



Pioneer House
HIGH SCHOOL

SEND REPORT 2018 PIONEER HOUSE



SEND Report

About the school

Pioneer House High School caters for 100 pupils Y7 – Y14. It has a unique focus in preparing pupils to become independent and productive young adults. Through carefully structured programmes, curriculum and work placements Pioneer House supports students to develop independence and employability skills so that they are well prepared for their next destination - whether that is college, internship or apprenticeship. Pupils should have the capacity to become independent travellers during their time at Pioneer House and will have the potential to progress on to supported or independent employment/internships/apprenticeships or college.

All pupils at Pioneer House have an EHC plan. They experience a significant learning difficulty and are working between P scale 8 and typical Year 2 outcomes in Year 7.

Curriculum and teaching and learning

“The school’s ambitious and determined head teacher ensures that all the staff have the highest expectations of students and the impact of her work has been transforming. She has led a relentless pursuit in achieving a clear shared vision at a swift pace. The school has good capacity to achieve this vision”. **Quality Assurance Report 2018**

The curriculum includes an emphasis on Enterprise, Employability and Independence, whilst also providing a broad, balanced and meaningful curriculum across all key stages. In all key stages there is a strong focus on practical skills. The curriculum is structured to equip young people with a significant learning need with the skills to realise their potential:

- To be as independent as possible in adulthood;
- To enjoy meaningful and fulfilling employment;
- To be active participants and contributors within their local community;
- To exercise and enjoy self-advocacy and have the skills to make responsible, meaningful choices about their lives.

Pioneer House provides a rich learning experience for all pupils which encourages a love of learning and enables them to make progress by acquiring the skills,

knowledge and understanding needed to meet the challenges of the 21st century and to enter the work of work.

We do this through:

- A stimulating, challenging, engaging and inclusive learning environment;
- Appropriate teaching and learning strategies, well suited to the learning needs of the pupils;
- Individualised, appropriate learning opportunities;
- Support for pupils to make informed choices and decisions in both the school and workplace and throughout their lives;
- Varied and engaging enrichment opportunities so that our young people can engage with leisure, cultural and sporting activities and events in the local community and the wider city;
- A whole school work ethic which encourages pupils to be immersed in a task orientated culture from the beginning, building their expectations and understanding of the world of work.

The diversification of the curriculum ensures that the needs of all students are met and each student is equipped and prepared for success in the future, with the appropriate skills to be an effective citizen in modern Britain.

The school's unique selling point is that it offers a strong focus on applied learning; as the students move through the school they follow courses in catering, hospitality and land-based studies. Students have the opportunity to follow their own interests through simulated and real life work experience. We are constantly developing effective and strong links with local businesses.

The Pioneer House High School curriculum takes a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time to allow leavers to meet the complexities of the workplace with confidence and competence.

- **Core curriculum areas** of Maths, English, Computing and Healthy Lifestyles form a key component throughout the curriculum. Opportunities to develop literacy and numeracy skills with an emphasis on applying them in a functional way to real world working (banking, budgeting, CV writing, form filling etc.) are a central part of the curriculum.
- A learning-focused, **thematic curriculum** provides a structured approach to foundation subject and Science delivery in KS3 and 4, ensuring that pupils can make connections between their learning and their real life experiences.
- Our **Healthy Lifestyles** curriculum supports pupils to make responsible, informed choices in school, at home, the community and in the

workplace, developing independence skills to equip students for life beyond school.

- Our **Enterprise and Employability Curriculum** has strong focus on business, enterprise and on developing employability skills. The curriculum is underpinned by a qualifications framework which helps young people to have a pathway that leads into work. This is integrated with our careers education and guidance programme.
- Our **Young Citizen** curriculum supports students to be active citizens within their community, preparing them for fulfilling and productive lives as young adults and beyond.
- The **Enrichment Curriculum** supports pupils to understand and access the rich leisure, sporting and cultural opportunities available within the city, providing the skills, knowledge and understanding to apply their developing independence skills.

Careful timetabling, individual route-mapping and the compiling of personal portfolios ensures that these key components work together to meet individual pupil's needs.

School Structure

The School has three departments: Key Stage 3, Key Stage 4 and the Sixth Form (Key Stage 5). Key Stage 3 caters for students in Y7 – Y9 (11 – 14yrs), Key Stage 4 caters for students in Y10 & Y11 (14 – 16yrs) and the Sixth form caters for students aged 16 – 19 years.

Students are organised in groups according to age for registration, lunchtime activities, tutor periods and daily collective act of worship. The teacher and teaching assistants within the tutor group have a clearly defined pastoral role focussing on the social and emotional aspects of learning. After daily registration, students join their teaching groups to access the taught curriculum providing differentiated, personalised learning and teaching strategies appropriate to the individual student's needs.

Independent Learner Groups: here students access the curriculum with a degree of independence, with carefully targeted support as required. Students may be grouped according to ability for some subjects within their key stage.

Structured Learner Groups: these meet the needs of students with Autistic Spectrum Conditions and social communication difficulties who require low distraction work areas, visual supports for learning and communication and structured teaching approaches.

School terms and closure dates within KS3 and KS4 will reflect those of the Trust and other local schools, supporting families that have a number of children in school; in Manchester this is currently based on a three-term year. Training days for staff will be published annually in advance to enable families to plan for these occasions.

“The quality of teaching at Pioneer House has strengthened significantly over the past two years ...to become outstanding. The QA observed highly differentiated lessons and teaching and learning, which is highly responsive to the individual needs of students. Staff are relentless in their drive to strengthen, develop and improve what they do in order to improve students’ outcomes. The level of students’ engagement and involvement with their learning in lessons has greatly increased over the year.” **Quality Assurance Report 2018**

Please also read the School’s SEND policy.

Education Health Care Plans.

From 1 September 2014, Education, Health and Care (EHC) plans replaced Statements of Special Educational Needs (SEN). The purpose of the Education, Health and Care plan is to identify needs across education, health and social care and the desired outcomes and provision needed to enable these to be met. The person centred reviews are all about the child’s life and they encourage decisions to be made with the family and child rather than made for them. They involve all parties that are working with the family/child and they ensure the voice of the family/child is captured and heard. Parents reported how valuable the EHCP process is for them and their pupils’. They felt valued, listened to and respected throughout the process. Further information on Education health Care Plans can be found in the SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Educational Health Care Plan meetings.

Parents and carer’s are invited via letter to a EHCP review early on in the academic year. A one page profile is included and home is requested to add any further information regarding their child. This ensures parents’ and carers’ are prepared and informed prior to the meeting, giving them a greater voice. All professionals working with the child will be invited to the annual review. If they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting. Pupils’ will be invited to join the review. The needs of Looked after pupils’ within our school are catered for in line with all other pupils. There is a designated member of staff who ensures all multi agency professionals, parents and carers, and fostering agencies are invited to the PEP, LAC and EHCP meetings.

In addition, parents and carers are invited in to school on a termly basis to discuss their child’s EHC plan and progress they are making towards achieving their statement objectives. Learning outcomes are reviewed and reset for the forthcoming year together with a member of the senior leadership team and class tutor.

Keeping our pupils’ safe

All staff are training in all areas of safeguarding in line with the KCSIE updated documents. Risk assessments are planned for very specific reasons to keep pupils’ safe they include:

Individual Pupil Risk Assessments for Behaviour, Individual Pupil Risk Assessments for Moving and Handling and other Health Care Plans, Curriculum Risk Assessments where necessary, Risk Assessments for Offsite Educational Visits.

Disclosure and Barring Checks are carried out on all staff appointed to the school. Risk assessments for the school premises are carried out regularly including fire safety, moving and handling, electrical supply etc. Risk assessments are carried out in accordance with statutory requirements and in line with school policies on a regular basis; the school also carries out dynamic risk assessments to meet changing needs. Staff are trained in accordance with their roles and responsibilities across the school, to be able to carry out assessments of risk and plan to reduce and manage the risk; staff with key responsibilities are named in respective policies.

Many of the pupils attending Pioneer House arrive on home to school transport, managed by the local authority. There are procedures in place for all staff to receive the pupils' off the vehicles in the morning and to return them to their vehicles in the afternoon.

Some pupils are assessed as being competent independent travellers, pupils working towards competency are offered travel training by the Travel Coordination Unit. Other pupils are brought to school by parents and carers, an Early Birds club offers a safe and welcoming place for pupils who arrive at school before the pupil start time of 8.45am. On arriving and leaving school pupils are checked in by a member of SLT or the teaching team.

Pupils' are registered in classes in line with the schools attendance policy and first day absence calls are made to parents when reasons for absences are not known. At the end of the school day pupils' leave the premises in a managed safe and controlled way. Parents/carers collecting pupils' wait in the cafe area.

Parking areas are provided for pick up and drop offs. Parents, carers, contractors and visitors are welcome to park within the school grounds. There are clearly marked parking bays for disabled badge holders, taxis and private cars. The vehicles entering and leaving the premises with pupils' are managed in a safe way.

Supervision of pupils' during breaks and lunchtimes

Break time arrangements are managed by teachers and support staff in each class according to pupil needs; pupils are supervised throughout this time. During lunchtimes we have a team of lunchtime organisers who join class teams to ensure there is a smooth transition between the morning and afternoon teaching times; ensuring the pupils' eat their lunches, have some recreation time and return to their class ready to learn in the afternoon.

Arrangements are made depending on pupils' individual needs and class need.

Promoting Good Behaviour

At Pioneer House we stress the positive achievements of students and value the contributions that all pupils make to the life of their School. Good discipline is an essential pre-requisite for good learning. No matter the extent or nature of challenging behaviour, it is a barrier to learning and teaching for the individual concerned and for their peers. We believe that each child has a right to the best education which can be provided in a partnership between their school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. A key factor in achieving this good learning environment is ensuring that all students are given the support to develop appropriate behaviour for learning. Every child is therefore asked to conform to a code of conduct in school and parents are kept closely informed so that they can support the systems in use.

Help for families

During the EHCP meeting, and at any other formal and informal meetings and discussions, staff within school will help parents and carers with anything they request support for, including transport forms. If parents and carers wish to receive some support in completing forms, they should contact the school office who will then in turn request support from the teacher or a member of the leadership team. Relevant paperwork will be completed in conjunction with parents and carers.

We will support families with the use of social stories, individual reward systems, bespoke lessons and activities around good behaviour; and ongoing communication with the families. Parents are welcome to contact school in relation to any support or advice they may need. Parent/carers will be signposted to relevant advice and support when requested.

The school works closely with pupils' families and social care, complex families and family intervention support staff where there are safeguarding or child protection concerns. Families will be signposted to appropriate service and support including assessments for short breaks.

Induction and Transition Arrangements

For students with significant learning disabilities effective transition is a key to successful access to learning. Carefully structured transitions are planned into, within and subsequently beyond school. The annual review process forms an important structure within the transition process before pupils arrive at school and as they progress through. Transition planning in Y7, 9 and 11 is carefully structured to support pupils as they transition to their adult life.

Transition from Y6 to Y7

Student needs are carefully considered to ensure that Pioneer House High School can indeed provide the right educational environment to meet individual student needs. EHC Plans inform admissions (taking in to account both prior levels of attainment and additional needs). Meetings with parents, visits to pupils in their

current schools and discussions with current school staff and other professionals all provide valuable information to support appropriate placement.

Once it has been agreed that the school can provide the right educational experience for an individual, a transition programme is put in place in the Summer Term to allow a number of supported visits to Pioneer House High School, over a period of weeks, and where possible supported by staff from the current school. Transition is supported by printed and digital resources, summer school transition visits and personalised materials to allow familiarisation with the school before arrival and admission.

Transition within school

It is equally important that student needs at the time of transition between Key Stages are taken into account. As a student progresses through the school the balance of time allocated to vocational curriculum elements is enhanced considerably. Starting in KS3, transition planning is an integral part of the Annual Review process, where individual future aspirations are discussed with students, their parents / carers and other professionals. Students are equally supported when they move up from KS4 into the sixth form provision. All sixth form students receive independent careers advice which feeds in to EHC plans to ensure that they have chosen the correct accreditation/options pathways to fulfil their current potential and future aspirations.

Transition from school into the world of work

At Pioneer House High School we aim to ensure that each individual has as much support as possible to achieve their longer term goals and aspirations with regards to employment. Based on realistic careers education in KS3 students begin to consider future possibilities in Key stage 4 and develop these in the Sixth form. Careers education includes opportunities to meet students who have developed successful employment through a range of routes, including post-19 internships.

Those students for whom internships with local employers are a realistic aspiration follow a pre-internship programme to support their transition to work. The school is proactive in establishing links with local employers; independent and supported work experience placements are offered according to the needs and aspirations of pupils and their families. Visits to colleges and work placements both on and off site are programmed in throughout KS5 to ensure that leavers are able to make an informed choice regarding their post 19 destinations.

Extracurricular activities

The school has a lively programme of enrichment activities both within and outside the school day. Pupils access sporting events across the city, visit art galleries and museums, make use of libraries and bookshops and access outdoor leisure destinations such as Chorlton Water Park or Delamere Forest. The school has a programme of after school clubs which we are developing year on year. Pupils will also have the opportunity to attend off-site residential as part of a developing programme in school.

Working together

We believe co-operation and discussion between parents and staff is essential, and that establishing an effective partnership between home and school will give each student the maximum opportunity for development.

All pupils' will have a diary, which is usually completed on a daily basis at school by the pupil. The weekly timetable is included in the diary. The diary can also be used by parents and carers to communicate with the class tutor. A newsletter is sent home to parents on a regular basis over the year. This contains information about forthcoming events together with contributions from the pupils.

There are many events in school during the year, to which parents are invited. Staff and pupils work hard to prepare for these occasions and an audience is always appreciated.

Parents are always welcome to visit the school at any time. Parents' are asked to telephone school beforehand to make an appointment if they wish to see someone in particular.

As a pupil enters school, they (if appropriate) and their parents are made aware of the home/school contract. This states clearly what is expected from school and home:

The School will:

- Welcome, value and support our pupils through school and as they make the transition to the world beyond school
- Provide an environment, a curriculum and opportunities which enable pupils achieve their targets and their potential, with particular focus on preparation for adult life
- Expect and reward high standards of conduct, effort, and attendance – attributes which will be important in the world beyond school
- Care for the wellbeing and safety of pupils by following its policies which include those on bullying and safeguarding
- Be open and welcoming to all parents and carers, encouraging them to be involved in the life of the school and informing them about school matters and the progress of their pupils'
- Involve those agencies which can support pupils and their parents through the period of transition to the world of work, training and further education

Parent/carers will try their best to:

- See that my child attends school, when medically fit, and on time wearing appropriate uniform/clothing, and provide PE kit and necessary equipment
- Communicate to school directly when my child is absent

- Support the school's policy on conduct and rules in school or activities beyond school such as work experience or after school events
- Support my child in home learning as well as in tasks in the community and work with school to achieve the targets agreed at your child's annual EHC Review
- Let the school know of any problems or concerns that may affect my child's work or behaviour
- Attend Parents Evenings and Annual Review Meetings and well as support the transition of my child to the world beyond school
- Ensure that I can be contacted at all times during the school day

School Council.

A school council is being established from September 2018 with support from both staff and pupils. It is the intension that this will be made up of pupil representatives from each class although innovative ways of developing the council are being considered.

We want pupils to be fully involved in school life and to help make important decisions such as how funds are raised and spent, to taking part in staff recruitment. This is an important aspect of student voice within the school.

Complaints procedure - a detailed complaints policy is available on the school website.

Policy Information and Review

Policy review dates (frequency of review: every 3 years)

Date	Changes made	By whom
September 2018	Policy updated/reviewed	Headteacher/SLT