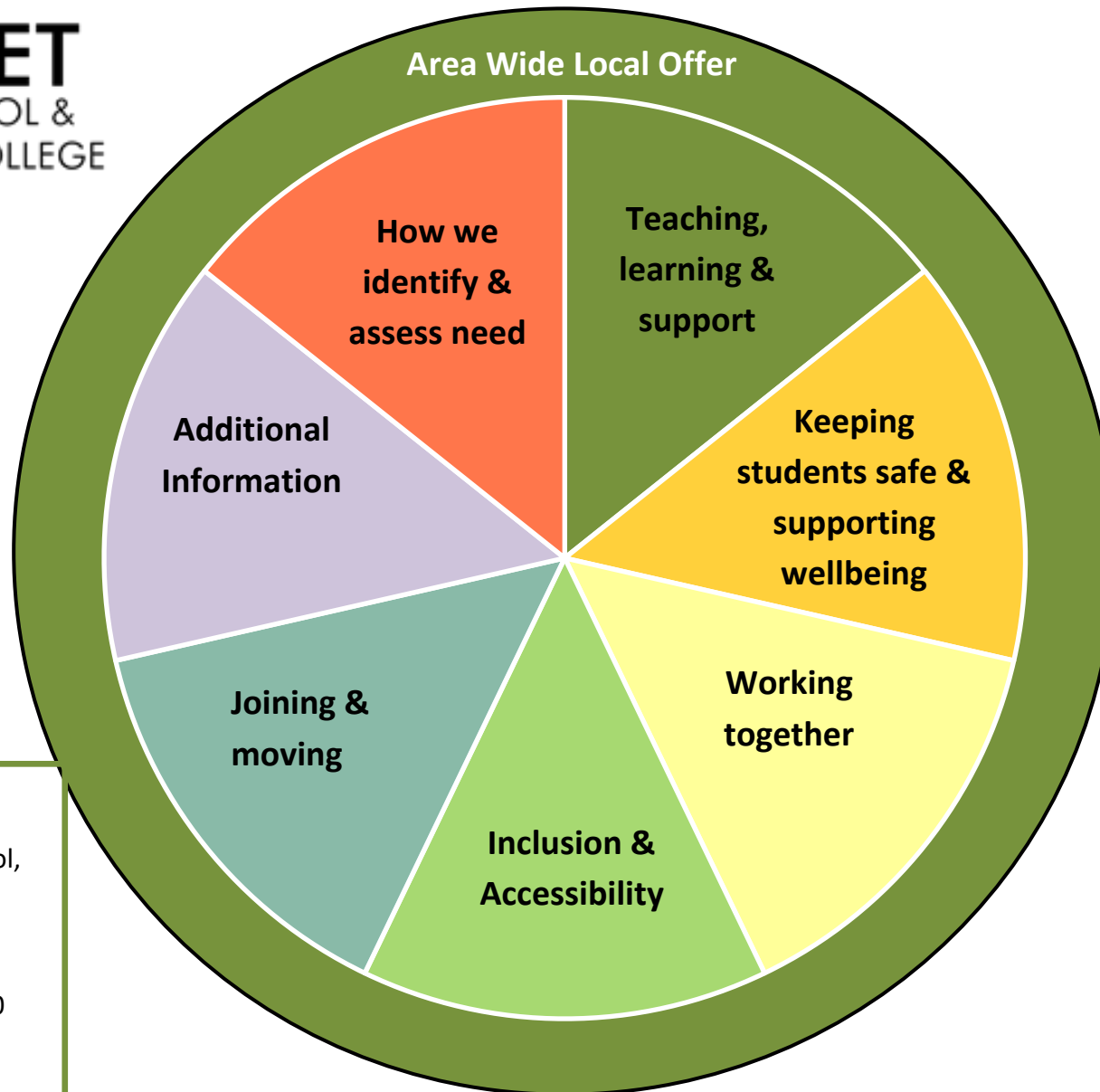


Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

Headteacher: Mr Ian McArthur
School address: Paulet High School,
Violet Way, Stapenhill, Burton on
Trent, Staffs DE15 9RT
Telephone number: 01283 247900
Email: office@phs.jtmat.co.uk



Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

The SENCO and Assistant SENCO work closely with our partnership primary schools in order to gather information about the students' needs and the agencies involved. We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents and carers.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Initially students may be placed on the SEND Register under a monitoring code (M). This allows us to put intervention in place, monitor its effectiveness and further assess the student's needs.

If a student is then deemed to need something different or additional, they will be placed on the SEND Register at SEND Support (K).

Those students who are in receipt of an Education Health Care Plan will automatically be placed on the SEND register (E)

How we identify and assess needs

We will have an early discussion with the student and their parents/ carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' / Carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
-

Notes of these early discussions will be added to the student's record and given to their parents/ carers.

We will formally notify parents/ carers when it is decided that a student will receive SEN support.

What should I do if I think my child or young person needs extra help?

Should you wish to discuss the learning needs of your child, consider the list below:

- If the concern is related to a subject, please contact their subject teacher
- If the concern is related to social aspects of school please contact their Form Tutor or Head of Year
- If the concern is related to examination access arrangements please contact either the SENCO (h.cooper-percival@phs.jtmat.co.uk) or Assistant SENCO (j.guest@phs.jtmat.co.uk) directly. Telephone 01283 247900
- If the concern is related to SEND provision please contact either the SENCO (h.cooper-percival@phs.jtmat.co.uk) or Assistant SENCO (j.guest@phs.jtmat.co.uk) directly. Telephone 01283 247900

Where can I find the setting/school's SEND policy and other related documents?

All of the John Taylor policies can be found at www.jtmat.co.uk/privacy/policies.

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

As per the SEN Code of practice teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- Zones of regulation
- Small group literacy support (such as: The magic belt, Rapid plus, Fresh start)
- Beat dyslexia
- Small group numeracy support
- Reading buddies
- Handwriting
- Touch typing
- Access to counselling from a qualified practitioner
- Access to listening service
- Wellbeing champions
- Meet and greet in the morning
- Outcome Star Packages – Wellbeing Hub
- Precision Teaching
- Targeted pre-learning

How will the curriculum and learning environment be matched to my child or young person's needs?

Teaching, Learning and Support

We make the following adaptations to ensure all students' needs are met:

- Paulet High School strives to offer all students a Dyslexia, Autism, Attention Deficit, Attachment, Communication friendly environment
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Aids such as laptops, coloured overlays, visual timetables, C-pens (reading pens) larger font are all easily available
- All reasonable adjustments are made, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Students are monitored and assessed to ensure that appropriate Examination Access Arrangements are in place
- The JTMAT has an Accessibility Plan Statement and Equality Information Advice and Guidance that are available on the JTMAT Website in the Policies section
- The SENCO may personalise the curriculum to accommodate those students with more complex needs e.g. time for retrieval practice or pre-teaching, small group or 121 tuition, access to AQA Unit Award Scheme

How resources are allocated to meet children or young people's needs?

The Notional SEND Budget is used to ensure all students on the SEND register, or those that are undergoing a period of monitoring, receive the support that they need. This money is not allocated to individual students and is used to fund the cost of Teaching Assistants, interventions and resources. Those students with an EHCP receive the support specified in their individual plan and have a costed provision map detailing how the additional funds have been used.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

The SENCO and Assistant SENCO works with subject teachers, students, parents, pastoral leads, teaching assistants and outside agencies to develop a package of support for each individual student. Evidence from lesson observations, teacher and student voice, book trawls internal data and assessment data will be used to inform this process. We work closely with parents throughout this process and parents are also involved in the review process.

Teaching, Learning and Support

How will equipment and facilities to support children and young people with SEND be secured?

The Notional SEND Budget is used to purchase the equipment needed by our students to overcome learning barriers. This includes access to laptops, reading pens, reading rulers and overlays.

How will you and I know how my child or young person is doing?

The class teacher will report progress regularly through Go4Schools and will work closely with the key TA and the SENCO and Assistant SENCO in order to ensure support is appropriate. This will be based upon evidence from:

- Internal assessments and relative progress
- Attitude to learning observations
- Standardised test scores
- Behaviour records
- Advice from external agencies

We will follow the graduated response and the four-part cycle of assess, plan, do, review. All stakeholders will be involved in this four-stage process including the student and parents. The SENCO and Assistant SENCO are available to meet parents at their request all year round in addition to that offered through the Assess, plan do review process.

How will you help me to support their learning?

We believe that effective work in collaboration parents is crucial for all children to make adequate progress in school. A whole school priority has been to develop the use of Go4Schools as a platform to ease communication between school and parents. You will be able to view live progress data, behaviour, and rewards information as well as home learning completion by logging into your parent account. We request that you support school by praising the rewards and discussing the sanctions with your child at home.

We recommend that all children have a quiet area available to complete their home learning and our children with SEND may also require your support to organise themselves with their home learning.

Reading with your child at home on a regular basis is also hugely beneficial.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- Children also have access to Go 4 Schools and will be aware of their current progress across all subjects.
- Our students with SEND are involved in the assess, plan, do, review cycle
- Our students with SEND are involved in the review and writing of their personalised learning plans

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Teaching, Learning and Support

- Students are welcomed to attend parent consultation evenings alongside their parents/ carers
- Student voice is regularly collected across the school

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (*IRR*)

We evaluate the effectiveness of provision for students with SEN by:

- Regular discussion with subject teachers and teaching assistants
- Comparison of progress data to peers and national data
- Reviewing students' individual progress towards their goals
- Reviewing the impact of interventions
- Student voice
- Discussion with parents/ carers
- Standardised tests
- Holding annual reviews for students with EHC plans

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

A range of lunch clubs take place in the wellbeing hub in addition to a casual drop in lunch club in the learning hub. Students are also able to access the library at lunch time. Those students that require a risk assessment or care plan for social times have this in place. The PSHE programme covers areas such as online safety and protecting against contextual safeguarding issues. More personalised bespoke support packages are offered where we feel necessary. Any peer-to-peer issues are logged on our EPR (Ensuring positive relationships) log to enable us to track repeat offences and any instances of bullying

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

All children have a form tutor who should be their first port of call for pastoral issues. If situations require, they may be escalated to the Head of Year, the wellbeing team or the safeguarding team. We offer a range of interventions such as:

- Restorative practice – meetings between peers or teacher and student
- Nurture
- Access to listening service
- Access to counselling from a qualified practitioner

Keeping students safe and supporting their wellbeing

- Wellbeing champions
- Meet and greet in the morning
- A range of wellbeing programmes (including organisation, building resilience, developing self-esteem)
- Internal Early Help Support
- School Nurse support
- Referral to a range of relevant agencies (Malachi, AOT, SALT as examples)
- Support from our trained Autism Advocates

How will you manage my child or young person's medicine or personal care needs?

Medical and personal care needs and the administrations of medicines are managed in compliance with the MAT Policy

<https://jtmat.co.uk/privacy/policies/>

What support is there for behaviour, avoiding exclusions and increasing attendance?

All information on our positive Behaviour Management Policy can be found at this link <https://jtmat.co.uk/privacy/policies/>

How do you support children who are looked after by the local authority and have SEND?

Our students who are looked after and have SEND are supported by the Designated Teacher for LAC, Mrs H. Cooper-Percival, who works closely with the students, their carers and the virtual school. Termly PEPS take place to ensure that their needs are met and that appropriate targets are set to ensure that they are able to reach their full potential.

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Working Together

Who is involved in my child's education?

All students have a form tutor and this is their first port of call should they need support. Class teachers can be contacted for subject specific support. All students who are on the SEND Register have a keyworker. The SENDCo, Designated Teacher for LAC and keyworkers can be contacted for any SEND specific queries.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- An overview of all students who need additional support or are vulnerable is shared with staff in September
- All students who have additional needs are placed on the SEND Register. – all staff have access to this
- Students with a diagnosis or disability that can be supported through QFT are listed on a monitoring list - all staff have access to this
- Targeted students on the SEND Register have a Passport to Learning – all staff have access to this
- All students who have a medical need are listed and this information is available to all staff
- Those students who have medical needs have a Care Plan – these are regularly up-dated – all staff have access to this
- Where needed, risk assessments are shared with support staff and teachers
- CPPD is planned when we experience a new learning need as a school or when monitoring indicates this would be beneficial for teachers and/or support staff

What expertise do you have in relation to SEND?

Our SENCO Hayley Cooper-Percival has been in post since September 2020 and successfully completed her NASENCO training in summer 2021. She sits on our leadership team and has done so since 2016, she has 17 years teaching experience. Our SENCO will be completing a Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) course this year through Real Training. This will allow her to effectively complete a range of psychometric tests including assessing for access arrangements. We have an Assistant SENCO – Mrs Guest who has 25+ years experience of working with children with SEND. We have a team of a further 10 Teaching Assistants with a range of experience in the role. One of which is ELSA (Emotional Literacy Support Assistant) trained and one other will be completing a level 5 dyslexia teacher course this year.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

In order to ensure that our pupils have the support that they need Paulet High School will make referral to, and works closely with, a wide range of external agencies. These include:

Working Together

- CAMHS
- Educational Psychology Service
- Autism Outreach
- Malachi
- Occupational Health Service
- Physiotherapy Service
- Hearing Impaired Team
- Visually Impaired Team
- Speech and Language Therapy
- Child paediatrician

We meet with the practitioners, provide any information that they require, support parents to attend meeting and provide rooms for meetings.

Who would be my first point of contact if I want to discuss something?

- If the concern is related to a subject, please contact their subject teacher via the school office (office@phs.jtmat.co.uk or call 01283 247900)
- If the concern is related to social aspects of school please contact their Form Tutor or Head of Year via the school office (office@phs.jtmat.co.uk or call 01283 247900)
- If the concern is related to examination access arrangements please contact either the SENCO (h.cooper-percival@phs.jtmat.co.uk) or Assistant SENCO (j.guest@phs.jtmat.co.uk) directly. Telephone 01283 247900
- If the concern is related to SEND provision please contact either the SENCO (h.cooper-percival@phs.jtmat.co.uk) or Assistant SENCO (j.guest@phs.jtmat.co.uk) directly. Telephone 01283 247900

Who is the SEN Coordinator and how can I contact them?

Mrs Hayley Cooper-Percival
h.cooper-percival@phs.jtmat.co.uk

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Working Together

What roles do your governors have? And what does the SEN governor do?

Our Governor for SEND is Mr S. Garb – The role of this governors is to:

- Help raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

How will my child or young person be supported to have a voice in the setting, school or college?

Students with SEND are encouraged to contribute their views via student surveys, school council and form time discussions. Our students are often asked to take part in staff interviews during our recruitment process and are well represented in the School Council and extra-curricular activities and clubs.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents can apply to become parent governors, all available posts are filled currently.

What help and support is available for my family through the setting?

Heads of Year meet regularly with families to offer support, signpost services or to provide guidance. Key TAs work with families to provide support and advice. Where required referral is made to a wide range of external services such as Harvey Girls, Early Help, East Staffordshire Support Service.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

We endeavour for all of our extra-curricular activities and school visits to be available to all of our students. Reasonable adjustments to accommodate this, are made, additional staff are deployed and if needed and where possible, specialist equipment is provided.

All students are encouraged to go on our residential trips (i.e., Y7 camp, Iceland, Paris, New York & Washington).

All students are encouraged to take part in enrichment activities such as sports day, school productions, enrichment days and special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

A detailed plan is outlined in JMAT Equality Policy and Accessibility Plan; please visit the Policies and Procedures web page.

How accessible is the setting's environment?

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

All of the building with the exception of one room (wellbeing hub) is wheelchair accessible.

Inclusion & Accessibility

Are disabled changing facilities available? Yes
No

Details (if required)

Are disabled toilet facilities available? Yes
No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required)

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Joining and moving on

Who should I contact about my child or young person joining your setting?

Please see the admissions policy Policies and Procedures web page. www.jtmat.co.uk/privacy/policies.

How can parents arrange a visit to your setting, school or college? What is involved?

Our open days take place in October. Families have the opportunity to look around the school. Listen to subject teachers and take part in activities linked to the subjects. Families are invited to meet with the SENDCo to discuss individual needs and possible support. Following this an invitation is extended to visit the school during a working day, please contact the Headteachers PA to arrange this office@phs.jtmat.co.uk

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

The SENCO and Assistant SENCO liaises with our partnership primaries and an enhanced package of transition is offered to all vulnerable students. This includes:

- Attendance at the final review by the SENCO/ Assistant SENCO
- Additional visits to school
- Invitation to the first three days of our summer school (held in successive Saturdays during June and July)
- All staff are made aware on the first day of school of the additional needs of all students in year

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Additional Information

What other support services are there who might help me and my family?

Staffordshire website: <https://www.staffordshire.gov.uk/education/home.aspx>

Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>

Staffordshire SENDD Family Partnership Service (SENDDIASS)

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM> Staffordshire's authority's local offer is published here: <https://www.staffordshire.gov.uk/Children-and-earlyyears/Childcare-providers-andprofessionals/SEND-Local-Offer.asp>

When was the above information updated, and when will it be reviewed?

February 2022 and will be reviewed annually.

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

Complaints about SEN provision in our school should be made to the SENCO, Mrs. Cooper-Percival, in the first instance. They will then be referred to the school's complaints policy. Should your complaint be about the SENCO and you would rather speak to someone else, please contact Mr. McArthur who is the SEN line manager. The full Compliments, Comments and Complaints policy and Procedure for Parents can be found here: [JTMAT-Compliments-Comments-Complaints-Policy.pdf.pdf](#).

The parents/ carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

Additional Information

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Type of Setting (*tick all that apply*)

- | | | | | |
|--------------------------------------|--|---|---|---|
| <input type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| | | | | <input type="checkbox"/> Other (Please specify below) |

DFE Number

860/4051

District

- | | | | |
|------------------------------------|------------------------------------|--|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input checked="" type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

11-18

Number of places

862

Which types of special educational need do you cater for?

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- Resource for autism Resource for social, emotional and mental health

Additional Information

- Resource for cognition and learning difficulties
- Deaf friendly
- Resource for physical disability
- Resource for severe learning difficulty
- Visual impairment friendly
- Fully accessible environment – for pupils with physical or sensory needs
- Resource for moderate learning difficulty
- Resource for profound and multiple learning difficulty
- Resource for speech, language and communication needs

Other specialist support/equipment:

- Specialist technology

Comment:

- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden
- Hydrotherapy
- Medical
- Therapy services
- Hearing loop