



SEND Information Report 2021-2022

MAKING A POSITIVE DIFFERENCE TODAY FOR A BETTER TOMORROW

At Prenton High School, our vision for students with special educational needs and disabilities is the same as for all students: we believe in *making a difference* so that all students are encouraged and inspired to be the very best that they can be.

What types of SEN do we provide for?

Prenton High School welcomes all students and provides for a range of identified needs including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

Children are identified as having special educational needs (SEND) when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability, which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Code of Practice 2015).

At Prenton we keep registers of students who have special educational needs and disabilities (SEND) and additional needs. Students with significantly greater difficulty in learning than the majority of others of the same age are recorded on the SEND Register. The Additional Needs Register is for students who can access the mainstream curriculum but have an additional need.

How do we identify and assess students with SEN?

Many students with SEN will have had formal assessments or diagnoses at primary school. Through our transition process, we ensure all relevant information is passed on from our feeder schools so we are fully aware of students' needs before they come to Prenton.

We will also carry out a detailed individual assessment of each student at the earliest opportunity to make an accurate assessment of their needs including:

- Reading and spelling standardised assessment
- Baseline English and Maths assessment
- Cognitive Abilities Tests (CAT4)

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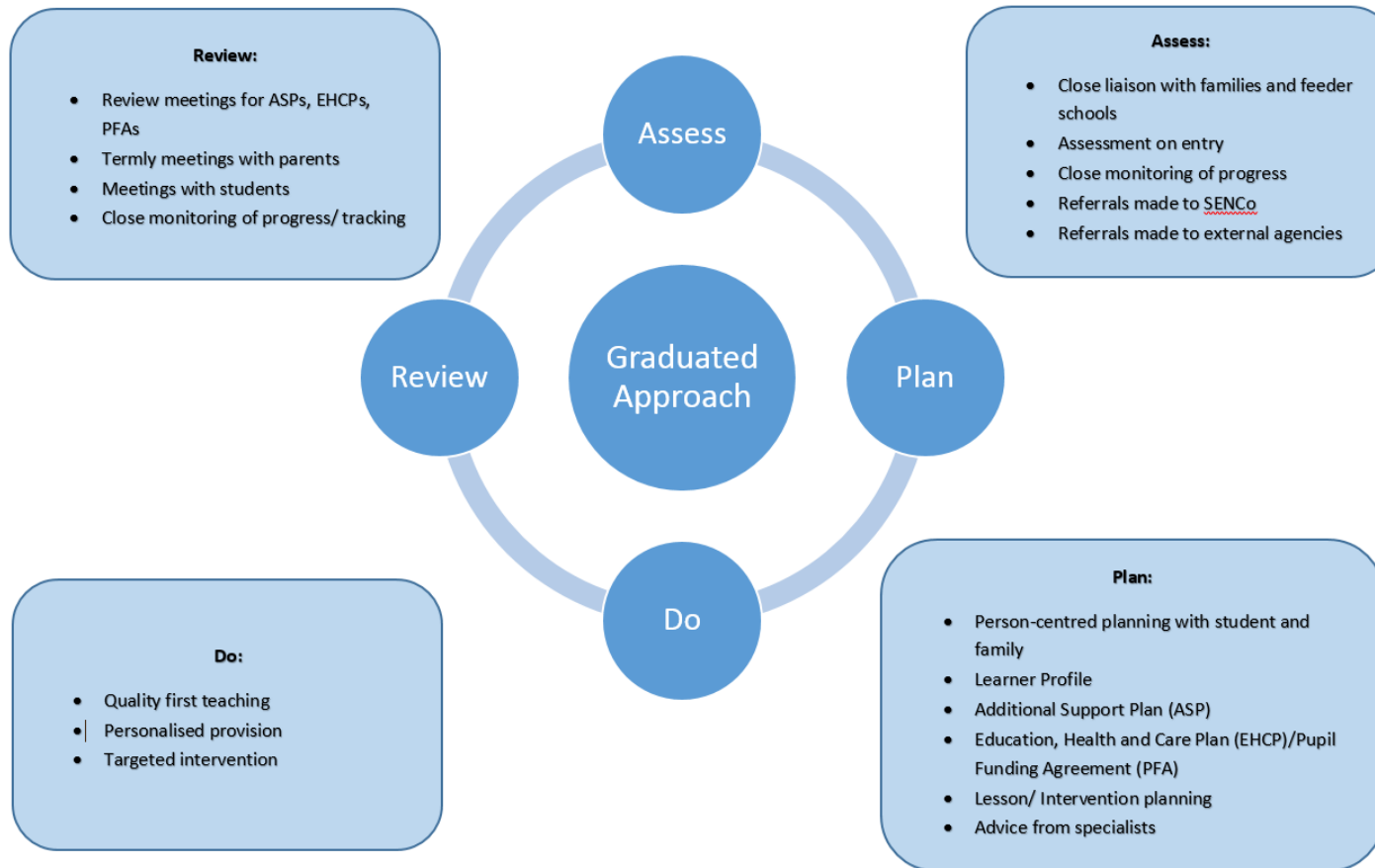
For some students, their needs may be assessed further through, for example:

- Observation by Head of Learning Support (SENCO) or other specialist
- Specialised testing, e.g. dyslexia assessment
- Referral to external agencies such as SENAAT (Special Educational Needs Assessment and Advisory Team) or Educational Psychologist

Our class teachers and Progress Leaders closely monitor the progress and attainment of all students, including those who have or may have SEN. The continuous monitoring of students during their time at Prenton will further identify students with a special educational need. Any member of staff can make a referral to the Head of Learning Support (SENCO) to ensure students' needs are identified and supported (Appendix 1).

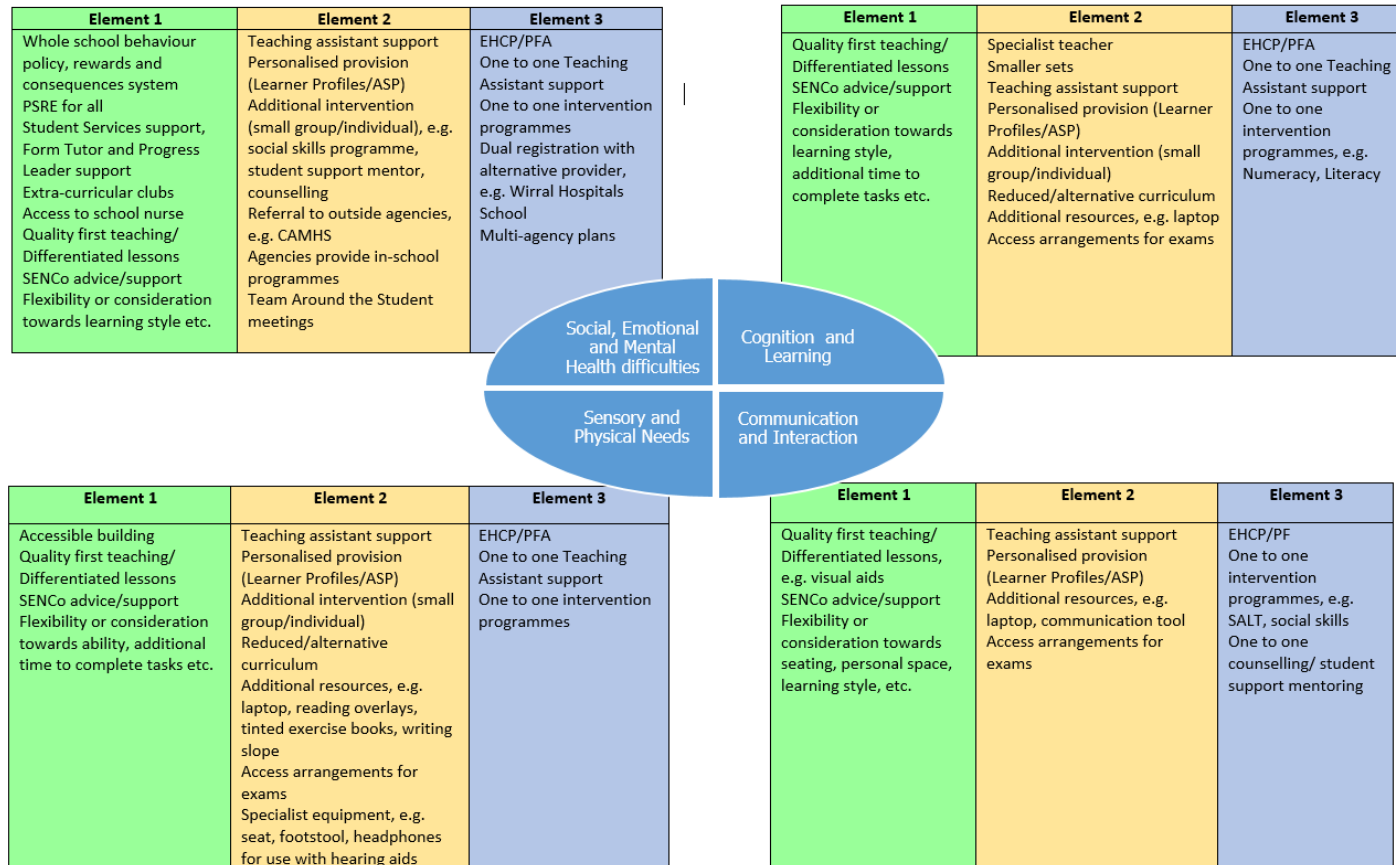
In line with the SEND Code of Practice (2014), we follow a staged and graduated approach to identifying and assessing needs using the 'Assess, Plan, Do, Review' model (Assess a student's special educational needs; Plan the provision to meet the student's aspirations and agreed outcomes;

Do - put the provision in place to meet those outcomes; Review the support and progress)



What is our approach to teaching students with SEN?

At Prenton High School, we are committed to delivering high quality teaching that is differentiated and personalised to meet the needs of all students. Teachers plan for students with special educational needs with support from the SENCo and Learning Support Team, who use person-centred practices (focusing on the students' and their families' views and aspirations for short and long-term success) to write Learner Profiles (Appendix 2). Students' Learner Profiles give staff an overview of students' strengths as well as needs and guidance on how best to support them in school. The school ensures all students' needs are met using Element 1 funding (for all students), Element 2 funding (for students with special educational needs) and Element 3 funding (for students with high needs):



	<p>There are eight experienced teaching assistants in school, who support students in class, in small groups and individually. They have a wide range of specialist knowledge on how to support students with learning difficulties including, dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, language difficulties, Autistic Spectrum Conditions, ADHD, and English as an Additional Language. The teaching assistants are committed to offering high quality support in lessons. They work in collaboration with the teachers to support students' learning, primarily supporting students who have special educational needs or disabilities (see Appendix 3 for more information).</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he be contacted?</p>	<p>Mr. James Morris Head of Learning Support (SENCo) Prenton High School for Girls Hesketh Avenue, Wirral CH42 6RR 0151 644 8113 morrisj@prentonhighschool.co.uk</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>At Prenton, we value highly our relationships with parents and recognise the importance of collaboration between home and school. All students at Prenton will receive a Progress Update Report each term and parents will have the opportunity to meet their daughter's teachers annually to discuss progress.</p> <p>For parents of students on the SEND register, there will be a termly opportunity to meet the SENCO or Assistant SENCO (Mrs Major) to discuss progress and provision. Through these meetings, information will be shared and distributed, for example, Learner Profile, Additional Support Plan, guidance on how to access additional support.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>All students are supported by their form tutor, who will closely monitor each student's well-being. Some students benefit from additional support and this can be offered from:</p> <ul style="list-style-type: none"> • Head of Student Services/ Designated Safeguarding Lead (Mrs Roberts) • Year group Progress Leader • Learning Support Department/ SENCo (Mr Morris)

- Student support mentor
- Family support mentor
- School Counsellor
- Specialist Counsellor
- Attendance officer

All students on the SEN register will have dedicated one to one time with the department's Higher Level Teaching Assistant to contribute to their Learner Profile. (Mrs Kearns). They also have the opportunity to discuss their special needs and provision in school, and voice any concerns they may have.

What specialist services and expertise are available at or accessed by the school?

The Learning Support Department supports students who have any kind of additional learning or health need. The SENCo works closely with a wide range of professionals and agencies to ensure students are well-supported, including:

Wirral Educational Psychology Service

Special Educational Needs and Advisory Team (SENAAT)

Speech and Language Therapy Service

Health Professionals

. ADHD Foundation

Wirral Autism and Social Communication Team

Hearing and Vision Support Teams

Child and Adolescent Mental Health Services

Wirral Hospitals' School

	<p>Parents can also find additional information about specialist services through Wirral's Local Offer www.localofferwirral.org and through our school website's 'About Us', "SEND" section.</p>
<p>What training are the staff supporting children and young people with SEN had or are having?</p>	<p>All staff have had safeguarding training and this is frequently repeated. The Head of Learning Support (SENCo), Mr Morris, provides further guidance for staff on how best to meet the needs of students with SEN. Mr Morris is an experienced SENCO and most members of the Learning Support Department have been trained in the Person Centred Planning approach (focusing on the students' and their families' views and aspirations for short and long-term success). The Learning Support Department have a wide range of specialist knowledge on how to support students with learning difficulties including, dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, language difficulties, hearing impairment, Autistic Spectrum Conditions, ADHD, and English as an Additional Language.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Prenton High School is an inclusive school. We endeavour to ensure all students can access outdoor activities, extra-curricular activities and trips by considering needs on an individual basis.</p> <p>At Prenton High School, we believe in the importance of recognising and developing students' individual strengths, as well as supporting identified needs. We provide many opportunities for extra-curricular provision including a wide range of sports clubs, Prenton Theatre Company, residential trips, Prenton Parliament, Student Senior Leadership Team etc.</p>
<p>How accessible is the school environment?</p>	<p>Prenton High School is a Disability and Discrimination Act (DDA) compliant school, which means we cater for disabilities by way of access, fire evacuation and welfare facilities. For further information, contact our Health and Safety Manager, Mrs Sanderson (0151 644 8113 sandersonh@prentonhighschool.co.uk)</p>

How will the school prepare and support my child when joining Prenton High or transferring to a new school?

The Head of Learning Support (SENCo), Mr Morris, will contact each feeder school to meet and gather information about all new students. In addition, Mr Morris will meet students and their families through the school's induction programme. New starters all follow the induction programme, which includes Induction Evening, Induction Day and for some students an enhanced transition programme.

For students with high needs, Mr Morris will work closely with the student and her family to ensure a successful transition to high school. Some students will be chosen for the 'Catch-up' curriculum, based on recommendations and assessment from primary school, assessment on entry and at the request of parents. These students will follow a very similar curriculum to the other students, but will often be taught in a smaller class with teaching assistant support and they will not study a modern foreign language; instead they will have extra literacy lessons.

As part of our commitment to preparing students for adulthood we offer a variety of opportunities to enable students to make positive choices relating to their future. All students follow the Prenton Pathway to Success, which aims to deliver a wide range of activities that inform and prepare students for their future pathways and careers.

All students are supported to find the most appropriate post-16 provision to support their future ambitions. Students with SEND are given additional support to ensure the transition is a success, for example, accompanied visits to colleges, meetings with college tutors.

How will I be involved in discussions about and planning for my child's education?

In addition to meeting with teachers/ SENCo to discuss your daughter's progress and provision, there are also a number of information evenings for parents including, Induction Evening, GCSE Pathways Evening, Welcome to Year 11 etc.

Parents are also given the opportunity to provide feedback to the school through questionnaires and meetings in school. The Head of Learning Support (SENCo) works closely with the SEND governor to actively seek the views of parents to evaluate and develop the school's SEN policy.

**Additional
Information
Sources**



localofferwirral.org



www.prentonhighschool.co.uk

[Prenton High School Complaints Policy](#)

APPENDIX 1: Learning Support Referral Form

Name of Student	
Form	
Person making the referral	
Date of referral	

Area of need	Please tick
Communication and interaction	
Cognition and learning	
Social, mental and emotional health	
Sensory and/or physical	
Brief description of need:	

Details of strategies which have been used with this student within ordinary differentiated provision. Please state the outcome of these strategies.

Outcome sought – What is the desired outcome of the referral?

Please attach any appropriate evidence, e.g. independent writing sample, evidence of differentiation.

Please tick to confirm that you have discussed these concerns with the student and her parents and you have consent to refer the student for further assessment/ support.

Name and
photograph of
student

Guiding You to Success

Strengths: Supporting and encouraging others. She is always willing to persevere and try hard. She is also a talented gymnast!



Importance of relationships

Need to see your face

Calm tone

Literacy tools- Give access to use a reader pen, spell checker, key subject word lists and writing frames.

Use visual aids For example, success criteria checklist

Divulge structure

Ease anxiety

Movement and talk

Embrace strengths

SEND Register: Cognition and Learning (SpLD)/ Social, Emotional and Mental Health (ADHD)

Advice from SALT:

- Encourage me to stay on topic during conversations
- Be clear and use literal language

Advice from ADHD Foundation:

- Break tasks down into chunks
- Allow her to use a fidget aid
- Allow her to take time out
- Build opportunities for movement and talk into lessons

Provision

KS3 catch-up pathway

Literacy intervention 3 times a week.

Access to spell checker and reader pen.

Lexia Intervention (after school)

Fidget aid

APPENDIX 3: In-Class Support – Learning Support Department Offer

The teaching assistants at Prenton High School are committed to offering high quality support in lessons. They work in collaboration with the teachers to support students' learning, primarily supporting students who have special educational needs or disabilities.

Before the lesson

Communication between teacher and teaching assistant (TA) is vital to:

- ensure TA knows in advance the learning intentions of the lesson/focus pupils
- allow the teacher and TA to discuss student progress and next steps
- allow the teacher and TA to discuss any requirements for differentiation (refer to learner profiles)

The outcomes of these discussions will be recorded in TA planners, e.g. activities to prepare, focus pupils, learning intentions.

Lesson Introduction

As students enter the classroom, the TA will support the teacher to:

- meet and greet students
- ensure students have the necessary equipment/resources ready, e.g. glasses, pen, overlay, sloping board
- notice any concerns as students arrive, e.g. notice body language, behaviour, and use this in collaboration with the learner profiles to inform support offered in the lesson

When the teacher is talking to the class, the TA can offer the following support (this will need to be discussed with the teacher to ensure this approach suits their teaching style, and then adjust as necessary):

- *discretely* ensure all students focus their attention on the teacher, e.g. standing near a student, using hand gestures, making eye contact
- make notes for students as the teacher is talking on a small whiteboard/class whiteboard/in their books, to help them remember task instructions or how to spell key vocabulary etc.
- while observing and supporting students as above, the TA will also listen to the teacher to ensure they adopt the same approach and have the same expectations of students as they move into the next part of the lesson

When the teacher asks the class questions and gives students thinking time, the TA will:

- target particular students who would benefit from their support
- encourage students to put their hand up and answer or ask questions
- make note of any difficulties students were having and address this later in the lesson, if appropriate

Independent Learning

When students are learning independently in a lesson, teaching assistants will support them to make progress. Please see mind map below, which summarises the approach taken by teaching assistants at Prenton High School.

TA Support during Independent Learning

When

- As directed by teacher
- Requested by students
- Observation of body language
- Based on assessment

Why

- To further understanding and develop thinking skills
- To help remove barriers to learning
- To give praise and build confidence
- To help develop growth mindsets
- To develop resilience and independent learning
- To develop retention of learning

Who

- SEN register/ Learner Profiles
- As directed by teacher
- Based on assessment

How

Bloom's taxonomy Developing thinking skills Questioning

- Imagine
- Design
- Discuss
- Justify
- Prove
- Decide
- Compare
- Simplify
- Conclude
- Develop
- Solve
- Plan
- Rephrase
- Summarise
- Predict
- Who?
- When?
- What?

Create

Evaluate

Analyse

Apply

Understand

Remember

What

Visual aids



Whiteboard



Pictures



Text books/ worksheets



Mind maps

Appropriate language

Analogies

Prompting

Link to Growth Mindset

Following suggestions in learner profiles

Knowing students/building relationships

Personalised