

Our Local Offer for Special Educational Needs and/or Disability

Please ctrl and 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

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Name of Setting	Poynton High School
Type of Setting <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input type="checkbox"/> Primary</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input type="checkbox"/> Maintained</div> <div style="width: 33%;"><input type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-</div> <div style="width: 33%;"><input type="checkbox"/> Maintained/Private/Other (Please Specify) </div> </div>
Specific Age range	11-18 years
Number of places	
Which types of special educational need do you cater for?	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>We are an inclusive mainstream setting catering for</p> <p><input checked="" type="checkbox"/> 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.</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div> </div> </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).

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Identification

How will you know if my child or young person needs extra help?

Screening in Year 7

Every Year 7 student at Poynton High School goes through a screening process. In addition to the SATs that students complete at the end of Year 6 in primary school, every student will complete a series of Cognitive Ability Tests (CATs). The data from these two sets of assessments considered alongside each other to give a broad academic overview of each student. Given how pivotal literacy skills are in contributing towards a student's ability to access the curriculum as a whole, two further tests – the NGRT and the WRAT4 – are then used to assess a student's ability to read and spell. It is likely that these tests will highlight certain students for whom there may be a reading concern. These students will be flagged to all their teachers as a reminder that certain tasks may need to be scaffolded to enable the student to access the learning.

It should be noted that the procedure above is distinct from the screening which takes place in Year 9, in readiness for any Access Arrangements that need to be put in place for external examinations, such as GCSEs.

Referrals

If a member of the teaching or support staff feels that a student may be facing a barrier to their learning that requires provision that is additional to or different from the provision offered to the main cohort of students, they can refer the student to the Learning Support team via an electronic form. The form comprises questions designed to identify the specific nature of the student's needs; following its submission, a discussion will take place with the student and their parents to determine whether extra help is necessary and the form it will take.

Parents who wish to raise a concern should consider whether the matter relates to one particular subject or whether it is a broader issue found across the curriculum. For subject-specific matters, parents are encouraged to raise the issue with the subject teacher; curriculum-wide issues should be brought to the attention of the Director of Learning for that year group or the SENDCo. Again, it would be through these discussions that the nature and scope of any extra support would be decided.

Transition from Primary School

Prior to a student's transition to Secondary School,

- There will be discussion with Primary teachers and SENDCos regarding existing support, and provision that is likely to be required in the future
- Those with an EHCP, and their parents, will have a meeting with Poynton High School
- PHS staff will attend Year 6 and Year 5 reviews upon invitation from the Primary School
- Parents who feel that their child would benefit from extra support are invited to contact either the Year 7 Director of Learning or the SENDCo

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Identification

- Students facing significant difficulties with English will be offered a place on the Enhance English programme: small-group intervention classes led by trained specialists. For those who struggle with mathematics, there are also a small number of places available on the Enhance Mathematics programme, which follows the same structure.

Students Joining the Sixth Form

- Contact the Director of Sixth Form or the SENDCo if you have any concerns
- You will be asked about SEND matters in order to determine appropriate post-16 courses and whether additional support is necessary
- You will be given an opportunity to discuss needs and requirements
- References will be sourced from the school currently attended
- For those with an EHCP, both a member of the Sixth Form team and the 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.

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

If your child is currently a student at Poynton High School, please contact us with concerns regarding progress. If you have concerns regarding a particular subject, please contact the subject teacher or the Subject Director of Learning (contacts can be found on the website or by phoning Reception). If the concern is non-subject-specific, please contact the relevant Year Director of Learning.

If your child is joining Poynton High School in Year 7 or as a Sixth Form student, please contact the Year 7 Director of Learning, the Director of Sixth Form or the SENDCo.

If your child is transferring to Poynton High School from another school then please contact Reception to arrange an appointment with the relevant Director of Learning and Deputy Head Teacher for Standards and Student Progress. Alternatively, the Learning Support Manager can be contacted directly.

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

All current policies can be found on the Poynton High School website <https://www.phs.cheshire.sch.uk/aboutus/school-policies>
If you have issues accessing these please contact Reception who will help you access these documents.

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

Poynton High School very much encourages parents to work with us as partners for their child's education and progress. We see the partnership between school, home and the students themselves as the cornerstone of our successful education. We are committed to being inclusive in all areas and, where required, we will make reasonable adjustments to adapt the package of education to meet an individual's needs.

For the vast majority of students, including those with SEND, the most appropriate provision to ensure progress will be high quality teaching within the classroom. For every student with SEND, this process is promoted through the use of a Pupil Profile – a one-page document outlining the barriers to the student's learning, alongside the teaching strategies required to remove or reduce these barriers. These documents are readily accessible: Endowing teachers with knowledge of their students is key.

In addition to a student's Pupil Profile, as a further measure to keep their needs front-and-centre in their teachers' minds, every student on the SEN Register also has a Student Snapshot. Every morning, a different student's snapshot is sent out to staff on the Staff Bulletin giving a reminder of the key strategies needed to engage that child or young person. Shorter than the full Pupil Profile, this document is very visual to aid recall, and includes images denoting the student's interests to capture teachers' attention.

To maximise the learning opportunities for some students, we may need to make further modifications to the provision we offer. The following measures, which are additional to or different from the package of education offered to the majority of students, would always be discussed with parents/carers and the student prior to their introduction. This ensures that all parties are invested in the provision and working together with an agreed purpose.

Examples of such provision include:

- Small-group English and mathematics intervention with a specialist teacher
- Web-based booster material for English and mathematics, coordinated by an LSA
- One-to-one support based on a specific identified need, e.g. emotional literacy
- One-to-one or small-group support with a personal, social or communication need, e.g. social groups for students with Autism
- Specialist one-to-one social, emotional and mental health support through our Mental Health Practitioner
- An adapted curriculum/timetable
- Direct learning support within class from an LSA
- Behavioural support
- Attendance at our G8way provision, which, in exceptional circumstances, provides an alternative pathway for students.



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Teaching, Learning and Support

How will the curriculum and learning environment be matched to my child or young person's needs?

All staff are expected to differentiate the learning activities within lessons to meet the individual needs of the students they teach, based on the information found in the Student Snapshots and Pupil Profiles. This core element of each teacher's role is overseen by Subject Directors of Learning and Subject Leaders, and any subject-specific concerns should be raised through these channels.

Whilst most students' needs are met through high quality teaching in the classroom, for some additional support is required. Where this is necessary, a Student Support Plan will be put together by the Learning Support team (or the Director of Learning if it is a pastoral matter). Progress is then reviewed following the graduated approach of Assess, Plan, Do, Review.

At times there will be a need to consult with outside agencies (e.g. Child and Adolescent Mental Health Services (CAMHS), Cheshire East Autism Team (CEAT), Physiotherapist, Speech and Language Therapy, Occupational Therapy etc). This will be facilitated by the SENDCo or Learning Support Manager, a Director of Learning, a Welfare Year Leader, or the Mental Health Practitioner, depending on the type of need and type of advice/support required.

Access Arrangements for Examinations

Access to exam support is based on a wide range of tests and must meet the exam board requirements set out by the Joint Council for Qualifications. A number of sources of information are considered, including:

- EHCP
- Screening results
- Medical evidence
- Student's SEND history
- Teacher referrals

Please note that parental requests alone cannot be accepted for Access Arrangements, **nor can externally administered tests, unless requested by the school.**

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Teaching, Learning and Support

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

The SEND budget is managed by the Strategic Leadership Team. Provision includes:

- Direct intervention by the SENDCo and Learning Support Manager
- Small-group English and mathematics intervention with specialist teachers
- One-to-one and small-group intervention delivered by LSAs
- In-class support from LSAs
- Provision within the Learning Base
- Leadership staffing
- Liaison with external professionals
- 'IDL' ICT package (spelling)
- 'Seneca' and 'Dr Frost Maths' ICT packages
- 'Hi Lo Readers' reading scheme and resources (high interest age, low reading age)
- 'Toe By Toe' books (phonics)
- Reading Box Blue and Reading Box Green (comprehension)

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?

Once a need has been identified, and discussed with parents and the student, the type of support that they require will be decided. Whilst the vast majority of support can be found within the provision already put in place, if there is a need for extra support this will be discussed with parents and the feasibility and potential impact of implementing such support discussed. If necessary, the Deputy Head would also be consulted.

How will equipment and facilities to support children and young people with SEND be secured?

The SENDCo and Lead LSAs will usually take responsibility for securing equipment or facilities for young people with SEND. An exception could be when a certain LSA worked closely with a particular student, in which case the responsibility might be delegated to the LSA.

Parents may know of suppliers of equipment/facilities/facilitators that may be beneficial for a student with particular needs. Recommendations are always welcomed, although the feasibility would have to be discussed and the final decision would be made by the school.



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Teaching, Learning and Support

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

Parents receive progress reports three times a year. These are based on regular assessments which take place throughout the school year. The Learning Support team monitors the progress of all students on the Learning Support Register - student progress is central to our review discussions and target setting.

A student's position on the Learning Support Register can change over time. Upon review, depending on the support that they are receiving and the progress that they are making (either academically or more broadly), a student may be moved between the First Concerns and the SEN Support sections of the register. In some cases, the student may be removed from the register altogether. Any movement onto or off the SEN Register is communicated formally to the student's parents/carers. If, despite sustained intervention strategies from the Cheshire East Tool Kit (see link below) or recommendations from outside agencies, a student still fails to make progress we would consider applying for a Needs Assessment – the first step towards applying for an Education, Health and Care Plan (EHCP).

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

We would advise parents/carers who wish to have a more detailed discussion about their child's progress in a particular subject to contact the subject teacher in the first instance. If there are wider concerns, we advise speaking to the student's Form Tutor or Director of Learning.

We encourage a working partnership with parents to optimise their child's progress. Details about what children are studying can be found on the PHS website. Information on what parents can do to help their child at home can be obtained from the website or Director of Learning. Information evenings are held annually for the different year groups.

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

All students on the SEN register have a statutory Annual Review, a meeting that will be chaired by either the SENDCo or the Learning Support Manager. This meeting will usually be attended by the student, the parents/carers, the LSA who works most closely with the young person, and any relevant outside agencies. In addition to the Annual Review, students on the SEN register will have two interim reviews each year: One of these will usually be conducted by the SENDCo or the Learning Support Manager on Parents' Evening; the other meeting may be held by the LSA who is the young person's mentor.

At each of the three meetings above, the student and parents/carers are invited to input - both in writing beforehand, and verbally during the meeting.



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Teaching, Learning and Support

Students on the 'SEN Support' section of the register will have even more opportunity to review their progress: As part of the mentoring scheme, all students on SEN Support will reflect on their learning every fortnight when they review the targets from the previous meeting.

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?

To evaluate the effectiveness of the arrangements and provision we put in place for our young people, we must first decide what success looks like for the particular student in question. For some, success will be based on academic progress, while for others having the confidence to queue for lunch in a busy restaurant might be a huge step forward. For students in the former group, quantitative progress data can be compared against various control data, such as: (i) the student's progress prior to commencement of any intervention; (ii) the progress of other students with similar attainment who are not in receipt of the provision; (iii) historical data – how students with a similar learning profile have fared in the past. For the latter group, where progress is more subjective, a breadth of qualitative feedback must be gathered, a synthesis of which would lead to a gauge of progress. In some cases this could take the form of a self-evaluation by the student (e.g. "How confident am I queueing in the restaurant on a scale of 1 to 10?"); in other situations it may be appropriate to get the views of parents/carers; it may be as simple as recognising that a student now goes to Registration without support, having not done so previously.

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Keeping Students Safe and Supporting Their Wellbeing

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

Whilst for the majority of students, arrival at the start of the day and exit at the end is something that they undertake independently, there are a large number of students on the move at one time, and for this reason, there are a significant number of staff on duty to supervise before and after school. In addition, most buses have CCTV. For students who really struggle at these times, alternative arrangements may be necessary: for example, it can be arranged for parents/carers to drop off their child in the mornings and pick them up at the end of the day.

The same applies at break and lunchtime. There are always a number of staff on hand at these times, and we have CCTV around the school site – but for those who might need a greater level of support, there are fully staffed social groups providing a safe space where students can relax.

Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by a Learning Support Assistant. Arrangements like these would always be discussed with key staff, and where risk assessments were necessary, they would be co-produced by staff and parents/carers, and then discussed with students. Any decisions made as part of this process would always be shared with teaching staff, and any arrangements put in place would be reviewed at least annually with parents.

What pastoral support is available to support my child or young person's overall wellbeing?

All students have access to their Form Tutor daily and have regular access to their Director of Learning and Welfare Year Leader. Every student with SEND has their own Academic Mentor, with whom they meet, one-to-one, once a fortnight, and they also have the option of speaking to a member of the Social, Emotional and Mental Health (SEMH) Team, which operates within the Learning Support Department.

Bullying

The school takes a strong stance on bullying. Students are encouraged to report anything that could be deemed as such, and they can report it in 3 ways:

- Verbally, to the Form Tutor or Welfare Year Leader
- Via email or telephone
- Via the school website

The PHS anti-bullying policy is available at <https://www.phs.cheshire.sch.uk/aboutus/school-policies>

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Keeping Students Safe and Supporting Their Wellbeing

Some of our young people find it difficult to make friends and socialise. For students in this group, we offer a number of solutions:

- Groups of friends from primary school are kept together in form groups where possible
- Students can access social groups, which offer a small, supported environment at breaktimes and lunchtimes
- Where more intensive support is required, students can speak to the Welfare Year Leader or the Emotional Health and Wellbeing Coordinator

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 parents to inform the First Aid Lead and the Welfare Year Leader.

We require:

- The level of medical need
- The medication

A meeting may be called, where individualised support will be discussed. Then, if necessary, an Individual Health Plan will be set up, and its contents shared with staff.

All staff have been given training on what to do in certain emergency situations (e.g. administering an epi-pen to a student having a seizure), however in the majority of cases it would be the First Aid Lead who would determine the course of action.

What support is available to assist with my child or young person's emotional and social development?

Any concerns about the emotional and social development of a student would be discussed with parents/carers and the student. If required, the Mental Health Practitioner would offer support, working on a number of different areas, including self-esteem, anger management and social and communication difficulties. Where greater input required, with the consent of parents, advice may be sought from outside agencies, such as CEAT (Cheshire East Autism Team), CAMHS (Child and Adolescent Mental Health Services) and/or an Educational Psychologist.

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

- Behaviour policy, which all staff follow
- Intervention to modify behaviour (accessed via the Welfare Year Leader)
- Support from outside agencies

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Keeping Students Safe and Supporting Their Wellbeing

House points are used to reward positive behaviour and effort

All Form Tutors are asked to monitor the attendance of their form, and Welfare Year Leaders review attendance across the whole year group.

Attendance data is reported monthly. If attendance falls below 90% and the school is not aware of any significant issues that could have caused this, a concern will be raised with parents/carers. In some instances, the case may be referred to the Educational Welfare Service.

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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 contact point, their role is crucial - we ask parents to work in partnership with them to help establish a working relationship that supports the student.

Any questions that a parent/carers has about a student's progress in a subject should be directed to the specific subject teacher, who will have a deeper understanding of the student's progress needs and concerns, as well as the types of assessment used and the subject content covered.

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

Staff are expected to be involved in the welfare of all our students and lines of referral are known to all. Every student has access to a Director of Learning and Welfare Year Leader, the Mental Health Practitioner, the Head of House and the First Aid Lead. Every student with an EHCP has a key worker with whom they have regular contact throughout the week. Students on the 'SEN Support' section of the SEN Register have an Academic Mentor, with whom they meet formally, one-to-one, once a fortnight. The mentor will liaise closely with parents throughout the student's schooling and it is expected that the close relationship that they form with the student and their parents/carers will make them the first point of contact, should there be any queries.

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Working Together & Roles

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?

Poynton High School holds a central electronic record of all information relating to students with SEND. For each of these students, a Pupil Profile containing all the pertinent information is written. This one-page document can be accessed by all staff from the Learning Support Register for that year group. The profiles are updated whenever relevant new information comes in, after which, the revised version is sent to all staff who work with the student. In addition to the Pupil Profiles, to ensure that teachers stay mindful of every student's needs, an abridged version of the profile, a Student Snapshot, is sent out to all staff on the Staff Bulletin every day. The Student Snapshots, which are updated annually, contain the key strategies needed to engage the student in question. Very visual to aid recall, they include images depicting the student's interests to capture teachers' attention.

What expertise is available in the setting, school or college in relation to SEND?

The SENDCo has gained the national SENCo qualification (NaSENCo), which encompasses a wide range of areas, including the different categories of SEND, how to remove barriers to students' education, how to access support from outside agencies, the statutory framework around SEND, intervention, Access Arrangements for examinations and school budgets.

Two members of the SEMH Team within the Learning Support Department are currently undertaking training as part of the Autism Schools Project. The project's stated aim is to 'support mainstream staff to respond to the needs of autistic children and young people at a whole school level and reduce the risk of exclusion and mental health crisis.'

Training staff so that they can become more effective in their roles is key to raising standards. To facilitate this, all LSAs are enrolled in a bespoke training programme, engineered by the SENDCo. Each LSA has their own electronic training profile, their record of the training courses that they have completed and, importantly, their own personal reflections on what they have learnt from each session. The programme, which contains webinars, videos and research papers, is updated regularly and LSAs' progress through the programme is monitored weekly. The training covers a wide range of issues relating to SEND and staff are invited to pursue what interests them, thus cultivating the LSAs' experience in these areas.

In addition to this programme, where staff learn autonomously, LSAs have a compulsory training session every fortnight. As well as building a broad knowledge base across the team, these shorter sessions, often videos, ensure that all LSAs are kept up to date with any developments in the field.



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Working Together & Roles

All teaching and support staff attend weekly training briefings, focusing on high quality teaching in the classroom. A large number of these are delivered by the SENDCo, to raise SEND awareness and remind teachers of their lead role towards meeting all students' needs.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Services)
- CEAT (Cheshire East Autism Team)
- CEIAS (Cheshire East Information, Advice and Support)
- School Health
- Teenage and Family Worker
- Occupational Therapy
- Speech and Language Team (SALT)
- Sensory Team
- Physiotherapy
- Social Care
- School Counsellor
- Cheshire East SEND team
- Senior Youth Advisors (Cheshire East)

Access to, advice from, and actions taken as a result will only be undertaken after discussion with parents and the student.



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Working Together & Roles

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

Pastoral concerns:

1. Form Tutor
2. Welfare Year Leader

Concerns about progress (subject specific):

1. Subject teachers
2. Head of Department/Subject Director of Learning

Concerns about progress (non-subject specific):

1. Year Director of Learning

Concerns about support

1. SENDCo
2. Learning Support Manager
3. Lead LSA
4. LSA (student's Key Worker or Learning Mentor)

Who is the SEN Coordinator and how can I contact them?

SENDCo: Mr S Kettle; sen@phs.cheshire.sch.uk

Learning Support Manager: Mrs S Chesterton; sen@phs.cheshire.sch.uk

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Working Together & Roles

Specialist Assessor: Mr A Magrath; sen@phs.cheshire.sch.uk

Please refer to **website** for further information.

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

The SEND governor is Mr A McMillan.

The SEND governor meets formally with the SENDCo every term. Afforded a wider perspective of the school as a whole, the governor is able to pose questions from different standpoints. These questions help the SENDCo to see things in context, as part of a wider system. It is through these discussions that the governor is able to represent the department at a strategic level. Where necessary, the governor can advocate for the team, and the students they support, in meetings with the Head Teacher.

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

As part of their EHCP review all students are encouraged to put forward their views on their progress, the type of support they receive and how they would like this to develop. The views of parents/carers are also sought regularly to ensure that the support provided is up to date.

Poynton High School also has Year Councils and a Student Council. The Year Councils meet regularly with the Assistants to the Pastoral Team to raise ideas, concerns or issues within their year groups. PHS School Council meets regularly with the Head Teacher and the feedback is shared with the Senior Leadership Team. Each month, members of the Senior Leadership Team meet with students to discuss their views on teaching and learning within the school setting.

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 Board. Information and advice on how to do both can be accessed via the Poynton High School website or through direct contact with school.

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



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Working Together & Roles

In terms of helping families to complete forms or source information and guidance, there are a number of routes that a parent/carers and student can take:

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

We provide careers advice through the Trust Careers Officer, Katy Rush. Appointments can be made by contacting your child's Year Director of Learning.

Students with EHCPs have regular access to the Cheshire East Youth Support Service (CEYSS). A representative from the service may attend a student's Annual Reviews, and will support with post-16 transition.



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Inclusion & Accessibility

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

The school runs an extensive range of lunchtime and after school clubs, an updated list of which is made available to parents/carers and students at the beginning of each year. Every student on the SEND register will be encouraged to take advantage of the wider opportunities available within the school by their Academic Mentor. Having built a rapport with each of their mentees and having gained a knowledge of their interests and personalities, the mentors will be best placed to select the most appropriate activities to promote. The Academic Mentor would also be the person to respond to any parental queries or concerns about the activities.

Most of the young people we support have a desire to socialise with others, however for some students with SEND, knowing quite how to do so presents a real challenge. For this cohort, the prospect of joining a school-wide group could feel intimidating, therefore the Learning Support team offer regular activities for smaller groups of students within the department. Two lunchtime clubs run every day, giving students with SEND and their friends a safe space to relax and have fun. In addition, a smaller, more structured, club meets twice a week: here, students are given the opportunity to develop their socialisation skills amongst peers with similar difficulties, all the while supported by LSAs.

Wherever possible we will try to include all students in activities outside of the classroom. Individual risk assessments may be necessary.

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. In such situations, parents/carers would always be part of the decision-making process.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required)

Only parts of PHS have access for wheelchairs. Through timetabling, our wheelchair users can access all subjects

Are disabled changing and toilet facilities available? ☒

Details (if required)

Disabled toilets are available within lower and upper school and the sixth form building. Changing facilities are available for one disabled student.

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Inclusion & Accessibility

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

Details (if required) -

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

Details (if required)

Additional Points:

For students who use a wheelchair or who require disabled provision and access, parents are advised to contact the school and ask for a meeting with the SENDCo. The site is not entirely accessible to students with certain types of disabilities and a tour of the school is also recommended.

For students with SEND who require a measure of additional support to meet their needs, please contact the SENDCo or Learning Support Manager.

[Accessibility Plan December 2018 \(v2\)](#)

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Transition

Who should I contact about my child/young person joining your setting, school or college?

When contacting about a young person with SEND who is transitioning to Poynton High School, please contact either the SENDCo or the Learning Support Manager in the first instance. The school complies fully with the Equality Act 2010 and the School Admissions Code in relation to the arrangements for the admission of disabled students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

How can parents arrange a visit to your setting, school or college? What is involved?

There are a number of opportunities for parents and students to visit Poynton High School:

- There is an Open Evening for parents of all Year 6 students who are thinking of attending Poynton High School, which is normally held in September
- There is an Open Evening for entry to the Sixth Form, normally held in October or November
- Senior leaders offer tours of the school on selected dates and times each month
- Students with an EHCP and their parents/carers often meet with the SENDCo and/or Learning Support Manager, prior to starting at the school

In addition to the above, should parents/carers have a reason to request an appointment with a specific individual, they are invited to contact the member of staff directly, through Reception.

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)

Students joining Poynton High School in Year 7 from Primary School:

- There are a number of transition events for students including Open Evenings and Transition Days
- Members of the Learning Support team attend prospective students' Annual Reviews in Years 5 and 6
- Team members meet with parents of students with SEND from our feeder schools in the Primary school setting
- Year 6 residential trip for all students (both feeder and non-feeder primary schools)
- Members of the Learning Support team meet parents of students in years 5 and 6 to discuss support at Poynton High School
- Extra individual meetings for students with specific needs
- Additional small group visits for students with specific needs

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Transition

- 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, staff will visit all feeder primary schools and obtain advice on students, including progress grades and SEND information
- Staff delivering Enhance English intervention will visit all feeder primary schools, with a specific focus on reading
- Parent Information Evening for all Year 6 parents

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
<https://www.cheshireeast.gov.uk/schools/admissions/admissions.aspx>
- 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 the school directly and ask to meet with the relevant Year Director of Learning - and the SENDCo or Learning Support Manager if there is a SEND concern

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

- Student assemblies
- Options 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 Director of Learning for all other students

For students looking at post-16 or post-18:

- There is careers advice available for all students – appointments can be made via the Sixth Form team
- For students with EHCPs, there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their post-16 transition and attend all reviews of the EHCP
- Students and parents are invited for a tour of Poynton High School Sixth Form prior to an application being submitted
- Guidance meetings are held to discuss all applications
- Some students may also need help developing life skills and independence. In such instances, a bespoke package of support would be built around the student's needs, following liaison with parents.

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Additional Information	
What other support services are there who might help me and my family?	
<p>Where a parent may want access to a support service, we would advise that they contact the Year Director of Learning or Welfare, the SENDCo or the Teenage and Family Worker, who will be able to advise and support them in accessing the right type of support.</p> <p>Parents who need advice and information should use the links listed below:</p> <ul style="list-style-type: none"> • https://councilfordisabledchildren.org.uk • The British Dyslexia Association: www.bdadyslexia.org.uk <p>And for advice specific to Cheshire East:</p> <ul style="list-style-type: none"> • https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/special-educational-needs.aspx • http://www.ceias.cheshireeast.gov.uk/home.aspx 	
When was the above information updated, and when will it be reviewed?	
<p>Updated January 2024 Review date: September 2024</p>	
Where can I find the Cheshire East Local Offer?	
<p>www.cheshireeast.gov.uk/localoffer</p>	
What can I do if I am not happy with a decision or what is happening?	
<p>We seek to work in partnership with parents throughout a student's time with us and would seek to resolve any issues through open and honest dialogue. If you have any concerns, please contact the school so that we can work together towards a solution. Depending on the nature of the query, you may wish to speak to any of the following: form tutor, subject teacher, Year Director of Learning, Subject Director of Learning, SENDCo, or the Senior Leadership Team Link.</p>	

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Additional Information

In the unlikely event that an issue needs further enquiry, a meeting with the Deputy Head Teacher, and subsequently the Head Teacher, may be sought. The Poynton High School Complaints Procedure, found on the school website, outlines the process which would be followed.

Parents may wish to consult the SEND Code of Practice, which can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Cheshire East Toolkit for Special Educational Needs and Disability (SEND) is aimed at all education providers and settings supporting Cheshire East children and young people aged 0-25 years:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>