



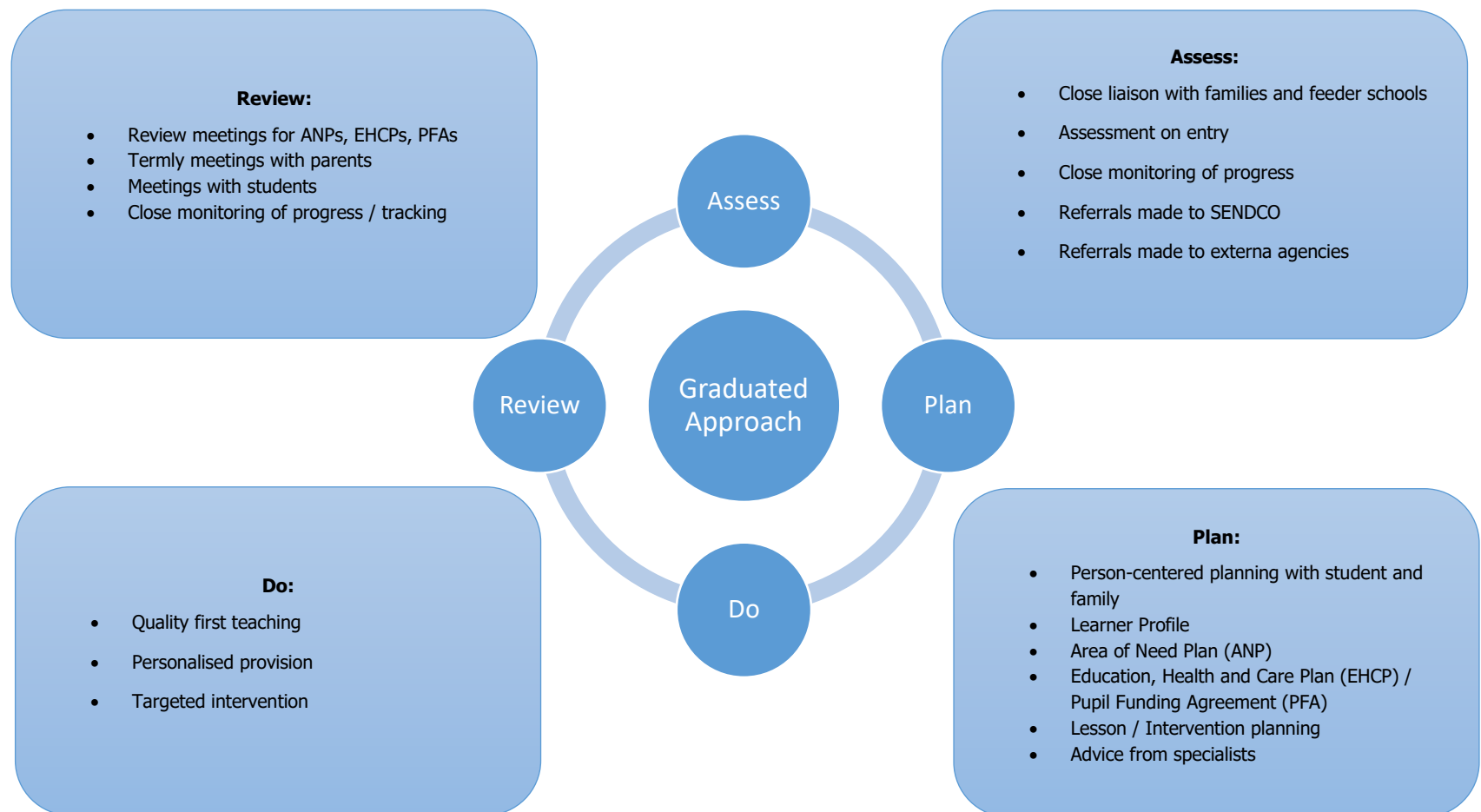
SEND Information Report 2025 - 2026

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. If students have an additional need but are able to access mainstream lessons through quality first teaching approaches then their need is clearly displayed on their Arbor profile.
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) For some students, their needs may be assessed further through, for example: • Observation by Head of Learning Support (SENDSCO) or other specialist • Specialised testing, e.g. dyslexia screening • 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 (SENDSCO) 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)



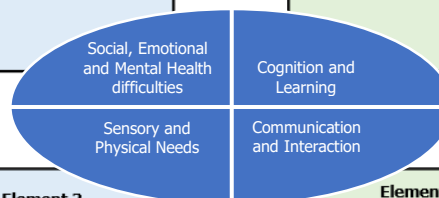
What is our approach to teaching students with SEN?

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 SENDCO and Learning Support Team, who use person-centered practices (focusing on the students' and their families' views and aspirations for short and long-term success) to write Pupil Passports (Appendix 2). Students' Pupil Passports 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):

Element 1	Element 2	Element 3	Element 1	Element 2	Element 3
Whole school behaviour policy, rewards and consequences system PSRE for all. Student Services support, Form Tutor and Year Leader support. Extra-curricular clubs Quality first teaching / Differentiated lessons SENDCO advice / support Flexibility or consideration towards learning style etc.	Teaching assistant support Personalised provision (Learner Profiles / ANP) Additional intervention (small group / individual), e.g. social skills programme, student support mentor, counselling. Referral to outside agencies, e.g. CAMHS Agencies provide in-school programmes Team Around the Student meetings	EHCP/PFA One to one Teaching Assistant support One to one Intervention programmes Dual registration with alternative provider, e.g. Wirral Hospitals School Multi-agency plans	Quality first teaching / Differentiated lessons SENDCO advice / support Flexibility or consideration towards learning style, additional time to complete tasks etc.	Specialist teacher Smaller sets Teaching assistant support Personalised provision (Learner Profiles / ANP) Additional intervention (small group / individual) Reduced / alternative curriculum Additional resources, e.g. laptop Access arrangements for exams	EHCP / PFA One to one Teaching Assistant support One to one intervention programmes, e.g. Numeracy, Literacy

Element 1	Element 2	Element 3	Element 1	Element 2	Element 3
Accessible building Quality first teaching / Differentiated lessons SENDCO advice / support Flexibility or consideration towards ability, additional time to complete tasks etc.	Teaching assistant support Personalised provision (Learner Profile / ANP) Additional intervention (small group / individual) Reduced / alternative curriculum Additional resources, e.g. laptop, reading overlays, tinted exercise books, writing slope Access arrangements for exams Specialist equipment, e.g. seat, footstool, headphones for use with hearing aids	EHCP / PFA One to one Teaching Assistant support One to one intervention programmes	Quality first teaching / Differentiated lessons, e.g. visual aids SENDCO advice / support Flexibility or consideration towards seat, personal space, learning style, etc.	Teaching assistant support Personalised provision (Learner Profiles / ANP) Additional resources, e.g. laptop, communication tool Access arrangements for exams	EHCP / PFA One to one Interventions programmes, e.g. SALT, social skills. One to one counselling / student support mentoring



	There is a team of 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 to students. 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).
Who is our special educational needs co-ordinator (SENDCO) and how can he be contacted?	Mrs Emma Major Head of Learning Support (SENDCO) Prenton High School for Girls Hesketh Avenue, Wirral CH42 6RR 0151 644 8113 morrisj@prentonhighschool.co.uk
How will I know how my child is doing and how will you help me to support my child's learning?	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. For parents of students on the SEND register, there will be a termly opportunity to meet the SENDCO or Assistant to the SENDCO to discuss progress and provision. Through these meetings, information will be shared and distributed, for example, Pupil Passport, Area of Need Plan, guidance on how to access additional support.
What support will there be for my child's overall well-being?	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: • Head of Student Services/ Designated Safeguarding Lead (Mrs Roberts) • Year group Progress Leader • Learning Support Department/ SENDCO (Mrs Major) • Student support mentor • Family support mentor • Specialist Counsellor

	• Attendance officer All students on the SEND register will have the opportunity to discuss their special needs and provision in school, and voice any concerns they may have. This will be done through meetings with the SEND team, review meetings and student voice questionnaires.
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 SENDCO 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 • Wirral Autism and Social Communication Team • Hearing and Vision Support Teams • Child and Adolescent Mental Health Services • Wirral Hospitals' School 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.
What training are the staff supporting children and young people with SEN had or are having?	All staff have had safeguarding training and this is frequently repeated. The Head of Learning Support (SENDCO), Mrs Major, provides further guidance for staff on how best to meet the needs of students with SEND. Mrs Major is an experienced SENDCO 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.
How will my child be included in activities outside the classroom including school trips?	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. 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.

How accessible is the school environment?	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 Operations Manager, Mrs Sanderson (0151 644 8113 sandersonh@prentonhighschool.co.uk). For further information please refer to our Accessibility Policy on the school website or contact our Operations Manager. The Accessibility Policy covers in more details the following points; ○ How we increase the extent to which students with disabilities can participate in our curriculum. ○ How we have improved the school's physical environment to increase the extent to which students with disabilities can take advantage of the education, benefits, facilities and services in our offer. ○ How we improve the delivery to students with disabilities of information that is readily accessible to students without disabilities.
How will the school prepare and support my child when joining Prenton High or transferring to a new school?	The Head of Learning Support (SENDSCO), Mrs Major, will contact each feeder school to meet and gather information about all new students. In addition, Mrs Major 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, Mrs Major will work closely with the student and their family to ensure a successful transition to high school. Some students will be chosen for the nurture 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 by our nurture teacher and with teaching assistant support. They may also be given a personalised timetable. 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/ SENDSCO 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 (SENDSCO) 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: 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 Pupil Passports)

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 Pupil Passports 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.