



PRENTON HIGH SCHOOL FOR GIRLS

Making a positive difference today to achieve a better tomorrow

PRENTON HIGH SCHOOL FOR GIRLS

SEND POLICY

(SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES)

CONTENTS

Aims	3
Legislation and guidance	3
Definitions	3
1 Roles and responsibilities	4
1.1 The SENCO	4
1.2 The SEND governor	4
1.3 The Headteacher	4
1.4 Class Teachers	4
2 SEND information report.....	5
2.1 The type of SEND that are provided for	5
2.2 Identifying students with SEND and assessing their needs	5
2.3 Consulting and involving students and parents	5
2.4 Assessing and reviewing students' progress towards outcomes	6
2.5 Supporting students moving between phases and preparing for adulthood	6
2.6 Our approach to teaching students with SEND	6
2.7 Adaptations to the curriculum and learning environment.....	7
2.8 Additional support for learning	7
2.9 Expertise and training of staff	7
2.10 Securing equipment and facilities	8
2.11 Evaluating the effectiveness of SEND provision	8
2.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEN	8
2.13 Support for improving emotional and social development.....	8
2.14 Working with other agencies	8
2.15 Complaints about SEN provision	9
2.16 Contact details for raising concerns	9
2.17 The local authority local offer	9
3 Monitoring arrangements.....	9
4 Links with other policies and documents	9

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Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for students with special educational needs and/or disabilities. (SEND)

Explain the roles and responsibilities of everyone involved in providing for students with SEND

At Prenton High School for Girls, we believe that all students have the right to access a broad, balanced and relevant curriculum. We aim to support staff in ensuring that they are confident in delivering an excellent curriculum to our most vulnerable students. We encourage resilient learning with an ethos which promotes a happy environment where students thrive.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Owned:	Student Services
Reviewed:	Summer 2022
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1 ROLES AND RESPONSIBILITIES

1.1 The SENCO

The SENCO is Mr Jim Morris. He will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school, in line with the current SEND Code of practice.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have Educational Health Care Plans (EHCP).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and quality first teaching.
- Lead and advise on the graduated approach to providing SEND support.
- In conjunction with the school's Business Manager and other members of the Senior Leadership Team, advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

1.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

1.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

1.4 Class Teachers

Each class teacher is responsible for:

- Ensuring that students have access to quality first teaching in all lessons.
- The progress and development of every student in their class, whatever their starting point.
- Working closely with curriculum teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND policy.

Owned:	Student Services
Reviewed:	Summer 2022
Ratified:	Autumn 2022
Next review:	Summer 2023

2 SEND INFORMATION REPORT

2.1 The range of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, processing delay,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

2.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers, within their teaching band, starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Prenton High School for Girls, a student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them, which cannot be addressed in the classroom setting alone. SEND students will receive additional and different support to that offered to all other students.

Students are identified as having an additional need and not SEND, if their learning needs can be met by quality first teaching and quality first curriculum in the classroom and no further intervention is needed outside the classroom setting. These students will be added to the Additional Needs register.

We recognise that low attainment does not necessarily mean that a student has SEND and this will not automatically lead to a student being recorded as having an identified SEND need.

2.3 Consulting and involving students and parents

When a student has been identified as requiring special education provision parents/carers will be invited to meet the SENCO. The purpose of the meeting will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Owned:	Student Services
Reviewed:	Summer 2022
Ratified:	Autumn 2022
Next review:	Summer 2023

- Action points of these meeting will be added to the student’s record and given to their parents. Parents and carers will be invited to termly review meetings with the SENCO.

2.4 Assessing and reviewing students' progress towards outcomes

- We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- The class or subject teacher will work with the SENCO to carry out a clear analysis of the student’s needs. This will draw on:
 - The teacher’s assessment and experience of the student
 - Their previous progress and attainment and behavior
 - Other teachers’ assessments, where relevant
 - The individual’s development in comparison to their peers and national data
 - The views and experience of parents
 - The student’s own views
 - Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student’s progress.

2.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

- *An enhanced transition day*
- *The SENCO will meet the primary school SENDCO*
- *A Year 7 Parent/Form Tutor evening with an opportunity to meet the SENCO*
- *Working with Year 9 students and families to ensure the correct Key stage 4 pathway is chosen*
- *Working with students, families and other providers to ensure a smooth transition to post 16/18 establishments*
- *Structured opportunities for the world of work from Year 7 onwards*

2.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all students in their class.

Quality first teaching and quality first are our initial steps in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- A vast range of additional support sessions at lunchtime and after school, ensuring students do not miss valuable timetabled lessons
- A Higher Level Teaching Assistant (HLTA) responsible for students with significant literacy challenges.
- A Teaching Assistant responsible for students with significant numeracy challenges.
- Numeracy support delivered by Orrets Meadow Special School to students with significant numeracy difficulties, followed up by a Prenton High School Teaching Assistant.

Owned:	Student Services
Reviewed:	Summer 2022
Ratified:	Autumn 2022
Next review:	Summer 2023

- A team of curriculum Teaching Assistants to support students in specific curriculum areas in relation to the four areas of need outlined in the SEND Code of Practice (2015)
- A team of teaching assistants to provide a bespoke programme of intervention
- Advice and guidance sought from a range of external providers, such as Wirral's ASC Team, the ADHD Foundation, SENAAT (special educational needs advisory and assessment team).

2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing specific pathways for students with SEND, where appropriate.
- Regular reviews of personalised timetables.

2.8 Additional support for learning

During the school day:

- We have curriculum and SEND teaching assistants who are trained to deliver interventions to our most vulnerable students. Teaching assistants will support students in small groups where staff believe a cohort of students would benefit from more intense, personalised intervention.
- The school offers a vast range of extracurricular opportunities; attendance will be monitored by the SENCO
- The teaching assistants offer additional study support sessions at lunchtime and after school

We work with the following agencies to provide support for students with SEN:

- Wirral Educational Psychologists
- SENAAT (special educational needs advisory and assessment team)
- Wirral's ASC Team
- ADHD Foundation
- The Local Authority

2.9 Expertise and training of staff

Mr Morris is an experienced SENCO who is implementing a robust training programme for all school staff to develop their knowledge, understanding and skills in a range of categories which relate to the four areas of need outlined in the SEND Code of Practice (2015). Mrs Major is the school's Assistant SENCO, with a focus upon Key Stage 4 provision.

Prenton High School for Girls has secured a package of therapeutic neurodiverse support in conjunction with the ADHD Foundation.

We use specialist staff from SENAAT (Special Educational Needs Advisory and Assessment Team) to assess students who may need special arrangements for public examinations.

Owned:	Student Services
Reviewed:	Summer 2022
Ratified:	Autumn 2022
Next review:	Summer 2023

2.10 Securing equipment and facilities

Students are assessed individually if their need is greater than the needs of other students and we will work with families and other professionals to aim to meet the student's need. There is a lift between floors for students with significant mobility issues.

2.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals and targets each term
- Reviewing the impact of interventions at the end of each half term.
- Developing our practice through student voice and an annual parental questionnaire.
- Monitoring by the SEND and the Senior Leadership Team with Progress Leaders.
- Developing provision maps to measure progress.
- Holding annual reviews for students with EHC plans.

2.12 Enabling students with SEND to engage in all activities available to those in the school who do not have SEN

Prenton High School has an ethos of enriching students' education and learning through a plethora of extracurricular activities.

All of our extra-curricular activities and school visits are available to all our students. A student's attendance at an activity may form part of their Learner Profiles. Attendance at clubs and activities is monitored by the SEND team.

All students are encouraged to partake in the residential trips and we work closely with families and external providers to ensure the student's needs will be safely met.

If a SEND student is attending an off-site activity, the parent/carer will be invited to meet a member of school staff to ensure their needs are met.

- The school's Equality and Diversity policy, can be found here <http://development.prentonhighschool.co.uk/school-policies>

2.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of Prenton Parliament and take part in a range of enrichment activities.
- A variety of activities delivered by the team of student services staff and teaching assistants
- PSHE
- Leadership and PiXL

We have a zero tolerance approach to bullying; once reported all issues are followed up by members of the Student Services Team. Our Bullying Policy can be found here <http://development.prentonhighschool.co.uk/wp-content/uploads/2019/05/Anti-Bullying-Policy.pdf>

2.14 Working with other agencies

The school welcomes support from other agencies to support our students' needs. The SENCO is more than willing to attend meetings or meet with professionals to share information and develop strategies to engage enable the students to make progress.

Owned:	Student Services
Reviewed:	Summer 2022
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2.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made in line with the school's complaints policy. In the first instance and where appropriate, complaints or concerns should be raised with Mr Morris, SENCO

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

2.16 Contact details for raising concerns

In the first instance and where appropriate, parents should raise concerns with the SENCO. Parents who have a concern they feel has not been properly addressed may put their complaint in writing, in conjunction with the school's complaints policy

<http://development.prentonhighschool.co.uk/wp-content/uploads/2020/09/Complaints-Policy-2020.pdf>

2.17 The local authority local offer

Our contribution to the local offer is:

<http://development.prentonhighschool.co.uk/wp-content/uploads/2020/10/SEND-Report-20-21.pdf>

Our local authority's local offer is published here: <https://localofferwirral.org/>

3 MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENCO annually (July). It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

4 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Behaviour
- Equality Objectives
- Equality and Diversity
- Accessibility Policy
- Administering Medicines

Owned:	Student Services
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