

Sir Tom Finney Community High School (STFCH)

SEN Information Report: Updated Autumn 2023

STFCH provides for the following Special Educational Needs and Disabilities (SEND):

We are a generic secondary special school, maintained by the local authority, with a sixth form. Our age range spans 11-19 years. All the students attending will have an Education, Health and Care plan, very occasionally students are placed as an assessment placement. Our students present with a wide range of diverse needs and abilities spanning the continuum of SEND. Including:

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Autistic Spectrum Disorder/Condition inc. Asperger's
- Global Development Delay
- Speech, Language and Communication difficulties
- Various syndromes e.g. Down's, Foetal Alcohol/Drug etc
- Chromosomal disorders
- Emotional and Mental Health Conditions
- Physical Disability
- Sensory impairments – Visual impairment/hearing impairment
- Medical conditions
- Syndrome without a name (SWAN)

Most students present with a combination of the above needs.

Our capacity as recognised by Lancashire County Council (LCC) is 240.

We estimate that we will between 230 -234 students on roll for September 2023; 84 of whom are of sixth form age.

Our vision is:

Sir Tom Finney Community High school
Challenges; Inspires; Empowers and Prepares
OUR learners for adulthood
'Learning and Achieving Together'

BY:

Having an inclusive community that develops the opportunities to release and build upon an individual's personal, social, emotional and academic potential; to enrich their quality of life; in an environment that is safe and secure with a climate that supports, celebrates and values the success, achievements, talents, aspirations and attainments of everyone. Where the challenge of diverse individual learning is met by a responsive curriculum and adaptive teaching to ensure access, engagement, and participation.

UNDERPINNED BY CORE VALUES:

- A commitment to equality and inclusion
- A broad, rich, relevant and stimulating curriculum
- High quality teaching and learning
- Personalisation to account for individual needs
- High aspirations and expectations
- Teamwork
- Flexibility, adaptability and responsibility
- Responding positively to developments in SEND provision

Our prospectus (on the website) gives further detail regarding our breadth of offer in terms of Individual plans and targets, additional key skills and priorities, additional interventions and the structure of the Formal curriculum model for KS3, Upper School (KS4 and post 16) and the Pre-Formal and Semi Formal offer in our SFX department for those learners operating at significantly lower ability ranges traditionally those experiencing PMLD and SLD/challenging ASD in combination with other needs.

STFCH identifies assesses and admits students via:

An initial consultation request from the Local Authority to consider if:

- it is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children in the school or
- the placement would be incompatible with the efficient use of public resources.

If the school responds positively to the consultation a 'Without Prejudice' visit is offered to parents and students as an opportunity for them to make an informed choice as to whether STFCH is the 'right' placement option for them and for the school to meet family and young person.

Once a decision is made by the local authority and parents; then we have flexible transition visits depending upon the individual young person. For prospective September starters we have transition programmes during the previous summer term, for midyear starters, transition arrangements are agreed as part of the admissions process. Further detail regarding admissions can be found in our prospectus; from the school office or via the local authority Inclusion team.

What is the provision for students at STFCH and how is it evaluated inc. assessing and reviewing progress?

All our students attend with an EHCP (very occasionally an assessment place pending EHCP will be sought).

Evaluation of our provision is covered on several levels. At a whole school level, we produce a self-evaluation document, and we monitor and evaluate the school improvement plan targets each term with a summative evaluation annually. In terms of teaching and learning we assess termly currently

using the PIVATS scheme of assessment in the Upper School which is based upon the principles of the P scale national guidance but breaks the P scales down further. In KS3 and SFX departments we use Evidence for Learning as an assessment tool to evidence, monitor and evaluate student progress.

These assessments are further underpinned by internal subject based assessments and other external assessment tools for baselining and for those working at early developmental stages. Nationally recognised accreditation and examination in the Upper School is used as a measure of attainment and achievement including AQA unit Award, Entry Levels and Functional skills. If an individual student has a specific talent and potential, we will deliver individual subject GCSE. Individual progress is recorded termly via a tracking process and reports on individual targets and Individual Educational Plans and are discussed with parents bi- annually at Annual Review and parent's evenings.

Our approach to Teaching and Learning, Engagement and Curriculum development is:

To differentiate and adapt all work to match the needs, abilities and aspirations of our students. We organise the school on a departmental basis and have a secondary school model, with specialist teaching rooms for specialist subjects. All teachers have a subject co-ordination responsibility, but may teach a range of subjects. Students register within department based pastoral groups which are also used for subject delivery. The groupings are across key stage. Group numbers and Class sizes vary depending upon ability ranges year on year; with a teacher and teaching assistant staff numbers depending upon needs of group and ability of students. There is a three-tier whole school model to support different groups of ability and needs:

- The formal curriculum which mirrors a mainstream model in terms of subjects delivered and is for those working towards mastery standards.
- The semi-formal which is a combination of subject based and creative play-based delivery for students working traditionally between P-scales, P4 and P8 generally associated with young people who display complex ASD or severe learning challenges (SLD)
- The Experiential which is for students working traditionally between P-Scales, P1 and P3 and generally associated with PMLD students.

We engage the students as much as possible in their own learning for them to understand what it is they also need to do to make progress. Staff are very much aware of student starting points and the targets they are aiming for. As students' progress into KS4 and post 16 there are option choices to compliment

the statutory subjects and work is accredited where relevant. Vocational, enterprise and work related education and Careers is included and we offer work experience and independent travel support. Across the school, life –skills, independence and choice making is embedded into the work we do; covering social well-being, emotional resilience and behavioural and communication needs. All working towards preparation for adulthood and next steps.

The school moved into refurbished and new build premises, summer 2015, affording us a wide range of facilities including a hydrotherapy pool, hair and beauty salon, and full-size sports hall, performing arts hall and specialist facilities for science, design and food technology and art. We have an in built ‘flat’ and both immersive and traditional sensory rooms. We have a continuum of support for challenging and crisis behaviours ranging from quiet areas in classrooms to individual work stations to counselling support and safe space soft rooms. The learning resource hub incorporates the library and is open plan and central to the school as an additional resource to support reading within teaching and learning and for pleasure. We have further developed additional space for music and media and the external grounds with an outdoor ‘gym’; separately fenced multi use games area, and poly tunnel and greenhouse to support horticulture activities. The access around the building is safeguarded via an electronic entry and ‘fob’ system and the whole of the grounds area is fenced.

From September 2022 the upper floor was refurbished and allowed further development of the 14-19 curriculum offer with an additional IT suite and Life skills/Food Health and Hygiene facility, classroom spaces, additional safe space, sensory room and therapy provision facilities.

The building is a ‘flexible’ space to ensure physical, emotional and sensory needs are met, specific rooms have ceiling hoists and mobile hoists are available. There are rise and fall equipment and furniture and adapted seating. Corridors are wide and classrooms spacious. Hearing loop systems are available, and signs have Braille options.

Resources ensure all students can be included in activities across the school day and beyond in club or extended school activity.

In addition to our own expertise, we also work closely with speech, physio and occ. health therapists; the Nursing teams and hospital paediatric consultants - (there is health/nursing cover in school and the consultants hold clinics in school). We also work closely with social care, the police, attendance and other services as required.

Equipment and facilities to assist our students include:

A refurbished and new build premises and grounds, with large classrooms, wide corridors, acoustic friendly flooring, big windows and daylight lighting. TEACH department has access to hygiene facilities as well as traditional toilets and disabled toilet access. Each dept. has equipment store areas aiming to maintain freedom of movement on corridors. Classrooms are larger than the required standard and hoisting facilities are available in assigned rooms. The facilities include specific subject rooms for specialist subjects- science, art, food and design technology, performing arts and drama, sports and leisure including sports hall and gym. It has additional vocational facilities for horticulture and hair and beauty. We have a life skills flat and our IT capability is modern and maintained to remain up to date with three full ICT suites and access to full class laptop and iPad trolleys. The building is Wi-Fi connected and network linked throughout. Each classroom and teaching area has a smartboard and in addition each classroom, has its own class iPad. Software available supports a variety of apps and computer technologies to support learning Inc. specialised equipment and software for visual impairment, physical disability and hearing impairment accessibility. The building is safe and secure with 'fobbed' access to all external doors and the entrance and egress to the main school part of the building.

Adapted seating and rise and fall equipment in classrooms and specialist rooms support access and inclusion in all activities. Classrooms allow space for small group and individual work. We have an immersive light and sound room and traditional sensory room. We have access to behaviour support rooms such as 'Safe spaces', individual study carrels, a contemplation –counselling and thoughtfulness space as well as the central learning hub area that also includes the library. The sports facilities boast a full size sports hall, a gym and hydrotherapy pool. It is a fully accessible building across the whole of ground floor and has lifts and staircases to the first-floor classrooms and facilities including a meeting rooms, conference and staff work rooms.

Involving parents at STFCH

To ensure parental involvement arrangements begin prior to admission with offering without prejudice visits to school on as many occasions as necessary to help with decision making about placement. Once decisions are made then we have a transition programme that includes parents meetings. Once admitted parents are involved via:

- Home school communication diaries
- IEP targets sent home for comment

- Annual reviews of EHCP's
- Parent meetings
- Survey/questionnaire
- A range of events and activities to support charities
- School events – Bingo, talent night etc
- Leavers Prom celebration and party
- Performances across the year from the choir, band, performance group
- Parental representation on the Governing body
- Individual volunteering
- Collaborative working on behaviour therapies
- Letters/newsletters
- Information advice and guidance event
- Online communication via class based system – DOJO app. And Facebook

Plus on a daily basis there is contact via telephone, letters and notes to and from home

Complaints procedures

Are clearly indicated in our prospectus published on the website with hard copy format available from the office on request.

Involving our students in consulting about their education and transition arrangements

As an inclusive setting all our students are treated within an ethos of equality, dignity and respect. We aim to personalise the curriculum in such a way to meet aspirations and talents as well as needs. We include individual students in discussion (where possible/appropriate) in their learning both for targets and in what to do next to make progress. We include students in their annual reviews. The student council meet regularly and agenda items are followed up and actioned based upon their views.

Our transitional arrangements and curriculum breadth through school also allow for consultation and choice making and is supported via information advice and guidance discussions with support from both school and the LCC support and transitions services.

Transition between classes and departments or into other educational establishments are supported by information sharing, taster sessions and professional guidance.

Transition arrangements for those joining the school at Y7 include taster sessions in school during the summer term prior to joining, as individuals or within group sessions to enable prospective students to familiarise themselves with the school, its, routines and rules, with staff and with each other.

Our staffing expertise and working with other professional organisations

Our full staffing structure is available via the school website, prospectus and staff handbook. It consists of senior leadership team, heads of department, teachers with a co-ordination of subject responsibility, higher level teaching assistants, teaching assistants with additional responsibilities, general teaching assistants and welfare staff. Alongside an administrative team, IT network team and premises team.

Our expertise includes those specialising in Autism, Multi-sensory needs, hearing impairment/visual impairment and signing, behaviour support, assessment, transition, hydrotherapy, performance and performing arts, music and other subject specialisms.

We can also buy into specific additional services such as counselling, and HI/VI.

We work closely and collaboratively with health and social care professionals and the health authority provides speech and language, physiotherapy and occupational therapy support to school with programmes and assessment for individual students.

School works closely with local mainstream schools and wider afield with other special schools and is part of two teaching alliances, one that covers the Preston district and the other which covers the special schools network. We access the local colleges for taster sessions and vocational opportunities with external providers and local businesses and larger organisations for work experience.

Accessing the Local Offer

The Local Authority Local offer can be accessed via the website: www.lancashire.gov.uk/SEND