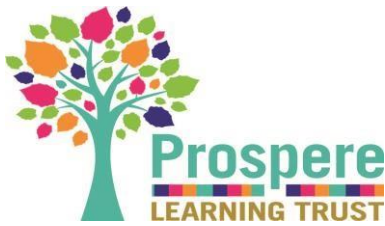




Pioneer House  
HIGH SCHOOL

# SEND REPORT 2020 PIONEER HOUSE



## SEND Report

### About the school

Pioneer House High School caters for 117 students Y7 – Y14. It has a unique focus in preparing students to become independent and confident young adults who are able to make a positive contribution to the society in which they live. Through carefully structured programmes, curriculum and work placements Pioneer House supports students to develop independence and employability skills so that they are well prepared for their next destination - whether that is college, supported internship, apprenticeship or employment. All students have the opportunity to develop a range of independent living skills which will prepare them for life beyond Pioneer House including money management, independent travel, looking after the home and how to access local medical, social care and leisure facilities. Students should have the capacity to become independent travellers during their time at Pioneer House to develop the potential to progress onto their next pathway.

All students at Pioneer House have an EHC plan. They experience a significant learning difficulty and are working between P scale 8 and typical Year 2 outcomes in Year 7.

### Curriculum and teaching and learning

“Leaders refine and improve the school’s curriculum offer continually. They make sure that teachers have the support, training and resources to plan and deliver lessons in the different subjects.” **OFSTED report 2019**

The vocational curriculum includes an emphasis on Enterprise, Employability and Independence, whilst also providing a broad, balanced and meaningful curriculum across all key stages. In all key stages there is a strong focus on practical skills. The curriculum is structured to equip young people with a significant learning need with the skills to realise their potential:

- To be as independent as possible in adulthood;
- To enjoy sustainable meaningful and fulfilling paid employment opportunities

- To be active participants and contributors within their local community;
- To exercise and enjoy self-advocacy and have the skills to make responsible, meaningful and well informed choices about their lives.

Pioneer House provides a rich learning experience for all students which encourages a curiosity and love of learning, thereby enabling them to make progress in acquiring the skills, knowledge and understanding needed to meet the challenges of the 21st century and to enter the work of work.

We do this through:

- A stimulating, challenging, engaging and inclusive learning environment;
- Appropriate teaching and learning strategies, well suited to the learning needs of the students;
- Individualised, appropriate learning opportunities;
- Support for students to make informed choices and decisions in both the school and workplace and throughout their lives;
- Varied and engaging enrichment opportunities so that our young people can engage with leisure, cultural and sporting activities and events in the local community and the wider city;
- A whole school work ethic which encourages students to be immersed in a task orientated culture from the beginning, building realistic expectations and understanding of the world of work.

The highly differentiated and personalised curriculum ensures that the needs of all students are met and each student is equipped and prepared for success in the future, with the appropriate skills to be an effective citizen in modern Britain.

The school's unique selling point is that it offers a strong focus on applied learning; as the students progress through the school they follow courses in catering, hospitality and land-based studies. Students have the opportunity to follow their own interests through simulated and real life work experience. We are constantly developing effective and strong links with local businesses.

The Pioneer House High School curriculum takes a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time to allow leavers to meet the complexities of the workplace with confidence and competence.

- **Core curriculum** areas of Maths, English, Science and Computing are essential to fulfilling the school goals and form a key component throughout the curriculum. In lower school students work on well differentiated and engaging Maths, English and Computing curricula which give the opportunity to learn, recall, consolidate and progress. As students move into upper

school, they focus on using these skills in a functional and applied way, appropriate to independent living and life in the workplace.

- A learning-focused **foundation subject curriculum** provides a structured approach to teaching and learning in History, Geography, Art, MFL, RE and Technology throughout KS3 and 4, ensuring that students can make connections between their learning and their real life experiences in preparation for options, vocational based learning and work experience in key stage 5.
- Our **Healthy Lifestyles curriculum** supports students to make responsible, informed choices in school, at home, the community and in the workplace, developing independence skills to equip students for life beyond school. This curriculum includes a strong safeguarding element to support students to learn how to make positive well informed choices to keep themselves safe and healthy, now and in adult life.
- The **Young Citizen and Careers curriculum** develops the skills, knowledge and understanding necessary to be active citizens in in modern Britain. Students learn how to be self-advocates so that their needs are met and where to go for help when this is needed. From key stage 3 they begin to explore and discover the world of work to ensure that they are supported to develop aspirational career ideas and the ability to plan for their futures.
- Our **Enterprise and Skills curriculum** equips students with the essential, executive skills to support successful and active citizenship and life as a member of a workforce. The skills taught, are embedded across all curriculum subjects and include Teamworking, Listening, Creative thinking, Problem Solving, Communicating and Resilience.
- Our **Vocational curriculum** strengthens as students move through school, with an increasing focus on work placements and employability skills. The curriculum is underpinned by strong careers education throughout school and a qualifications framework which helps young people to have a pathway that leads into further study or work.
- The **Enrichment curriculum** supports students to understand and access the rich leisure, sporting and cultural opportunities available within the city, providing the skills, knowledge and understanding to apply their developing independence skills to fulfil personal interests and engage in a meaningful way with their local community, be that through sports, the creative arts or volunteering.

Careful timetabling, individual route-mapping and the compiling of personal portfolios ensures that these key components work together to ensure that the needs of all students are met.

### **School Structure**

The School has three departments: Key Stage 3, Key Stage 4 and the Sixth Form (Key Stage 5). Key Stage 3 caters for students in Y7 – Y9 (11 – 14yrs), Key Stage 4 caters for students in Y10 & Y11 (14 – 16yrs) and the Sixth form caters for students aged 16 – 19 years.

Students are organised in classes with other students from their key stage to access the taught curriculum providing differentiated, personalised learning and teaching strategies appropriate to the individual student's needs. Students may work in different class groups and with different teachers where it is appropriate, for example in streamed English and Maths groups to allow for targeted teaching of skills. The teacher and teaching assistants within the tutor group have a clearly defined pastoral role focussing on the social and emotional aspects of learning.

**Independent Learner Groups:** here students access the curriculum with a degree of independence, with carefully targeted support as required. Students may be grouped according to ability for some subjects within their key stage.

**Structured Learner Groups:** these meet the needs of students with Autistic Spectrum Conditions and social communication difficulties who require low distraction work areas, visual supports for learning and communication and structured teaching approaches.

School terms and closure dates within KS3 and KS4 will reflect those of the Trust and other local schools, supporting families that have a number of children in school; in Manchester this is currently based on a three-term year. Training days for staff will be published annually in advance to enable families to plan for these occasions.

“Not a moment is wasted in the classroom. Teachers plan lessons meticulously so that they engage and enthuse students, build on previous learning and provide suitable challenge, particularly for the most able students” **OFSTED report 2019**

Please also read the School's SEND policy.

#### **Education Health Care Plans.**

From 1 September 2014, Education, Health and Care (EHC) plans replaced Statements of Special Educational Needs (SEN). The purpose of the Education, Health and Care plan is to identify needs across education, health and social care and the desired outcomes and provision needed to enable these to be met. The person centred annual reviews take into consideration all aspects of the child's life and encourage decisions to be made with the family and child rather than made for them. They involve all parties that are working with the family/child ensuring the voice of the family/child is captured and heard. Parents reported how valuable the EHCP process is for them and their child. They felt valued, listened to and respected throughout the process. Further information on Education health Care Plans can be found in the SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to25>

### **Educational Health Care Plan meetings.**

Parents and carers are invited via letter to a EHCP review early on in the academic year. A one-page profile shared with parents. The parent's views in addition to any further relevant information relating to the individual child is requested in order to collate as much information as possible relating to the child prior to the review taking place. This ensures parents and carers are prepared and informed prior to the meeting, and that their views and wishes are considered at each review.

All professionals working with the child will be invited to the annual review. If they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting. Students' will be invited to join the review. The needs of Looked after students' within our school are catered for in line with all other students. There is a designated member of staff who ensures all multi agency professionals, parents and carers, and fostering agencies are invited to the PEP, LAC and EHCP meetings.

In addition, parents and carers are informed of the progress their child is making towards achieving their EHCP objectives. Learning outcomes are reviewed and new SMART targets are agreed and set for the forthcoming year in collaboration with a member of the senior leadership team and child's class tutor.

### **Keeping our students' safe**

"Safeguarding is effective. Students are exceptionally well cared for. Students are highly knowledgeable about the potential risks to them, both at school and in the community, and how best to manage these." **OFSTED report 2019**

All staff are trained in all areas of safeguarding in line with the KCSIE updated documents. Risk assessments are planned for very specific reasons to keep students' safe they include:

Individual Student Risk Assessments for Behaviour, Individual Student Risk Assessments for Moving and Handling and other Health Care Plans. Curriculum Risk Assessments where necessary, Risk Assessments for Offsite Educational Visits

Disclosure and Barring Checks are carried out on all staff appointed to the school. Risk assessments for the school premises are carried out regularly including fire safety, moving and handling, electrical supply etc. Risk assessments are carried out in accordance with statutory requirements and in line with school policies on a regular basis; the school also carries out dynamic risk assessments to meet changing needs. Staff are trained in accordance with their roles and responsibilities across the school, to be able to carry out assessments of risk and plan to reduce and manage the risk; staff with key responsibilities are named in respective policies.

Many of the students attending Pioneer House arrive at school on home to school transport, managed by the local authority. There are procedures in place for all staff to receive the students' off the vehicles in the morning and to return them to their vehicles in the afternoon.

Some students are assessed as being competent independent travellers, students working towards competency are offered travel training by the Travel Coordination Unit. Other students are brought to school by parents and carers, an Early Birds club offers a safe and welcoming place for students who arrive at school before the student start time of 8.45am. On arriving and leaving school students were registered by a member of SLT or the teaching team.

Students' are registered in classes in line with the schools attendance policy and first day absence calls are made to parents when reasons for absences are not known. At the end of the school day students' leave the premises in a well organised, managed, safe and controlled way. Parents/carers collecting students' wait in the cafe area until their child is brought to them by a member of their class team before they are signed out of school by a member of the teaching team.

Parking areas are provided for students to be picked up and dropped off. Parents, carers, contractors and visitors are welcome to park within the school grounds. There are clearly marked parking bays for disabled badge holders, taxis and private cars. The vehicles entering and leaving the premises with students' are managed in a safe way.

### **Supervision of students' during breaks and lunchtimes**

Break time arrangements are managed by teachers and support staff in each class according to student needs; students are supervised throughout this time. During lunchtimes we have a team of lunchtime organisers who join class teams to ensure there is a smooth transition between the morning and afternoon teaching times; supporting students in the dining hall, facilitating social interactions, supporting and delivering enriching activities in a variety of lunchtime clubs. Ensure students participate in some meaningful recreational activities and ensuring they return to their class ready to learn in the afternoon.

Arrangements are made depending on students' individual needs and class need.

### **Promoting Good Behaviour**

"Students' behaviour, both in lessons and around school, is calm and orderly. Students quickly learn to regulate their own behaviour so that incidents reduce in frequency and severity. Students are sensitive to each other's needs and offer unsolicited support and guidance to each other." **OFSTED report 2019**

At Pioneer House, we stress the positive achievements of students and value the contributions that all students make to the life of their School. Good discipline is an essential pre-requisite for good learning. No matter the extent or nature of challenging behaviour, it is a barrier to learning and teaching for the individual concerned and for their peers.

We believe that each child has a right to the best education, which can be provided in a partnership between their school, parents and the community. We therefore aim, through strong, consistent and fair management of student behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. A key factor in achieving this good learning environment is ensuring that all students are given the support to develop appropriate behaviour for learning. Every child is therefore asked to conform to a code of conduct in school and parents are kept closely informed so that they can support the systems in use.

### **Help for families**

During the EHCP meeting, and at any other formal and informal meetings and discussions, staff within school are able to offer support to parents with a wider range of queries or concerns they may have with regard their child's education. If parents and carers require support in completing forms, they are able to contact the school office who will then ensure that the school is able to offer the relevant support from either the child's class teacher or a member of the leadership team. Relevant paperwork will be completed in conjunction with parents and carers ensuring that confidentiality is maintained at all times.

We will support families with the use of social stories, individual reward systems, bespoke lessons and activities around good behaviour, ensuring that we are consistent in maintaining a professional dialogue with all families to support the maintenance of positive working relationships between home and school. Parents feel welcome to contact school in relation to any support or advice they may need and can be confident that they will be signposted to relevant advice and support when requested.

The school works closely with students' families and social care, complex families and family intervention support staff where there are safeguarding or child protection concerns. Families will be signposted to appropriate service and support including assessments for short breaks.

### **Induction and Transition Arrangements**

For students with significant learning disabilities successful transition is a key to engagement with learning. Pioneer House takes great pride in ensuring that all transitions into, within and beyond school are well planned and structured through a programme of personalised support.



The annual review process forms an important element of the transition process, both before students arrive at school and as they progress through. Transition planning in Y7, 9 and 11 is carefully structured to support students as they make the transition from one key stage to the next and as they transition to their adult life.

### **Transition from Y6 to Y7**

Individual student needs are carefully considered to ensure that Pioneer House High School is an appropriate placement for each child, thereby being able to provide the most suitable educational environment to meet individual student need. EHC Plans inform admissions (taking in to account both prior levels of attainment and additional needs) in addition to a range of other information relating to each individual. Meetings with parents, visits to students in their current schools, discussions with current school staff and the views and opinions of other professionals working with the child, all provide a valuable insight into the child's needs which in turn informs the decision making process and support appropriate placement.

Once it has been agreed that the school can provide the right educational experience for an individual, the child is invited to participate in a transition programme in the Summer Term, prior to them joining Pioneer House in the Autumn. This programme offers a number of supported visits to Pioneer House High School, over a period of weeks which are initially supported by staff from child's the current school, wherever possible. Transition is supported by printed and digital resources, summer school transition visits and personalised materials to allow familiarisation with the school before arrival and admission.

### **Transition within school**

It is equally important that student needs are taken into account at the time of transition between Key Stages. As a student progresses through the school the balance of time allocated to vocational curriculum elements is considerably enhanced. Starting in KS3, transition planning is an integral part of the Annual Review process, where individual future aspirations are discussed with students, their parents / carers and other professionals. Students are equally supported when they make the transition from KS4 into the 16-19 provision. All sixth form students receive independent careers advice which inform EHC plans to ensure that the student has chosen the correct accreditation/options pathways to fulfil their potential and realistic future aspirations.

### **Transition from school into the world of work**

At Pioneer House High School, we aim to ensure that each individual has as much support as possible to achieve their longer-term goals and aspirations with regards to employment. Based on realistic careers education in KS3 students begin to consider future possibilities in Key stage 4 and develop these in the Sixth form. Careers education includes opportunities to meet students who have successfully gained sustainable employment through a range of routes, including post-19 supported internships.

Those students for whom internships with local employers are a realistic aspiration follow a pre-internship programme to support their transition to work. The school is proactive in establishing links with local employers; independent and supported work experience placements are offered according to the needs and aspirations of students and their families. Visits to colleges and work placements both on and off site are programmed in throughout KS5 to ensure that leavers are able to make an informed choice regarding their post 19 destinations.

### **Extracurricular activities**

Pioneer House has a lively and comprehensive programme of enrichment activities both within and outside the school day. Students access sporting events across the city, visit art galleries and museums, make use of libraries and bookshops and access outdoor leisure destinations such as Chorlton Water Park or Delamere Forest. Students will also have the opportunity to attend off-site residential as part of a developing programme in school.

### **Working together**

We believe co-operation and discussion between parents and staff is essential, and that establishing an effective partnership between home and school will give each student the maximum opportunity for development.

All students have a home school diary, which is completed on a daily basis at school and is used for communication between home and school. The weekly timetable is included in the diary. The diary is a useful tool to support communication between parents and carers and the class tutor. A newsletter is sent home to parents on a regular basis over the year. This contains information about forthcoming events together with information on topics of particular interest.

There are many events in school during the year, to which parents are invited. Staff and students work hard to prepare for these occasions and an audience is always appreciated.

Parents are always welcome to visit the school at any time. Parents' are asked to telephone school beforehand to make an appointment if they wish to see someone in particular.

As a student enters school, they (if appropriate) and their parents are made aware of the home/school contract. This states clearly, what is expected from school and home:

### **The School will**

- Welcome, value and support our students through school and as they make the transition to the world beyond school
- Provide an environment, a curriculum and opportunities which enable students achieve their targets and their potential, with particular focus on preparation for adult life
- Expect and reward high standards of conduct, effort, and attendance – attributes which will be important in the world beyond school
- Care for the wellbeing and safety of students by following its policies which include those on bullying and safeguarding
- Be open and welcoming to all parents and carers, encouraging them to be involved in the life of the school and informing them about school matters and the progress of their students'
- Involve those agencies which can support students and their parents through the period of transition to the world of work, training and further education

### **Parent/carers will try their best to:**

- Ensure that my child attends school each day on time when fit to do so.
- Ensure that my child is wearing clothing which meets the uniform requirements each day.
- Provide Physical Education kit and all other necessary equipment.
- Communicate with school directly before 9am when my child is absent for any reason.
- Support the school's code of conduct and implementation of rules both in and out of school, such as at work experience and extra-curricular activities.
- Support my child in home learning as well as in tasks in the community, working with school to achieve the targets agreed at the annual EHC Review.
- Communicate with school any problems or concerns that may affect my child's work or behaviour.
- Attend relevant meetings such as EHC reviews.
- Ensure that I can be contacted at all times during the school day.

### **School Council**

Pioneer House has a well -established school council which is well supported and managed by Higher Level Teaching Assistants. The school council is made up of student representatives from each class who meet regularly to discuss a range of topics relating to the school.

We want students to be fully involved in school life and to help make important decisions such as how funds are raised and spent, to taking part in staff recruitment. This is an important aspect of student voice within the school.

**Complaints procedure - a detailed complaints policy is available on the school website.**

## Policy Information and Review

Policy review dates (frequency of review: annually)

Date	Changes made	By whom
September 2018	Policy updated/reviewed	Headteacher/SLT
June 2020		