not constitute the whole of their curriculum – individual pupils will have additional priorities including communication, independence, personal / social identified within their Education, Health and Care Plan and Pupil Premium targets.

**21.2.** Pupils will be expected to develop understanding of concepts, acquire knowledge and learn skills. They will be provided with opportunities to consolidate, reinforce and transfer knowledge, skills and understanding in preparation for the next stage of learning.

CONTEXT	SPECIALIST SUPPORT/CONSULTATION	EQUIPMENT/ SPECIALIST RESOURCES
<p>A personalised timetable for each pupil.</p> <p>A consistent structured environment with secure and explicit boundaries.</p> <p>Specialist teaching for certain curriculum areas.</p> <p>Staffing Ratio 1 teacher 2 TAs per 10/12 pupils</p> <p>Teaching Arrangements: Whole class, small group or individual teaching. Mixed ability, ability, pupils self-chosen groupings.</p>	<p>Long term support from visiting specialist services including Speech and Language Therapist, Physiotherapist, Occupational therapist, School Nurse, Educational Psychologist, Emotional &amp; Behavioural Psychologist and Social Worker.</p> <p>Multi-professional support may extend outside school in partnership with parents.</p> <p>Direct teaching by teachers with appropriate specialist qualifications or experience, this may be sourced from Mainstream schools.</p>	<p>Supplementary, practical resources for all areas.</p> <p>Community and parental involvement.</p> <p>Resilient furniture and adapted small equipment.</p> <p>Technical aids to motivate and assist communication.</p> <p>Adapted toileting, personal hygiene areas.</p>