



Piper Hill  
HIGH SCHOOL

# SEND REPORT 2018 PIPER HILL HIGH SCHOOL

# SEND Report

## About the school

Piper Hill High School caters for 180 pupils Y7 – Y14. All pupils at Piper Hill have an EHC plan. They experience a significant learning difficulty.

## Curriculum and teaching and learning

"High quality teaching and learning permeates the school and across an exciting curriculum. Teachers and class teams ensure that lessons are purposeful and busy, and pupils are supported skilfully by high quality teaching assistants. Through the school's curriculum, pupils achieve very well. Staff plan very carefully to maximise pupils' learning in different subjects." Quality Assurance Professional 2018

At Piper Hill we believe that our curriculum should be broad, balanced and relevant and meet the needs of our pupils, and the context of the community and city in which we are based. It should meet the needs of all children whatever their ability, and staff will be supported to deliver the curriculum in a creative way through a modular based approach. By experiencing a range of opportunities we believe that our children have the potential to achieve and be the best they can be. We aim to enable our young people to have developed as far as possible the skills, knowledge and understanding that will enable them to play an active part in their community and have skills for lifelong learning. The taught curriculum is based on the National Curriculum and the wider curriculum e.g. business and enterprise education, education around the world of work. It meets all statutory requirements.

We aim for a curriculum that supports the children's holistic development; across all the areas of intellectual, physical, personal and social development.

## We aim to enable the children and young people to:

- To achieve and develop skills to the best of their ability
- Promote high standards and achievement in communication, reading, writing and maths across a creative curriculum.
- Develop a knowledge of themselves and others.
- To acquire knowledge and skills in science, and computing.
- To learn and work through creative approaches.
- Access learning styles and environments which best support their learning, knowledge and understanding.
- Promote spiritual development and the understanding of British values.
- To be positive citizens who are prepared for life in modern Britain
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.

- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Be aware of the importance of and participate in the arts.
- Enable children to develop moral sensibility through carefully taught values.
- To understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Develop the personal and social skills of every child.
- Provide equality of access and the opportunities, responsibilities and experiences of adult life.

The curriculum is planned to provide continuity and progressions. It promotes an enjoyment of learning and a commitment to learning and achievement.

### **School Structure**

Piper Hill High School has three departments, Key stage 3, Key stage 4 and the Further Education Department. Key stage 3 caters for students in years 7 to 9 [aged 11- 14], Key stage 4 caters for years 10 and 11 [aged 14 - 16] and FE caters for students aged 16 - 19 years.

Students are organised in tutor groups according to age, providing an inclusive setting for registration purposes, lunchtime activities, tutor periods and daily collective acts of worship. Throughout each day students are taught their lessons within ability or 'access' groups. These access groups, Experiential, Structured and Independent, each provide a different curriculum appropriate to individual students' needs.

All pupils belong to a tutor group where their teacher and teaching assistants have a pastoral role for them and others in the same year group. During tutor group lessons pupils focus on the development of social and emotional aspects of learning, working on specified term by term themes which are also reflected in the citizenship curriculum. After daily registration pupils are taught their lessons in access groups.

School terms and closure dates 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.

Pupils in this school are safe and said that they feel safe because of the vigilant support they receive. 'I come to school where I smile, laugh and learn. I know that I am safe.'  
Ofsted 2018

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 reviews are all about the child's life and they 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 and they ensure the voice of the family/child is captured and heard. Parents reported how valuable the EHCP process is for them and their pupils'. 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 carer's are invited via letter to an EHCP review early on in the academic year. A one page profile is included and home is requested to add any further information regarding their child. This ensures parents' and carers' are prepared and informed prior to the meeting, giving them a greater voice. 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. Pupils' will be invited to join the review. The needs of Looked after pupils' within our school are catered for in line with all other pupils. 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 invited in to school on a termly basis to discuss their child's EHC plan and progress they are making towards achieving their statement objectives. Learning outcomes are reviewed and reset for the forthcoming year together with a member of the senior leadership team and class tutor.

### **Keeping our pupils' safe**

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

Individual Pupil Risk Assessments for Behaviour, Individual Pupil 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 pupils arrive on home to school transport, managed by the local authority. There are procedures in place for all staff to receive the pupils' off the vehicles in the morning and to return them to their vehicles in the afternoon.

Some pupils are assessed as being competent independent travellers, pupils working towards competency are offered travel training by the Travel Coordination Unit. Other pupils are brought to school by parents and carers, an Early Birds club offers a safe and welcoming place for pupils who arrive at school before the pupil start time of 9.00am.

Pupils' 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 pupils' leave the premises in a managed safe and controlled way.

The vehicles entering and leaving the premises with pupils' are managed in a safe way.

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

Break time arrangements are managed by teachers and support staff in each class according to pupil needs; pupils 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; ensuring the pupils' eat their lunches, have some recreation time and return to their class ready to learn in the afternoon.

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

#### **Promoting Good Behaviour**

At Piper Hill we stress the positive achievements of students and value the contributions that all pupils 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 pupil 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 will help parents and carers with anything they request support for, including transport forms. If parents and carers wish to receive some support in completing forms, they should contact the school office who will then in turn request support from the teacher or a member of the leadership team. Relevant paperwork will be completed in conjunction with parents and carers. We will support families with the use of social stories, individual reward systems, bespoke lessons and activities around good behaviour; and ongoing communication with the families. Parents are welcome to contact school in relation to any support or advice they may need. Parent/carers will be signposted to relevant advice and support when requested.

The school works closely with pupils' 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 effective transition is a key to successful access to learning. Carefully structured transitions are planned into, within and subsequently beyond school. The annual review process forms an important structure within the transition process before pupils arrive at school and as they progress through. Transition planning in Y7, 9 and 11 is carefully structured to support pupils as they transition to their adult life.

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

Student needs are carefully considered to ensure that Piper Hill School can indeed provide the right educational environment to meet individual student needs. EHC Plans inform admissions (taking in to account both prior levels of attainment and additional needs). Meetings with parents, visits to pupils in their current schools and discussions with current school staff and other professionals all provide valuable information to support appropriate placement.

Once it has been agreed that the school can provide the right educational experience for an individual, a transition programme is put in place in the Summer Term to allow a number of supported visits over a period of weeks, and where possible supported by staff from the current school. Transition is supported by printed and digital resources, and personalised materials to allow familiarisation with the school before arrival and admission.

### **Transition within school**

It is equally important that student needs at the time of transition between Key Stages are taken into account. As a student progresses through the school the balance of time allocated to vocational curriculum elements is enhanced considerably. 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 move up from KS4 into the sixth form provision. All sixth form students receive independent careers advice which feeds in to EHC plans to ensure that they have chosen the correct accreditation/options pathways to fulfil their current potential and future aspirations.

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

At Piper Hill, 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. Students join the Further Education Department at age 16, and may remain here for three years, leaving school at the age of 19. During the three years that students spend in the F.E. Department there is a strong emphasis on developing skills and understanding that will equip them for the future. Students will continue to follow courses in core skill (English & Maths) and other relevant subjects.

At Piper Hill we recognise that as students move into the FE department it is very important that the teaching and learning opportunities we offer help to prepare them for life after Piper Hill. We have high expectations for our learners and ensure we offer a broad and challenging curriculum offer that builds on our students' existing skills and experiences. We aim to provide a comprehensive teaching program for all our FE students, which will enable them to meet their personal potential and prepare them for the future. There is a clear focus on teaching the students a wide range of skills that will help support them in their transition into adult life.

Core areas on the curriculum are financial awareness, personal care, independent living skills and social responsibility. These areas form a central teaching program across each area of the curriculum. In addition to this there is an afternoon on the timetable which is dedicated to teaching students practical life skills and how to use essential everyday technology. This provides our students with a great opportunity to transfer their learning into the types of practical real life situations they will face in adulthood. Furthermore, where appropriate, students will be developing cooking, cleaning and budgeting skill to support the future move into independent or supported living.

Work experience opportunities for students from Yr12 – Yr14 are personalised and bespoke to meet student's needs. Our aim is to provide and develop possible employability skills across a range of enterprises and industries to prepare for adult life. Students are offered internal or an external placements which can be both supported and unsupported. They will learn to work with others, communicate effectively and to be aware of rights and responsibilities at work.

Activities in the Further Education Department reflect the age and changing needs of our post 16 students. Throughout FE the learning emphasis is placed on developing students' thinking skills, independence, confidence and improving their ability to apply their knowledge to situations outside school.

Within the curriculum are a wide range of opportunities for students including internal and external work experiences, partnerships with local community organizations and trips to local places of interest. In the final year there is a focus on transition so that students move with confidence to an appropriate post school placement.

### **Extracurricular activities**

The school has a lively programme of enrichment activities both within and outside the school day. Pupils' 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. The school has a programme of after school clubs which we are developing year on year. Pupils will also have the opportunity to attend off-site residentials 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 pupils' will have a diary, which is usually completed on a daily basis at school by the pupil. The weekly timetable is included in the diary. The diary can also be used by parents and carers to communicate with 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 contributions from the pupils.

There are many events in school during the year, to which parents are invited. Staff and pupils 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 pupil 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 pupils through school and as they make the transition to the world beyond school

- Provide an environment, a curriculum and opportunities which enable pupils 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 pupils 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 pupils’
- Involve those agencies which can support pupils and their parents through the period of transition to the world of work, training and further education.

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

- See that my child attends school, when medically fit, and on time wearing appropriate uniform/clothing, and provide PE kit and necessary equipment
- Communicate to school directly when my child is absent
- Support the school’s policy on conduct and rules in school or activities beyond school such as work experience or after school events
- Support my child in home learning as well as in tasks in the community and work with school to achieve the targets agreed at your child’s annual EHC Review
- Let the school know of any problems or concerns that may affect my child’s work or behaviour
- Attend Parents Evenings and Annual Review Meetings and well as support the transition of my child to the world beyond school
- Ensure that I can be contacted at all times during the school day

**School Council.**

The school has a school council made up of pupil representatives from different classes from across the school. .

We want pupils 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: every year)

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