

School AEND Information Report

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

RANGE OF PROVISION	<p>Please indicate what your school has to offer (over and above your core offer)</p> <p>In each of the following areas:</p> <p>Areas of Strength</p> <ul style="list-style-type: none"> All teachers have the highest possible expectations for your child and all pupils in their class A dedicated team of staff who endeavour to support your child whilst also fostering a sense of independence. A specialist unit, The Hub, which supports socialisation and supported lessons. ASD specialist staff trained through both the Educational Psychologist and Montacute Specialist School. A range of teacher training insets which allow for differentiation without the need for an additional adult. <p>Specialist Facilities/Equipment to support SEND</p>
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	<ul style="list-style-type: none"> • DASH (Detailed Assessment of Speed of Handwriting) trained staff • Boxall Profile trained staff • CTOP2 and WRIT trained staff • TRUGs (Teaching Reading Using Games) trained staff • Registration motor coordination group • 1:1 literacy intervention group • Group literacy intervention sessions • Guided socialisation (HUB based) • Emotional Literacy • Individual tuition • Shared LSA support (non velcro) • Use of specialist handwriting equipment (writing slopes, specialist pens and table grips) Use of lifts / specialist wheel chair equipment • Use of laptops within the classroom or assessment environment • E readers and Ipads to enhance access to learning materials • A variety of Hub and whole school based resources • A variety of researched and up to date technology to enhance the learning of students with SEND • Inclusion unit
	<p>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services</p> <ul style="list-style-type: none"> • Use of Outreach from Longspee via MAAG referral • Use of Outreach from Montague via MAAG referral • Assessment and advice from Educational Psychologists where available • Specialist support from Hearing and Vision support Team • Speech and Language Therapist support and guidance • GP and Paediatricians • Social Services • CAMHS • Occupational and physiotherapy services • School counselling service • Directed specialist teaching service[A1][A2]
	<p>Breakfast and After School Club support</p> <ul style="list-style-type: none"> • Breakfast club • Library breakfast opening times • Homework club / AEN homework club • Selection of after school clubs which

INCLUSION	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <ul style="list-style-type: none"> All students are included in all our day and residential trips. <p>What proportion of children currently at the school have SEND?</p> <p>Approximately 1/3 of the school is on the AEN register annually.</p>
PARENT SUPPORT INVOLVEMENT/LIAISON	<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"> When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCo There are regular reviews and then subsequently meetings between the Head of House & Heads of Curriculum Areas of to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be 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"> To listen to any concerns you may have too To plan any additional support your child may receive To discuss with you any referrals to outside professionals to support your child's learning A Pupil Passport will be created for students who do not show adequate progression. This will be discussed with the child and will be sent to all his/her teachers and home AEN coffee mornings (September) to create a SEND parental voice <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>
INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE	<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"> Pupils with SEND are given target sheets after discussion with either the SENDCo / Assistant SENDCo

<p>EVALUATING SEN PROVISION</p>	<p>How do you evaluate the effectiveness of provision made for children and young people with SEN? The success of the school's SEND Policy and provision is evaluated through:</p> <ul style="list-style-type: none"> • School self-evaluation, using a variety of approaches <ol style="list-style-type: none"> 1. Student Voice 2. Parental Voice 3. Teacher Voice 4. Comparison to national figures 5. Comparison to in school variation 6. Departmental monitoring and feedback • Monitoring of classroom practice by SENDCo and subject co-ordinators. • Rigorous evaluation of intervention programmes. <p>Analysis of student tracking data and test results via the tracking and monitoring points set throughout the year.</p>
<p>SENCO contact details</p>	<p>Name of SENDCo Mrs Kerry Dewsnap</p> <p>Contact details: k.dewsnap@poolehigh.poole.sch.uk</p> <p>Assistant SENDCo Mrs Davina Hitchens</p> <p>Contact details: d.hitchens@poolehigh.poole.sch.uk</p>
<p>CONCERNS AND COMPLAINTS</p>	<p>How can parents raise concerns or make a complaint about SEND provision?</p> <p>Parents can contact the school directly through house offices, the school email address (school@poolehigh.poole.sch.uk) or by telephone. Any complaints will be dealt with in the first instance by Mrs S Phillips, Deputy Headteacher, by emailing s.phillips@poolehigh.poole.sch.uk.</p>
<p>COMPLETED BY (Name and Position)</p>	<p>Mrs Kerry Dewsnap, SENDCo</p>

DATE COMPLETED	02/2020
UPDATE	02/2021