PRENTON
High School

SEND
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SEND Information Report: 2026-2027

Making a positive difference today to achieve a better tomorrow

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OUR SEND VISION

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 is a Special Educational Need and Disability?

The Children's and Families Act 2014 clause 20 defines SEND as when:

1. A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made for them.
2. A child of compulsory school age or a young person has a learning difficulty or disability if they:
   a. Have a significantly greater difficulty in learning than the majority of others the same age
   b. Have a disability which prevents or hinders them from making use of the facilities generally provided for others of the same age in mainstream schools.

What is Prenton High School's approach to supporting students with SEND?

Prenton High School is an inclusive school where every child is valued, respected and supported. We are committed to the inclusion of all of our students with SEND and supporting them in their learning and wellbeing. At Prenton High School, we promote high standards of inclusive teaching across the curriculum and implement additional intervention sessions when required. A person centered and whole school approach is taken to create a culture of challenge and aspiration for all students, including those with SEND. All students at Prenton High School have access to equal learning opportunities in accordance with the Equality Act 2010 and The Children and Families Act 2014.

The SEND department works closely with students, teachers, parents, carers and other stakeholders to ensure that students with SEND are offered a broad and balanced curriculum, which caters for their individual needs. Our SEND department works alongside our Student Services Team to monitor the wellbeing and emotional needs of students with SEND and ensuring that the school has a holistic overview of each child's needs.

What types of SEN do we provide for?

Prenton High School welcomes all students and provides for a range of identified needs. The SEND Code of Practice 2015 outlines four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory or Physical difficulties.

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. Not all students with additional needs have a special educational need as defined by the SEND Code of Practice. If students have an additional need but are able to access mainstream lessons though quality first inclusive teaching approaches, then their need is clearly displayed on their Arbor profile.

Nurture Hub

LEARNING HUB

SKILLS HUB

Some students may require additional intervention or targeted support to meet their needs. When a student requires enhanced support, this may be implemented through:

- The Nurture Hub which offers small group teaching at key stage 3 for English, Maths and Science.
- The Learning Hub which is a quiet, calm environment for independent study and academic respite.
- The Skills Hub which delivers targeted one to one or small group sessions in literacy, numeracy and neurodiversity.
- The Wellbeing Hub which offers emotional and mental health support and regulation.

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AREAS OF NEED PROVISION OVERVIEW:

Category of Need	Example of Need	Example of support
Communication and Interaction	Speech and language difficulties Social communication difficulties ASC – Autism	Teaching: The Prenton Way Inclusive Framework, Learning Hub access, Skills Hub provision, SALT intervention sessions, social skills groups, communication cards, outside agencies
Social, emotional and mental health	ADHD Tourette's Attachment disorder Anxiety and depression Obsessive compulsive disorder	Teaching: The Prenton Way Inclusive Framework, Wellbeing Hub Access, Skills Hub provision, trusted adult support, therapeutic counselling, time out card, EBSA pathway, movement breaks
Cognition and Learning	Dyslexia Dyscalculia Processing and memory difficulties SPLD – specific learning difficulties MLD – mild learning difficulties	Teaching: The Prenton Way Inclusive Framework, Teaching Assistant deployment, reading intervention, spelling intervention, tools such as overlays, reading pens and memory aids, The Nurture Hub provision, extra time for tasks, access arrangements (dependent on evidence)
Sensory and Physical	Hearing Impairment Visual Impairment Cerebral Palsy A medical condition that impedes mobility	Teaching: The Prenton Way Inclusive Framework, adaption of equipment and resources, use of additional technology including hearing aids, laptops and reading pens, targeted external agency support, accessibility plan

How do we identify and assess students with SEN?

Many students with SEND will have had formal assessments or diagnoses at primary school. Our SLT, class teachers, Subject Leaders and Year Leaders closely monitor the progress and attainment of all students, including those who have or may have SEND. In all cases, the school will identify pupils with SEND by evaluating:

- Primary school information (teacher, evidence and Key Stage 2 SATS data). We follow a robust transition programme that includes meetings with primary schools, the Year 7 progress leader and the SENDCO ensuring that pupils who will require additional support and possible further investigation are identified before they transition into Prenton
- School based assessments such as baseline English and maths assessments, standardised reading assessments and screener tools
- Cognitive Abilities Tests (CAT4)
- Curriculum information gathering
- Evidence from the implementation of the graduated approach. This is also referred to as the Assess, Plan, Do, Review Cycle
- Concerns expressed by students
- Concerns expressed by staff
- Concerns expressed by parents and carers.
- Triage meetings

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THE GRADUATED APPROACH

As part of the identification process some students may require further investigation, their needs may be assessed further through, for example:

- Observation by Head of Learning Support (SENDCO) or other specialist
- Specialised testing
- Referral to external agencies such as SENAAT (Special Educational Needs Assessment and Advisory Team), Educational Psychologist or an NHS pathway
- Completion of the 'Knowing Me' Neurodevelopmental Profile
- Request for an Education, Health and Care Plan Needs Assessment

Any requests for further SEND investigations are always done in consultation with the student, parents and carers. When further investigations have been undertaken and concluded, the outcomes and strategies are shared with families and the student's teachers. Parents and carers are involved in all stages of the Assess, Plan, Do, Review process and are invited to contribute to decision-making regarding provision and outcomes.

What is our approach to teaching students with SEND?

At Prenton High School, we are committed to delivering high-quality teaching that is inclusive and adaptive to meet the needs of all students. All classroom-based staff follow our Teaching: The Prenton Way approach which is a shared framework for inclusive practice. This framework identifies a range of adaptive strategies and expectations that can be implemented to meet the needs of all learners.

The adaptations and adjustments are categorised into the following areas:

- Clear communication
- Predictable environments
- Positive Relationships
- Removal of barriers
- Developing independent learners
- Checking and responding

Teachers plan for students with special educational needs with support from the SENDCO and Learning Support Team, who use person-centred practices to write Pupil Passports, create area of need plans and share personalised targets to give staff an overview of students' strengths as well as needs, guidance and strategies on how best to support them in school.

How is additional SEND provision implemented?

The tiers of support are listed below in ascending order:

1. Universal
2. Enhanced
3. Targeted
4. Bespoke
5. Specialist

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). SEND support is approached using a tiered system that implements appropriate support and evidences need.

This pathway of support is not always linear and students may move between tiers dependent on their individual needs and progress. The tiered system allows us to implement responsive, personal support to help students overcome their barriers and make progress. If a student is identified as requiring targeted support, an area of need plan is written outlining a cycle of targeted intervention. This is then undertaken and reviewed following the graduated response principles.

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PRENTON High School

SEND and Student Services Support Roadmap

STUDENT SERVICES @TheHub

5 Specialised

- We **cannot** meet the needs of the student.

4 Bespoke

- High level Student Services and SEND support.
- Referral for SEND assessment.
- Referral for therapeutic counselling, Mental Health Service Team, CAMHS.
- Referral for EHCP.
- Timetable adjustments.
- LA Attendance team.
- Multi-agency meeting.
- Educational psychologist support and guidance.
- SENNAT.
- Access arrangements.
- Learning Hub, Nurture Hub, Skills Hub - small group teaching.
- Alternative Provision.
- Managed Move.

3 Targeted

- SEND and Student Services weekly triage meeting, SEND needs to be flagged and previous steps evidenced.
- Targeted SEND intervention: ASC+Me, ADHD+Me, Sensory intervention, SALT, EAL Support, ELSA.
- Wellbeing support with LGR.
- Health Service In Schools.
- Parent contact from SEND.
- Home visits.
- Literacy and numeracy intervention.
- Child In Need, Child Protection, Child Looked After, Team Around the Student, Team Around the Family.

2 Enhanced

- Year Leader meetings and phone calls home.
- Signposting and monitoring.
- Information gathering and sharing strategies - seek advice from SEND.
- Reasonable adjustments.
- Pass allocation - Hub, Corridor, Time Out.
- Names forwarded to triage.
- Referral to Student Services with after school support.
- Safer Schools Officer meetings.
- Referral to external agencies out of school.
- Attendance panel meetings.

1 Universal

- Form Tutor Support - Checks in and main point of call.
- Hub drop if at break time, lunchtime and/or after school.
- Round Robin - Information gathering.
- Meet and greet.

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How do you monitor the impact of SEND provision?

Prenton High School monitors the impact of SEND provision by evaluating the following sources of information:

- progress data
- attendance analysis
- behaviour and exclusion data
- student voice
- parent feedback
- intervention outcome measures
- SEND meetings
- Triage meetings
- EHCP outcome reviews

How will you be kept informed about your child's progress?

At Prenton, we value highly our relationships with parents/carers and recognise the importance of collaboration between home and school. All pupils will have their academic progress tracked as outlined in the school's Assessment, Recording and Reporting Policy. In addition to this, all students at Prenton will receive a Progress Update Report each term and parents/carers will have the opportunity to meet their child's teachers annually to discuss progress.

There will also be further opportunities 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 and guidance on how to access additional support. Students with special educational needs who are in receipt of an Education, Health and Care plan will have a detailed discussion about their progress during their annual review meeting.

Students who are receiving targeted support and have an active area of need plan, will have their progress reviewed by SENDCO and HLTAs as part of the graduated response, feedback will then be shared with parents and carers.

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How do you contact our special educational needs co-ordinator?

Mrs Emma Major

HEAD OF LEARNING SUPPORT (SENDCO)
PRENTON HIGH SCHOOL
HESKETH AVENUE, WIRRAL
CH42 6RR
0151 644 8113

SEND@PRENTONHIGHSCHOOL.CO.UK

What skills and training do our SEND department have?

The SEND department is led and overseen by the Head of Learning Support (SENDCO) Mrs E Major. She is an experienced teacher who has worked with students who have SEND needs for over 10 years. She is currently undertaking a NPQ (National Professional Qualification) in SEND.

Mrs Major is supported by a full time SENDCO Assistant, Miss A Lewis. Miss Lewis is also a qualified teacher who has experience in working with young people with ASC and additional barriers.
The wider learning support team consists of five higher level teaching assistants (HLTAs) and 8 classroom-based teaching assistants; who support students in class, in small groups and individually. The SEND department has a wide range of specialist knowledge on supporting 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.

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 Leader
- Learning Support Department/SENDCO (Mrs Major)
- Student Support Mentor
- Family Support Mentor
- Wellbeing Lead
- Teaching Assistants
- Specialist Counsellor
- Attendance Officer
- Attendance Office - Student Support

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, quality assurance and student voice questionnaires.

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

The SEND 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 (CAMHS)
- Wirral Hospitals' School
- Minority Ethnic Achievement Service (MEAS)

Parents/carers 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.

The Head of Learning Support (SENDCO), Mrs Major, provides guidance for staff on how best to meet the needs of students with SEND. She is part of the school's Quality Assurance team and conducts regular learning walks and observations to monitor the impact of training and identify further areas for development. Through this process, all staff have received additional training in the following areas:

- The SEND Code of Practice and areas of need
- Safeguarding
- Education, Health Care Plans.
- Neurodiversity conditions and presentations
- Tourette's
- Adaptive Teaching: A Framework for Inclusive Practice
- Supporting SEND Needs: Knowing your Learners
- Vision and Hearing Impairments in the classroom
- ASC and masking in girls
- Pathological Demand Avoidance (PDA)
- Supporting SEND Needs: Letting go of labels

What training do our staff receive to support children and young people with SEND?

The majority of the Learning Support Team 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 do we listen to students with SEND?

We are dedicated to ensuring that our students, including those with SEND, are given opportunities to share their experiences, views and feelings. We capture the views of our students in the following ways:

- Student surveys
- Review meetings
- Pupil passports
- SEND ambassadors/student leadership opportunities
- Consultation regarding provision
- Student check ins

How will my child be included in activities outside the classroom including school trips?

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, Senior Student Leadership Team etc.

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.

How accessible is our school environment?

Prenton High School complies with the Equality Act 2010 and its duties regarding accessibility and disability discrimination. For further information, contact our Operations Manager, Mrs H Sanderson (0151 644 8113 sandersonh@prentonhighschool.co.uk).

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 Prenton prepare and support my child during key transition points?

YEAR 7 TRANSITION

The Head of Learning Support (SENDCO) or the Year 6/7 Progress Leader 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 group, based on recommendations, assessment from primary school and assessment on entry. Places in this group are determined and monitored by the SENDCO . These students will follow the same 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.

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KEY STAGE 3/4 TRANSITION

During year 9 students will select their GCSE options. We support all students through our Prenton Pathways Process that includes additional assemblies, taster lessons and Pathways Evenings. Some members of our SEND cohort will be identified for a key stage 4 pathway that caters for their individual needs and presentations. In these cases, we hold additional pathways meetings with the student, parents and carers to ensure that each student's key stage 4 pathway is in line with their goals and aspirations while ensuring an appropriate level of support and challenge.

POST 16 TRANSITION

All students are supported to find the most appropriate post-16 provision to support their future ambitions. They are regularly informed about Open Events from a range of local providers and attend additional assemblies delivered by representatives. Students with SEND are given additional support to ensure the transition is a success, for example, they may have accompanied visits to colleges, meetings with college tutors. During the summer term of year 11 SEND transition information is shared between Prenton and relevant post 16 settings so that the new setting is fully aware of each student's needs and the support required.

How will we help your child prepare for adulthood?

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. Our Personal Development Team are passionate in ensuring that Prenton students have the knowledge, skills and confidence to lead a successful and healthy life. There are four key aspects in preparing students for adulthood; employment, independent living, community inclusion and good health. We aim to help students secure these skills by:

- Accessing a weekly Learning for Life lesson
- Offering a wide variety of personal development opportunities such as student leadership and enrichment
- A careers curriculum that includes work experience and external workshops

Students with high SEND need are offered enhanced opportunities to help them prepare for adulthood. This may include, smaller than average Learning for Life teaching groups, additional careers interviews or The Kings Trust course. The decision to implement additional support in these areas is dependent on individual SEND needs. Preparation for adulthood is also discussed during SEND parent meetings throughout key stage 4.

How will you be involved in discussions about and planning for your child's education?

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

Parents/carers are also given the opportunity to provide feedback to the school through questionnaires and meetings in school.

How do our school governors monitor SEND provision?

The Head of Learning Support (SENDCO) works closely with the SEND governor, Mrs S Calveley to actively evaluate and develop the school's SEND policy. The SEND governor also meets with the SENDCO at key points to monitor the impact of SEND provision. The SENDCO also attends key governor meetings to share SEND updates and reports.

How can you raise a concern or a complaint about your child's SEND provision?

All concerns regarding SEND should be shared with the SENDCO, Mrs Major in the first instance. If you feel your complaint has not been fully resolved you may follow the process outlined in our complaint's procedure. Details of our complaints policy can be found on our school website or by following this link Prenton High School Complaints Policy

Additional Information Sources

There are a number of organisations that can help students with SEND and their families. Local authorities are also required to share details of their SEND provision as part of the local offer. Details of this, along with other sources of support are listed below:

- SENDLO Wirral https://www.sendlowirral.co.uk/
- Prenton High School Website https://prentonhighschool.co.uk/
- Cheshire and Wirral NHS https://www.cwp.nhs.uk/
- The British Dyslexia Association https://www.bdadyslexia.org.uk/
- Autism Together https://autismtogether.co.uk
- ADHD UK https://adhduk.co.uk
- Family Toolbox https://familytoolbox.co.uk/
- Council for disabled children https://councilfordisabledchildren.org.uk/
- Young Minds https://www.youngminds.org.uk/
- IPSEA SEND Charity https://www.ipsea.org.uk/

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