PRENTON HIGH SCHOOL FOR GIRLS

SEND POLICY
(SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES)

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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.

1 ROLES AND RESPONSIBILITIES

1.1 The SENDCO

The SENDCO is Mrs E Major. They 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 is Mrs. Sam Caveley. They 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 SENDCO to determine the strategic development of the SEND policy and provision in the school.

1.3 The Headteacher

The Headteacher is Mrs. Lisa Ayling. They will:

- Work with the SENDCO 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 and adaptive 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.

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 condition, 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 adaptive teaching in the classroom and no further intervention is needed outside the classroom setting If a student has an additional need this will be clearly indicated on their Arbor profile to ensure staff are aware and can make any reasonable adjustments to support these students within their lessons. This forms our ordinarily available provision and our universal offer for all students. The majority of students' needs should be met through high-quality adaptive teaching before additional SEND provision is considered

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. In some cases, a student's difficulty may be attributed to an unmet SEND need, if we feel this is the case, we will start to collate evidence and implement a cycle of support; following the principles of the graduated response (assess, plan, do, review).

2.3 Consulting and involving students and parents

When a student has been identified as requiring special education provision parents/carers contacted by the SENDCO or the SENDCO Assistant. The purpose of this is to 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
- 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 review meetings with the SENDCO or the SENDCO Assistant.

We endeavor to ensure that students and parents/carers are involved in planning, reviewing and evaluating SEND provision and are active partners in decision-making.

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 SENDCO 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 when the cycle of support is completed.

All teachers, higher level teaching assistants (HLTAs) 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. The school adopts a person-centred approach and ensures that students with SEND are actively involved in decisions about their support, outcomes and future aspirations.

- Enhanced transition visits and meetings
- The SENDCO will meet the primary school SENDCO
- Information Evenings during transition phases (yr6/7.yr9,yr11) with an opportunity to meet the SENDCO
- 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
- Liaison with post 16 providers

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 and adaptive teaching are our initial steps in responding to students who have SEND.

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 HLTA for students with significant numeracy challenges.
- A HLTA to support students who are or are presenting as neurodivergent.
- A HLTA to support students who require bespoke timetable and regulation support.
- A team of curriculum Teaching Assistants to support students across the curriculum 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:

- Adaptive teaching to ensure all students are able to access learning, 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.
- Offering tools such as fidgets, ear defenders and passes to help reduce environmental and sensory demands.
- 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 higher level teaching assistants (HLTAs) who are trained to deliver interventions to our most vulnerable students. In addition to this, our teaching assistants (TAs) are deployed to offer enhanced support to key students and groups to help mediate curriculum delivery.
- The school offers a vast range of extracurricular opportunities; attendance will be monitored by the SENDCO
- The teaching assistants offer additional study support sessions at lunchtime and after school
- We also operate a lunchtime quiet room to support students over lunchtimes.

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

- Wirral Educational Psychologists
- Wirral Hearing and Vision Support Team
- Speech and Language Therapy Service
- SENAAT (special educational needs advisory and assessment team)
- Wirral's ASC Team
- Health Professionals
- Child and Adolescent Mental Health Services (CAMHS)

- Minority Ethnic Achievement Service (MEAS)
- The Local Authority

2.9 Attendance Support for Students with SEND

The school works proactively to identify and remove barriers to attendance for students with SEND and recognises that attendance difficulties may be linked to unmet needs. The SENDCO works closely with the Head of Student Services to monitor attendance for students with SEND. In cases where further attendance support may be required, the following support may be implemented:

- Individual attendance plans
- Graduated attendance support
- Reduced timetables (where appropriate)
- Emotional-based school avoidance (EBSA) pathway
- Support and collaboration with families and external agencies

2.10 Expertise and training of staff

Mrs Major is an experienced SENDCO who is implementing a robust training programme for all school staff to develop their knowledge, understanding and skills in a rage of categories which relate to the four areas of need outlined in the SEND Code of Practice (2015). SEND training needs are identified through quality assurance activities, staff feedback, emerging student needs and school improvement priorities Mrs Major is currently undertaking a National Professional Qualification (NPQ) in SEND. The SENDCO is supported in her role by the SENDCO Assistant, who supports the daily management of SEND enquiries, referrals and records.

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, and ADHD.

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

2.11 Securing equipment and facilities

Prenton High School complies with the Equality Act 2010 and its duties regarding accessibility and disability discrimination 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.

2.12 Evaluating the effectiveness of SEND provision

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

- Reviewing students' individual progress towards their goals and targets each term
- Reviewing the impact of interventions at the end of each half term
- Analysing key information such as progress, behavior, attendance and exclusion data.
- Developing our practice through student voice and parental questionnaires.
- Quality Assurance monitoring by the SEND and the Senior Leadership Team.
- Reviewing area of need plans to measure progress
- Weekly triage meetings between the Head of Student Services and SENDCO
- Holding annual reviews for students with EHC plans.
- Evaluating year 11 destination data.

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

Prenton High School has an ethos of enriching students' education and learning through a plethora of extracurricular activities. The school is committed to ensuring that students with SEND achieve ambitious outcomes and participate fully in all aspects of school life

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 Pupil Passport. 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.

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

2.14 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 apply for senior student leadership positions and
- We actively promote a range of enrichment activities and trips.
- All students have a weekly timetabled Learning for Life lesson.
- Bespoke intervention sessions such as ELSA and situational skills
- Access to a team of youth mental health first aiders.
- The Wellbeing Hub

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

2.15 Working with other agencies

The school welcomes support from other agencies to support our students' needs. The SENDCO 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.

2.16 Complaints about SEND 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 Mrs Major SENDCO

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

2.17 Contact details for raising concerns

In the first instance and where appropriate, parents should raise concerns with the SENDCO. 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

Parents may also seek support from Wirral SENDIASS and may contact the Local Government and Social Care

Ombudsman where appropriate

2.18 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 SENDCO 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