

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.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

| ----- Click here to return to the front page ----- | |
|--|--|
| Name of Setting | Poynton High School |
| Type of Setting <i>(tick all that apply)</i> | <input checked="" 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 type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 200px; height: 20px;" type="text"/> |
| Specific Age range | |
| Number of places | |
| Which types of special educational need do you cater for? (IRR) | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px; width: 100%;"> Poynton High School is a mainstream, community school which caters for a range of needs. </div> |

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



Our Local Offer for Special Educational Needs and/or Disability

Questions from the Parent/Carer's Point of View:

----- [Click here to return to the front page](#) -----

Identification

How will you know if my child or young person needs extra help? *(IRR)*

In terms of the identification of students who may need additional help, there are a number of routes we take:

- This may come from identification by teachers, Learning Support Assistants, or other staff within PHS who may highlight a particular concern relating to progress. Such concerns will be discussed with parents and students to identify if extra help is necessary and the form it will take.
- It may also come from concerns raised by parents – who would be encouraged to discuss such concerns with the particular subject teacher (if it relates to one particular area) or with the Progress Year Leader, SENCo or Lead Practitioner in SEND if the concern is more widespread. Again, through these discussions the type of extra help that is required will be decided.
- A literacy screening test is used for all students in Year 7 to ascertain if there are students who are working at a reading and spelling age (around 10 years) that would hamper their ability to access the curriculum. If extra literacy support is necessary, this will be put in place after discussion with parents and students. Further screening takes place in the last half-term of Year 9, ready for examination concessions testing in preparation for Year 10.
- If there is a concern about numeracy, again this concern will be discussed with parents and students and the appropriate extra help will be put in place.

For students in Year 6 joining us in September of Year 7, then there are also a number of different avenues by which we will determine if extra help is needed:

- All Year 7 students complete the CATs tests during the September of Year 7
- There will also be discussion with Primary Teachers and Primary SENCos to determine what extra help may be necessary
- All students arriving with a statement/EHC Plan will have a professionals meeting before they move to PHS
- PHS staff will attend Year 6 reviews when invited by the primary school
- Parents are also invited to contact either the Year 7 Progress Year Leader or the SENCo if they feel their child may benefit from extra help

For students who wish to join us in the Sixth Form, we recommend that you contact the Director of Sixth Form or the SENCo. Students joining us into the Sixth Form:

- Will be asked about SEND matters in order to determine appropriate post 16 courses and whether additional support is necessary
- Will be given an opportunity to discuss needs and requirements
- Reports and progress grades will be sourced from the school currently attended
- For students joining with an EHC Plan, both a member of the sixth form team and learning support team will attend the initial meeting

In all cases parents are welcome to highlight any concerns that they have regarding the progress of their child.



----- Click here to return to the front page -----

Identification

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

If your child is currently a student at PHS, then please do contact us with concerns regarding progress. Please contact the appropriate Progress Year Leader in the first instance.

If your child is not progressing or you have concerns regarding a particular subject, then please contact the subject teacher or the Head of Department (contacts can be found on the website or through phoning reception).

If the concern is more widespread please contact either your child's form tutor, the relevant Progress Year Leader or the SENCo.

If your child is joining PHS in Year 7, or as a Sixth Form Student, then again please contact the Year 7 Progress Year Leader, the Director of Sixth Form or the SENCo.

If your child is transferring to PHS from another school then please contact reception to arrange an appointment with the relevant Progress Year Leader and Deputy Head Teacher for Standards and Student Progress.

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

All current policies can be found on the Poynton High School website (www.phs.cheshire.sch.uk) under the section 'about us'. If you have issues accessing these, please contact reception who will help you access these documents.



----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

PHS very much encourages parents to work with us as partners for their child’s education and progress; we see the “triangulation partnership” between school, home and the students themselves as the cornerstone of our successful education. For SEND students, we very much try to be inclusive whilst recognising that there are times when the package of education has to be tailored for individual needs.

For the vast majority of students with or without SEND, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching. All students will be monitored via regular learning assessments.

For some students we may need to make further modifications – but these would only be done through discussion with parents and with students. Such provision may take the form of:

- Additional literacy support with the SEN teacher or SEN teaching assistant
- Additional support for other areas i.e. Memory, study skills, language understanding – again with the SEN teacher or SEN teaching assistant
- Basic numeracy development
- 1:1 support based on an identified need
- Support within our Inclusion Centre based on a personal need or a social and communication need
- Behavioural support within our Inclusion Centre
- Access to Teaching Support within class (usually although not exclusively for students with an EHC Plan)

If such types of support are necessary, they will only be put into place through discussion with parents (via letter in the case of literacy or numeracy support) and students, and usually after a discussion with the Progress Year Leader/ SENCO/Lead SEND Practitioner so that such support can be explained and the most appropriate type of support identified.

If the support needed is in the form of an educational or transitional work placement then this will also be discussed with the parents and students and would only be set up with their agreement (Key Stage 4 only).

How will the curriculum and learning environment be matched to my child or young person’s needs? *(IRR)*

All staff are expected to differentiate the learning activities within lessons in order to meet the individual needs of the students they teach. This will be based on information shared with them by the Learning Support Department via pupil support plans. Regular reminders about individual student’s needs are sent to staff and all staff receive regular updates about the needs of particular students. Subject Leaders are expected to ensure that the teachers within their teams/subject areas are ensuring that the needs of the students they teach are being met - BUT we do welcome input from parents if they feel that this is not the case. For most students, access to mainstream, quality first lessons, is the entirety of the support they may need. Some may need additional support and the



----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

SENCo/Progress Year Leader will arrange for this with parents based on the need of the students and the type of extra support required. In these cases, the setting up and monitoring of any plans that involve the provision of extra/additional support will be the responsibility of the Learning Support Department/Progress Year Leader – depending on the nature of the plan and the type of extra support that has been put in place.

At times there will be a need to consult with outside agencies (i.e. Child and Adolescent Mental Health Services (CAMHS), Cheshire East Autism Team (CEAT), Speech and Language Therapy, and Occupational Therapy etc.) and this will be done through the SENCo/Lead Practitioners/Progress Year Leaders/Welfare Year Leaders/Teenage and Family Worker - again depending on the type of need and type of advice/ support needed.

In terms of exam provision – testing for this will happen in Year 9 in the final half term and will be conducted by the Lead Practitioner for Assessment and Monitoring in the Learning Support Team. Access to exam support is based on a wide range of tests and must meet the exam board requirements set out by Joint Curriculum and Qualifications Authority. The selection of students that may be tested for exam support is based on a number of sources of information:

- EHC Plan – all students on an EHC Plan will be tested for extra exam support
- Year 9 screening results
- Medical evidence
- A history of having had previous support from SEN (i.e. Literacy/ numeracy lessons)
- Enquiries by teachers
- Enquiries by parents.

It must be made clear that occasionally parents ask for extra support in exams where there is no history of previous need. Currently this would preclude a child from accessing such support.

For parents who wish to find out about the variety of subjects that are taught at PHS, there are a number of avenues they can pursue:

- Visit the School website (www.phs.cheshire.sch.uk)
- Attendance at one of the Open Evenings/Open Mornings
- Attendance at the Year 10 and Year 11 Information Evening – usually held in September/October
- Attendance at the A level Information Evening – usually held in October
- Contacting PHS and requesting an individual meeting with a member of staff

How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?

Currently the SEND budget is managed by the PHS leadership team and is allocated to the provision of resources. These include:

- Teaching assistants



Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----

Teaching, Learning and Support

- Resources for students with SEND
- Provision within the Inclusion Centre
- Provision of outside specialist teaching, if available
- Leadership staffing
- External expertise
- Literacy & Numeracy based resources
- Intervention Support Resources (Staffing and Resource)

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? *(IRR)*

In terms of the support for the young person, the decision making process for the type of support the child needs would begin after identification that such extra help is necessary. Once this has been identified and discussed with parents and student, then the type of support that they require will be discussed. The majority of extra support can be found within the provision already put in place by PHS (i.e. literacy/ numeracy support, Inclusion etc.). If there is a need for support that is not currently already in place within PHS, this will be discussed with parents and the feasibility and potential impact of implementing such support discussed. If necessary the Deputy Head Standards and Student Progress would also be consulted i.e. Modification to timetable.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The SENCO and Lead Practitioners will take the primary lead in securing equipment or facilities for young people. This may be delegated to the appropriate Learning Support Assistant (i.e. exam provision) or Head of Department/teacher BUT this will be coordinated in all cases by the SENCO/Lead Practitioners. Again, parents may know of suppliers of equipment/facilities/facilitators that may be beneficial for a student with particular needs. In such cases recommendations are always welcomed – although the feasibility of utilising them would be discussed.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

In terms of progress within the classroom, students are formally assessed four times a year by their class teacher. The results from these assessments are shared with all students and they are asked to complete the appropriate pages within their student planners and the flight path profiles. Parents are also invited into PHS to meet with Form Tutors and teaching staff and discuss the progress of their child through Progress Review Day for students in Year 7-10 and Year 12, along with parents evenings for all year groups (please see website for dates). Parents with additional concerns about progress are welcome to contact their child’s Progress Year Leader.

For SEND students without an EHC Plan, concerns can be raised with the SENCO, SEND Lead Practitioners or Progress Year Leader.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

For all students there are regular reports that parents can access that are available on the Parental Portal (for which log ins will be provided), which detail student’s progress. These reports are based on the assessments that children take during the course of the year. Students are told of their progress and are asked to fill in their student planner and their flight path profiles. For children on an EHC Plan, these are also discussed with their Learning Support Key Worker. We also hold Parental Progress Review Days and Parents Evenings during the course of the year at which parents can discuss the progress of their child.

For parents who wish to have more detailed and individual chats about their child’s progress, or who feel that their child is not progressing, we would encourage them to contact their child’s Form Tutor, the subject teacher/Head of Department (if it is subject related) or, if there are wider concerns, the Progress Year Leader.

We encourage all parents to take an active role in using the above structures to monitor the performance of their child and work to ensure their child makes the best progress. Details about what children are studying can be found on the PHS website. Information on what a parent can do to help their child at home can be obtained either from the Form Tutor, Progress Year Leader or SENCo, and/or for children with EHC Plans, the Learning Support Assistant Key Worker. For Key Stage 4 there are Year 10 and 11 Information Evenings.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

In addition to the information about reporting progress that is detailed above, for students with EHC Plans, a yearly review of the EHC Plan will take place with the SENCo/SEND Lead Practitioner; however, parents may come into PHS before this to discuss progress or raise concerns. This review will be based on information from teachers, information from Learning Support Assistants but also information from the student and their parents. The review meeting will have the SENCo/SEND Lead Practitioner, the relevant Learning Support Assistant (usually the Key Worker), the parents, the student, and any outside agencies who may be needed at the review.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

Evaluation of arrangements and provision is dependent on what these are, how they’ve been set up and the impact they have had.

In terms of the provision of extra literacy support, students are assessed to see how they have progressed and this is reported at Progress Review Day. Those students who have achieved a reading and spelling age that allows them to access the main stream curriculum (usually above 10 years) will no longer access this support – however, based upon discussion with parents and the students, and advice from the SEN teacher or subject teachers, other types of support may be necessary and these may be put in place. Similar evaluation is done for all types of additional or extra support.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

With all support provided from SEN, assessment takes place through the use of specialist tests, or from the use of the teacher assessments completed three times a year.

In every case these additional arrangements are only put in place, changed or ended after discussion with parents and the student.

Throughout Key Stage Three some groups are mixed ability and others are set using Key Stage 2 data. The initial Year 7 sets are based on the assessment data provided by Primary Schools. Throughout the year teachers are asked to make recommendations for set changes based on the data obtained from the assessments completed four times a year. At GCSE, setting is in most subjects, although some do offer mixed ability groups. Again recommendations for set changes are based on the assessments.



----- [Click here to return to the front page](#) -----

Keeping Students Safe and Supporting Their Wellbeing

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

For the majority of students, arrival at the start of the day and exit at the end is very much part of their development and independence, and most will do this by themselves - although at both times of the day there are a large number of staff on duty who supervise the students and ensure they arrive and leave in an orderly fashion. The majority of buses have CCTV.

For some students, alternative arrangements may be necessary and this will be discussed with the Learning Support Department or the key worker, as some students do need to be met at reception or collected by parents at the end of the day.

Again for the majority of students breaks will mean independent access to the canteen and the main yards where they will meet and socialise with their friends. The Sixth Form have access to their own Common Room and catering facilities. All of these areas, as well as the canteen, are supervised by a number of staff at both break and lunchtime. We also have CCTV around school. We also staff key areas for students to have packed lunches and these are split into Key Stage 3 and 4.

Other students need support at these times and we do offer access to a manned club, where students can socialise, eat and play games. Again arrangements for this will be discussed with the Learning Support Department. The sixth form also run a buddy programme at lunchtime to support younger students. Whilst moving around PHS there are a large number of staff who also move around PHS during break periods and lesson change overs. Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by a Learning Support Assistant. Again arrangements like these need to be discussed with key staff.

When risk assessments are needed these will be completed by staff and parents and discussed with students. Relevant decisions from these will be shared with teaching staff. Again such arrangements would be reviewed with parents.

What pastoral support is available to support my child or young person’s overall well-being?

All students have access to their Form Tutor daily and have regular access to their Progress Year Leader, Welfare Year Leader and Teenage and Family Worker with whom they can discuss issues. Within form time students usually also access their Learning Support Assistant key worker so again any concerns or issues can be raised there.

- The school has a number of anti-bullying strategies:
- Report it immediately to the Form Tutor or Welfare Year Leader
 - Report it to the Form Tutor or Welfare Year Leader via email or telephone
 - Report it on the PHS anti bullying/support e-mail accessed via the school website



----- [Click here to return to the front page](#) -----

Keeping Students Safe and Supporting Their Wellbeing

The PHS policy on anti bullying is available on the **PHS website**.

For students who may find it difficult to make friends and socialise, we offer a number of solutions:

- Within form groups we will have tried very hard to keep groups of friends from primary schools together so that transition to secondary is smoother
- Some students access the learning support lunch club which offers a small, comfortable and highly supervised environment at break times
- Some students may need more intense support from the Welfare Year Leader, Teenage and Family worker or the Inclusion team with developing their social and communication skills

In terms of the development of confidence and self esteem, this is measured through discussion with students, parents and staff. The Pastoral support team can offer work that looks at the development of a student’s self esteem. Such work would only be implemented with the support and agreement of both student and parents.

How will the setting, school or college manage my child or young person’s medicine or personal care needs?

Where a student has Individual Medical needs we ask the following:

- For parents to contact PHS immediately and meet with the first aid lead (Teenage and Family Worker) as well as the Welfare Year Leader, and where possible and necessary, the School Nurse (NHS)
- The level of medical need, medication, and individualised support will be discussed and determined at this meeting – and if felt necessary, an Individual Health Plan set up
- The relevant information contained in this plan would be shared with staff

For the majority of students an Individual Health Plan will not be required, but again the needs of the student will be shared with staff and placed on SIMs.

There are a number of trained First Aid staff within PHS. In terms of emergencies staff have been given training on what to do in certain areas (i.e. Epi Pens) but the type of action to take, in the majority of cases, would be determined by the First Aider. Parents would be contacted immediately or if that was not possible, the emergency contact person identified by the parents.

What support is available to assist with my child or young person’s emotional and social development? *(IRR)*

Where there are concerns about the emotional and social development of a student we would again discuss these with parents and students. In this area there may be a need to access support from the Teenage and Family Worker, Welfare Year Leader, School Counsellor or Inclusion team who would offer support and work on a number of different areas including Self Esteem, Anger Management, social and communication difficulties.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Keeping Students Safe and Supporting Their Wellbeing

If there is a greater concern then advice may be sought from different teams i.e. CEAT (Cheshire East Autism Team), CAMHS (Child and Adolescent Mental Health Services), and/or the Educational Psychologist.

This level of support would only be actioned in discussion with parents and with the student.

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

In terms of behaviour support, there are a number of actions PHS takes to avoid exclusions:

- All staff use a graduated approach and would refer poor behaviour to their Head of Department then Head of Team for support
- Beyond this students may need to be sanctioned within our Isolation facility
- Intervention to modify behaviour would be accessed via the Welfare Year Leader

Where there are behavioural concerns, these will be discussed with parents and the behaviour of students monitored. If there is a need for support or work on this area then there will be regular support from the pastoral team. Where the concern continues, then advice would be sought from different teams (see above).

In terms of attendance all Form Tutors are asked to monitor attendance. Welfare Year Leaders review attendance daily and if they have any concerns will make contact with home. When attendance falls below 85%, contact is made with the Educational Welfare Service.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Working Together & Roles

What is the role of my child or young person’s class teacher?

Students will have a number of teachers during their secondary education.

All students will have a Form Tutor whom they will see every day during registration. As an immediate focal point and contact point their role is crucial, and we do ask parents to work in partnership with the Form Tutor and help establish a working relationship that supports the student and best works for them. Within lessons students will access a number of specialist teaching staff and when there are specific questions about progress within a particular lesson, we suggest that parents contact the specific subject teacher as they will have a better and wider understanding of the progress needs, concerns, types of assessment and subject content.

Who else has a role in my child or young person’s education?

Students with an EHC Plan will also be assigned a Key Worker from the Learning Support team. They will liaise closely with parents and work with them on ensuring a smooth transition for their students, and ensure that concerns, progress, matters that arise and any bits and pieces are communicated between PHS and home.

Within lessons students with an EHC Plan, and some others, will work not only with the teaching staff but also with a number of Learning Support Assistants who are linked to particular subjects/faculties or who work with a particular student.

Where there is a need for extra support, students will work with the Lead Practitioner for SEND who delivers extra support sessions. At times students may also work with outside staff that are brought in to deliver work on an area of particular need for the students. All students also have access to a Progress Year Leader and Welfare Year Leader, Teenage and Family Worker, Counsellor, Head of House, School Nurse (via NHS) and each Year group and department has a Senior Teacher Link.

All staff are expected to be involved in the welfare of all our students and are aware of lines of referral if necessary.

How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

PHS holds a central electronic record of all information relating to students with SEND; this includes ‘Student Focussed Support Plans’ and information relating to students with an EHC Plan. This is updated regularly and shared with staff. The electronic record is dynamic and so always up to date. Information is also shared by the Learning Support staff via a Subject nominated Learning Support Assistant or Key Contact.

There are also regular forum sessions in which staff are given information regarding the needs of a particular group or child.



| |
|---|
| ----- Click here to return to the front page ----- |
| Working Together & Roles |
| <p>When new information comes into PHS this is usually shared with staff via email and staff are directed to read that email.</p> |
| <p>What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i></p> |
| <p>PHS offers regular training for their staff with a weekly CPD session for teachers every Monday morning with a Quality First Teaching Focus. Some of these sessions are used to develop the understanding of staff towards SEND areas and the impact upon students. Coupled with this there are five INSET days for staff each year and some of these are often given over to SEND areas.</p> <p>PHS has achieved the Inclusion Quality Mark.</p> <p>Learning Support Assistants access a yearly CPD programme and individual staff have a key focus area so are in a position to cascade information. Where there is a particular need of a student the SENCo will endeavour, with support from parents and other groups, to source and provide training for all staff.</p> |
| <p>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? <i>(IRR)</i></p> |
| <p>At times it is necessary to seek the advice and support of other agencies so that the needs of students can be met within PHS. Currently PHS accesses support from:</p> <ul style="list-style-type: none"> - The Educational Psychologist - CAMHS (Child and Adolescent Mental Health Services) - CEAT (Cheshire East Autism Team) - School Health - Teenage and Family Worker - Occupational Therapy - Speech and Language Team (SALT) - Sensory Team - Physiotherapy - Borough SENCO - Social Care - School Counsellor <p>Access to, advice from, and actions taken as a result will only be undertaken after discussion with parents and the student.</p> |



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Working Together & Roles

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

For parents who are worried we suggest a number of different routes depending on the nature of your concern:

- The Form Tutor if the concern is a pastoral one
- The Progress Year Leader/Welfare Year Leader again for pastoral issues or concerns about progress
- Subject teachers/Head of Department/Team Leader if the concern is related to a particular subject
- The SENCo/SEND Lead Practitioners for concerns relating to progress, concerns regarding provision or additional support.

If a parent is worried please DO contact PHS.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

The current SENCo is Mrs S Jackson
 Lead Practitioner SEND is Mrs S Chesterton
 Lead Practitioner SEND is Mr Magrath

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

The current SEN Governor is Sophie Jones. She works closely with the SEN team on developing policies, facilitating training, and ensuring that the needs of students with SEND are represented at Governors meetings.

She also liaises with the SEN team on the provision and support for students who are looked after.

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

As part of their EHC Plan review all students are asked for their views on their progress, the type of support they receive and how they would like this to develop. Within SEND we also hold termly student meetings to gain feedback on SEN to allow us to use this information in future planning. The views of parents are also sought. Feedback from this is used to determine training and is shared with staff. SEND students also have a key worker with whom they can discuss their aspirations or concerns so that they are fed back to relevant staff.

PHS also has year councils and a student council. The Year Councils meet regularly with their Assistants to the Pastoral Team to raise ideas, concerns or issues within their year groups. PHS school council meets regularly with the Headteacher and their feedback is shared with the whole school Leadership Team. Each month members of SLT meet with students to discuss their views on teaching and learning within the school setting.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Working Together & Roles

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

Parents are invited to get involved with the life of the school either through the PTA or the Governing Body. Information and advice on how to do both can either be accessed via the school website or through direct contact with school.

What help and support is available for the family through the setting, school or college? *(IRR)*

In terms of helping families complete forms or in sourcing information and guidance there are a number of routes that a parent and student can take:

- Contact the school and ask to speak to your child's Year Leader (Welfare)
- Contact the school and ask to speak to the Teenage and Family Worker

For information on careers and future aspirations then we do provide Careers advice, and appointments can be made by contacting your child's Progress Year Leader or the Head of Careers.

For students with EHC Plans then there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post 16 and will attend all reviews of the EHC Plan.



----- [Click here to return to the front page](#) -----

Inclusion & Accessibility

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

There are an extensive number of break and after school clubs that are run by PHS. An updated list will be made available to parents and students within the new academic year and all students within Key Stage Three are expected to join one of these extra curricula activities. The activities are open to all students, although if a parent has a concern regarding the club or activity, then they would be advised to contact the organiser or their child's Form Tutor.

Regularly throughout the year students are encouraged to take part in house activities for example, sporting events, chess, general knowledge quiz, and Performing Arts etc.

At breaks the SEND team do offer a supervised break club which some students may wish to access. This is usually voluntary but parents are again advised to contact the SENCo to discuss this. Other clubs are available at break times (please see up to date list) and the library facilities are also available for students who wish to study.

The SEND team also offer a range of lunchtime clubs, for example model club and games club. There is also a home learning club on every lunchtime within the Learning Support Department.

There is open access to all trips and activities for all students, although the nature of certain trips and activities may necessitate a meeting with parents so that their child can access those trips.

Only where behaviour has been a concern and a student has received a certain level of sanction (i.e. exclusion), or where a student's behaviour has caused particular and regular concern may access to a trip/ activity be denied. This again will be done in consultation with parents. As with all matters, parents are invited to contact College to discuss all trips and activities so that their child may access them and get the most enjoyment from them.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)



----- [Click here to return to the front page](#) -----

Inclusion & Accessibility

Are disabled changing and toilet facilities available?

Details (if required)

Disabled toilets are available within lower and upper school and the sixth form college

Do you have parking areas for pick up and drop offs?

Details (if required) -

Specific car parking spaces available at the front of school

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

Yes – in the main car park

Additional Points:

For students who use a wheel chair or who require disabled provision and access, we would strongly recommend that parents contact Poynton High School and ask for a meeting with the SENCo and a tour of the school as the site is not entirely accessible to certain types of disabilities and this would need discussion with the parents.

For SEND students who require a measure of additional support to meet aspects of their SEND, this will need discussion with the SENCo so that the appropriate support can be put into place to meet the student's needs.



| ----- Click here to return to the front page ----- |
|--|
| Transition |
| Who should I contact about my child/young person joining your setting, school or college? (IRR) |
| <p><u>Post 16</u> Information relating to our entry policy for Post 16 courses can be found on the school website or through contact with Director of Sixth Form. A prospectus is also found on the school website or by contacting school.</p> <p><u>Year 7-11 Entry</u> Information regarding our admissions policy can also be found on the Cheshire East website as they manage our admissions. A prospectus is also found on the school website or by contacting school.</p> |
| How can parents arrange a visit to your setting, school or college? What is involved? |
| <p>There are a number of opportunities for parents and students to visit PHS:</p> <ul style="list-style-type: none"> • There is an information evening for Year 5 parents in the July of each year • There is an Open Evening for all Year 6 parents who are thinking of attending Poynton High School, which is normally held in September • There is an Open Evening for Sixth Form Entry in October • Senior Leaders offer tours of the school on selected dates and times each month <p>As well as this parents are invited to contact PHS and make individual appointments with key staff to discuss their child's needs.</p> |
| How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR) |
| <p>For students joining us in Year 7 from Primary School:</p> <ul style="list-style-type: none"> - There are a number of transition events for students including Open Evenings and Transition Days - We attend all Year 6 reviews - Year 6 residential for all students (both PDA Schools and non PDA Schools) - Extra individual meetings for students with specific needs - Additional small group visits for students with specific needs - Availability of Learning Support Assistants to visit students in the primary school setting - Transition units of study in English, Maths and Science - During the summer term members of staff will visit all feeder primary schools and obtain advice on students including progress grades, SEND information, friendship groups, and particular levels of need - Parent Information Evening for all Year 6 parents |



----- [Click here to return to the front page](#) -----

Transition

For students joining us from other schools/educational establishments mid-year:

- We would ask parents to view the latest Cheshire East Admissions information on the Cheshire East website
- In-year admissions would be subject to the Fair Access Protocols for admission and would be considered by the Fair Access Group
- We would ask parents in these circumstances to contact PHS directly and ask to meet with the relevant Year Leader and the SENCo if there is a SEND

For Students in the Key Stage 3 to Key Stage 4 transition:

- Student assembly
- Option booklet plus additional tutorial time
- Parents Information evening including subject talks and displays
- Parents Evening
- Careers advice for all students with an EHC Plan, and by appointment via the Year Leader for all other students

For students looking at post 16/post 18:

- There is careers advice available for all students to access – appointments can be made via the sixth form team
- For students with EHC Plans, there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post 16 and will attend all reviews of the EHC Plan.
- Students are invited to the Sixth Form Taster Day (usually held in the spring term)
- Students and parents are invited for a tour of the PHS prior to an application being submitted

Other areas:

For some students access to a Work Placement may also be warranted. For those students, access to a work place would be made available and they would spend a certain amount of their timetabled week within the work place. Such placements would only be put in place after discussion with the student and the parents and there would be arrangements made regarding missed work.

Some students may also need additional advice and help developing life skills or independence. This would be very much dependent on the needs of the student and would be a bespoke package designed for the individual and based around their needs. Where this is necessary, again parents would be invited into school to discuss the nature of this type of support.



| |
|--|
| ----- Click here to return to the front page ----- |
| Additional Information |
| <p>What other support services are there who might help me and my family? <i>(IRR)</i></p> <p>Where a parent may want access to a support service we would advise that they contact the Year Leader Progress or Welfare, the SENCo, or the Teenage and Family Worker who will be able to advise and support them in accessing the right type of support they need.</p> <p>Where parents need advice and information – please see the links listed below, which will direct you to a number of local and national organisations that will help with support and advice:</p> <ul style="list-style-type: none"> • www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west This link will take you to a number of websites for particular areas of special need. • For support with dyslexia please use the following websites: <ul style="list-style-type: none"> ○ Dyslexia Action (Based in Wilmslow) www.dyslexiaaction.org.uk 7 Hawthorn Lane, Wilmslow SK9 1AA 01625 530158 ○ Or the British Dyslexia Association: www.bdadyslexia.org.uk • To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link: https://www.cheshireeast.gov.uk/children_and_families/special_educational_needs.aspx • To access support from the Parent Partnership please use this link: https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx |
| <p>When was the above information updated, and when will it be reviewed?</p> <p>Updated June 2014 Review date: June 2015</p> |
| <p>Where can I find the Cheshire East Local Offer? <i>(IRR)</i></p> <p>From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer</p> |



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Additional Information

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

We would look to resolve any issues that could potentially arise through open and honest dialogue and feel that most perceived issues can be resolved swiftly through dialogue. Please contact PHS and discuss any concerns or queries you may have with either the Form tutor, Subject teacher, Year Leader, Team Leader, SENCO or Senior Teacher Link.

In the unlikely event that an issue needs further exploration, a meeting with the Deputy Head Teacher and subsequently the Head Teacher may be sought. In addition, use of the PHS complaints procedure as detailed on the **school website** may be used.

Poynton High School is very much is about a partnership between school and home for the benefit of students so that they make the best progress that they can.