

<b>SCHOOL NAME</b>	Poole High School	
<b>TYPE OF SCHOOL</b>	Mainstream	Secondary / 6 <sup>th</sup> form
<b>ACCESSIBILITY</b>	Fully Wheelchair Accessible	Yes
	Auditory/Visual enhancements	Hearing and vision support service trained staff. Auditory support service trained staff. Auditory cancellation room
	Other Adaptions:	
<b>CORE OFFER</b>	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?	Yes
<b>POLICIES</b>	Are the schools policies available on its website for:	<b>SEN</b>
		<b>SAFEGUARDING</b>
		<b>BEHAVIOUR</b>
		<b>EQUALITY &amp; DIVERSITY</b>
		Yes
<b>DISABILITY LEGISLATION</b>	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	Yes

<b>RANGE OF PROVISION</b>	Please indicate what your school has to offer (over and above your core offer) In each of the following areas:	
	Areas of Strength	
	<ul style="list-style-type: none"> <li>• All teachers have the highest possible expectations for your child and all pupils in their class</li> <li>• A dedicated team of staff who endeavour to support your child whilst also fostering a sense of independence.</li> <li>• A specialist unit, The Hub, which supports socialisation and supported lessons.</li> <li>• ASD specialist staff trained through both the Educational Psychologist and Montacute Specialist School.</li> <li>• A range of teacher training insets which allow for adaptive teaching without compromising the curriculum.</li> </ul>	
	Specialist Facilities/Equipment to support SEND	

	<ul style="list-style-type: none"> <li>• DASH (Detailed Assessment of Speed of Handwriting) trained staff</li> <li>• Boxall Profile trained staff</li> <li>• CTOP2 and WRIT trained staff</li> <li>• BPVS3 trained staff</li> <li>• Registration motor co-ordination group</li> <li>• 1:1 literacy intervention group</li> <li>• Group literacy intervention sessions</li> <li>• Guided socialisation (Hub-based)</li> <li>• Emotional literacy</li> <li>• Individual tuition</li> <li>• Shared LSA support (non-Velcro)</li> <li>• Use of specialist handwriting equipment (writing slopes, specialist pens and table grips)</li> <li>• Use of lifts/specialist wheelchair equipment</li> <li>• Use of laptops within the classroom or assessment environment</li> <li>• E-readers and iPads to enhance access to learning materials</li> <li>• A variety of Hub and whole school-based resources</li> <li>• A variety of researched and up to date technology to enhance the learning of students with SEND</li> <li>• Inclusion unit</li> </ul>
	<p>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services</p> <ul style="list-style-type: none"> <li>• Use of Outreach from Longspee via MAAG referral</li> <li>• Use of Outreach from Montague via MAAG referral</li> <li>• Assessment and advice from Educational Psychologists where available</li> <li>• Specialist support from Hearing and Vision support Team</li> <li>• Speech and Language Therapist support and guidance</li> <li>• GP and Paediatricians</li> <li>• Social Services</li> <li>• CAMHS</li> <li>• Occupational and physiotherapy services</li> <li>• School counselling service</li> <li>• Directed specialist teaching service</li> <li>• MHST</li> </ul>
	<p>Breakfast and After School Club support</p> <ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• Library breakfast opening times</li> <li>• Homework club / SEND homework club</li> <li>• A large selection of after school clubs</li> </ul>
<p><b>INCLUSION</b></p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <ul style="list-style-type: none"> <li>• All students are included in all our day and residential trips.</li> </ul>

	<p>What proportion of children currently at the school have SEND?</p> <p>Approximately 1/3 of the school is on the SEND register annually.</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON</p>	<p>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCo</li> <li>• There are regular reviews and then subsequently meetings between the Heads of Year and Heads of Department areas to ensure that all children are making good progress.</li> <li>• If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> <li>○ To listen to any concerns, you may have</li> <li>○ To plan any additional support your child may receive</li> </ul> </li> <li>• To discuss with you any referrals to outside professionals to support your child's learning</li> <li>• A Pupil Passport will be created for all students on the SEND register. This will be discussed with the child and disseminated to all teaching staff and home.</li> <li>• AEN coffee mornings (September) to create a SEND parental voice</li> </ul> <p>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</p> <p>We run an inclusive sixth form where students are welcomed to stay with us and a learning package appropriate to that child is provided. If requested Pupil Passports can continue into our sixth form where necessary and teachers support appropriately.</p>
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention?</p> <ul style="list-style-type: none"> <li>• Pupils with SEND are given target sheets after discussion with either the SENDCo / Assistant SENDCo</li> </ul>
<p>EVALUATING SEN PROVISION</p>	<p>How do you evaluate the effectiveness of provision made for children and young people with SEN?</p> <p>The success of the school's SEND Policy and provision is evaluated through:</p> <ul style="list-style-type: none"> <li>• School self-evaluation, using a variety of approaches <ol style="list-style-type: none"> <li>1. Student Voice</li> <li>2. Parental Voice</li> <li>3. Teacher Voice</li> <li>4. Comparison to national figures</li> <li>5. Comparison to in-school variation</li> </ol> </li> </ul>

	<p>6. Departmental monitoring and feedback</p> <ul style="list-style-type: none"> <li>• Monitoring of classroom practice by SENDCo and subject co-ordinators.</li> <li>• Rigorous evaluation of intervention programmes.</li> </ul> <p>Analysis of student tracking data and test results via the tracking and monitoring points set throughout the year.</p>
SENCO contact details	<p>Name of SENDCo Mrs Kerry Dewsnap</p> <p>Contact details: <a href="mailto:k.dewsnap@poolehigh.poole.sch.uk">k.dewsnap@poolehigh.poole.sch.uk</a></p> <p>Assistant SENDCo Miss Laura Brunt</p> <p>Contact details: <a href="mailto:l.brunt@poolehigh.poole.sch.uk">l.brunt@poolehigh.poole.sch.uk</a></p>
CONCERNS AND COMPLAINTS	<p>How can parents raise concerns or make a complaint about SEND provision?</p> <p>Parents can contact the school directly through year offices, the school email address (<a href="mailto:school@poolehigh.poole.sch.uk">school@poolehigh.poole.sch.uk</a>) or by telephone. Any complaints will be dealt with in the first instance by Mrs S Phillips, Deputy Headteacher, by emailing <a href="mailto:s.phillips@poolehigh.poole.sch.uk">s.phillips@poolehigh.poole.sch.uk</a>.</p>
COMPLETED BY (Name and Position)	Mrs Kerry Dewsnap, SENDCo
DATE COMPLETED	10/2022
UPDATE	10/2023