

Pennine View School

Brief description of the school

Pennine View School is a community, co-educational day school for children aged 7-16 years with moderate learning difficulties and associated special educational needs. The school is maintained by Doncaster Local Authority. All our pupils have Statements of Special Educational Needs or an Education, Health and Care Plan and are placed here by the Local Authority.

Our vision is to provide a safe, secure and happy environment for everyone; a place where pupils will achieve their fullest potential, so that they are prepared for their future and valued as individuals; a place where everyone feels valued and welcome.

We believe that the following are vital to achieving this:

- *A child centred and inclusive approach to all we do*
- *An engaging and relevant curriculum*
- *Consistency, structure and fairness*
- *Individualised and flexible practices*
- *Challenging, inspiring and exciting approaches to learning*
- *Creative, fun and innovative teaching methods*
- *A focus on developing social skills*
- *An environment where everyone feels valued and listened to*

We are very proud of our school and our pupils and hope that you find this website useful and informative. Pre-arranged visits to the school are always welcome.

How we identify if your child's special educational needs (SEN) have changed

All students take part in their Person Centred Review and are encouraged to express their thoughts and ideas with regard to the progress that they have made and to their wishes and ambitions for the future.

A wide range of staff with a variety of roles in school are available to support all students in both their education and wider lives, these include form tutors, learning mentors, pastoral care staff, senior managers, teaching assistants, careers advisors, school nurses etc.

We regularly seek the opinions and thoughts of the students as to many aspects of school life including the content of the curriculum offered, the rewards and sanctions used in school, optional lessons and the physical environment we work in.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Pennine View School encourages parents and carers to play a full and active role in the education of their children. We operate an "Open Door" policy in order for parents and carers to discuss any concerns they may have as regards their children's education. We encourage parents and carers to make appointments with school in advance in order to ensure the relevant members of staff are available to discuss any issues or concerns they may have.

All students have an annual Person Centred Review, it is vital that parents and carers attend these reviews to discuss progress and to plan for the future.

We hold an "Open Evening" in school every Autumn term and a parent consultation evening every Summer term in order to discuss annual pupil reports that have been sent to parents.

How we will involve your child in the planning and review of their support

All students are fully involved in planning and reviewing their educational provision. Every student contributes towards the writing of their One Page Profile which is regularly updated to accurately reflect of the individual student. One Page Profiles are an essential element of every annual review. All students are encouraged to take an active role in their own Person Centred review (PCR) which takes place at least annually. Family members are asked to help in compiling a Family Profile which is also reviewed and updated on a regular basis, this document also forms an essential part of the PCR process.

How we provide additional support if your child has social and communication needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At Pennine View we work with a wide range of fellow professionals and agencies to ensure that each child has the support that they require in order to maximise their learning experiences in school.

We ensure that we:

- Check on the progress of your child and identify, plan and deliver any additional help your child may need. This could be targeted work or additional support.
- Personalise teaching and learning experiences for your child as identified on the school's provision map.
- Regularly review the level of support that TAs provide for your child to ensure that we are promoting an appropriate level independence.
- Ensure that you are involved in supporting your child's learning through regular communication between home and school.

How we provide additional support if your child has physical, sensory and/or medical needs

We recognise that although Pennine View is a special school that some children may have needs in addition to those of the rest of the schools population of learners. In such cases the school will comply with its duties under the Equality Act 2010 in supporting its learners to access the full range of educational activities offered to all pupils.

How we provide help to support your child's emotional health and well being

Pennine View School has an established Student Support Team (SST) which is comprised of Pastoral Care workers, Learning Mentors, Outreach workers and Higher Level Teaching Assistants. Members of this team work with both students and their families in order to promote social skills, listen to the views of the students and to ensure maximum engagement in education by both students and families.

The school has a robust anti bullying policy which is reviewed on an annual basis. Incidents of bullying are recorded on the Child Protection Online Management System (CPOMS). This allows school leaders to categorise bullying incidents, report to governors and to put in place measures to address any issues arising.

Representatives from each class work together on the Student Council. They discuss a range of issues and make suggestions as to how to develop a variety of aspects of the school ranging from lunchtime routines to equipment purchased by the school.

How we promote developing independence

At Pennine View we place a great deal of emphasis on the promotion of independence in each and every one of our learners. This is reflected in the curriculum which includes residential visits, independent travel training and PSHCE lessons. In addition to this small groups and individual pupils benefit from bespoke interventions aimed at developing self-esteem and independence. Such interventions include shopping excursions, planning and cooking meals within a budget and learning how to run a home.

How we measure and review your child's progress against their targets and longer term outcomes

The school uses a range of systems for both assessing and recording the progress made by students, these include CASPA and B Squared. Parental consultation evenings and annual reviews are used to discuss pupil progress with carers and we encourage parents and carers to contact school to discuss any issues arising.

Annual reviews are run using the Person Centred Review (PCR) model. Students play a full and active role in reviewing their own progress during these meetings and the input of parents and carers is also vital in planning for the future.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Students at Pennine View follow a modified curriculum aimed at meeting the needs of pupils working significantly below the levels of their peers in mainstream educational settings. We focus on developing a wide range of transferable skills including literacy, numeracy and social skills. Emphasis is placed on learning through experience and resources are allocated to enable this to take place e.g. wide range of educational visits. As students move through the school they are encouraged to work with increased levels of independence and are expected to take more responsibility for their own learning in all areas both academically and socially.

How we include children with SEND in the life of our school

All learners at Pennine View School have either a Statement of Special Educational Needs and/or an Education, Health & Care Plan.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All staff at Pennine View School are Team Teach trained and the majority of staff have had first aid training. As the needs of the students change staff regularly update and expand their knowledge base through attending training courses, liaising with other special schools and by maintaining good working relationships with mainstream schools. All staff receive Safeguarding training updates at least every two years and a further seven members of staff are trained up to level three in Safeguarding.

All teachers have an area of responsibility and attend courses in order to refresh, update and expand their knowledge. Curriculum leaders liaise with their counterparts in other special schools in order to broaden their knowledge and share best practice

External support and expertise we can call upon to help us to meet children's needs

Pennine View School both accesses and provides a wide range of services. The following is a list of some of the services that have been accessed in the past. This list is not exhaustive as additional services are accessed as and when required.

These are just some of the services that may become involved when a need has been identified.

- Outreach from school to other schools/agencies
- School nurse
- Careers Advisors
- Educational Psychologists
- Occupational Therapists
- Hearing Impaired Team
- Visually Impaired Team
- Children in Care virtual school team
- Social Care
- CAMHS
- Physiotherapists
- Dieticians

How we prepare children to join our school

Before starting at Pennine View it is hoped that all students will be given the opportunity to take part in a transition process led by members of the student support team. This will enable students to meet key members of staff and familiarise themselves with the school building and daily routines.

Members of staff from Key Stages 2, 3 and 4 work closely and share information to ensure that students make an effective transition between Key Stages.

How we prepare children to move on from our school

In Key Stage 4 students are fully involved in planning for their future. They receive careers advice from external advisors and are given the opportunity to take part in college taster sessions, work experience and careers awareness events. Students

in Key Stage 4 are given support to attend college interviews and placements, this may include support to travel independently to and from specific locations.

How we deploy our resources to meet the needs of children with SEN

The head teacher is responsible for the management of the resourcing for special needs provision within the school. She works closely with the senior leadership team, teachers, support staff and school governors to ensure that resources are used effectively to meet the needs of the learners. Individual subject coordinators are responsible for auditing resources and planning for future needs. Annual reports from all subject coordinators form an integral part of the school development plan each year.

Contacts for more information

Head teacher / Prinicpal: Mrs J Barker Carr

Chair of Governing Body: Ms J. Duffy

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Website: <http://pennineviewschool.org.uk/>

SEND Policies and SEN Information Report link(s):

A comprehensive list of school policies and procedures along with a school prospectus can be found on the school website.

<http://pennineviewschool.org.uk/>