

## Special Educational Needs and Disability (SEND) Policy and Information Report 2023-2024

### Aims

The Prescott High School is committed to providing an inclusive education for all students in order that they are successful, regardless of need or disability. The school's aims are based on the development of each individual student and our determination to encourage them to achieve their best. This is done in a secure and stimulating learning environment where the child is at the centre of our planning. We seek to engender a sense of belonging to the school and to boost self-esteem, self-confidence and motivation. Our core purpose is "Success for All" and we aim to create a positive climate for learning where expectations and standards are high.

Our SEND Policy and Information Report aims to:

- Set out how our school supports and makes provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

### 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 pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

### 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.

### **Roles and Responsibilities**

Mrs Earps- Assistant Principal Safeguarding and Inclusion (SENDCo)

Mrs Cousineau- Head of School

Mrs Cassim- SEND Governor

### **The SENDCo and/or Assistant Principal will:**

- Work with the Assistant Principal, Head of School and the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the head of School and the governing board 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 pupils with SEND up to date

### **The SEND governor will:**

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

### **The Head of School 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

**Each class teacher is responsible for:**

- The progress and development of every student in their class
- Working closely with any 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

**Meet the Team**

Name	Role
Mrs E Earps	Assistant Principal Inclusion and Safeguarding (SENDCo)
Mrs Kerry McTigue	Assistant to the SENDCO
Mrs Barbara Richardson	Specialist Teacher
Mrs Julie Moran	Teaching Assistant
Mrs Sharon Krelle	Teaching Assistant
Ms Gill Davies	Teaching Assistant
Mrs Adele Garrett	Teaching Assistant
Mrs Collette Yung	Teaching Assistant
Mr Stuart Bissom	Academic Mentor
Jennifer Durie	Reading Mentor
Christina Keefe	Reading Mentor

**SEND Information Report**

We are an inclusive mainstream setting catering for children and young people with varying needs but who are able to demonstrate capacity for accessing the mainstream curriculum with adaptive teaching.

Our school currently provides provision for a range of SEND needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- 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, epilepsy

### **Identifying students with SEN and assessing their needs**

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 The Prescot School. 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
- Progress Tests in core subjects
- Cognitive Abilities Tests ( GL )
- Pupil Attitude to Self and School (GL) test

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

- Observation by the SENDCo or Specialist Teacher of Teaching staff.
- Specialised testing, e.g. dyslexia assessment, working memory difficulties, using WRAT and TOWRE testing.
- Referral to external agencies or Educational Psychologist

Our class teachers and school leaders closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at The Prescot School will further identify students with a special educational need. Any member of staff can make a referral to the SENDCo to ensure students' needs are identified and supported

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. A Learning Plan will be created in conjunction with teaching staff, students and parents.

Whilst most children with SEND will have their needs met at the 'SEN Support' level, a small number may require an Education, Health and Care (EHC) assessment to determine if an Education, Health and Care Plan (EHCP) is required. An EHCP is for any child or young person that has a significant and complex special educational need or disability. An EHCP is required when a student's needs cannot be met by the usual support that is available to them in their



school. Children who have Education, Health and Care Plans (EHCPs) will also have a formal Annual Review meeting to review their progress and current needs.

### **Consulting and involving students and parents**

We understand the importance of seeking the views of students and their parents to fully understand an individual's strengths and difficulties, including agreeing the outcomes sought for the young person and subsequent reviews.

We hold annual reviews for those students with an EHCP, and interim reviews when necessary. Meetings are held sometimes jointly with the Head of Year.

We use Provision Maps to communicate and Learning Plans with other teachers and parents. Parents receive a code to access Learning Plans online and are requested to contribute via this. Once registered parents will be notified of changes/reviews via automatic updates.

### **Assessing and reviewing students' progress towards outcomes**

The Prescott School follow the graduated approach and the four-part cycle of **assess, plan, do review**.



**Assess** a student's needs using information from:

- teacher assessment
- previous progress and attainment
- information from school's core approach to progress, attainment and behaviour
- development in comparison to peers and national data
- views and experiences of parents
- student's views

- advice from external support services

**Plan** the appropriate action in consultation with parents and the student. The adjustments, interventions and support to be in place, as well as the expected impact on progress, development or behaviour, will be communicated to all staff who work with the student.

**Do** - The student's teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support teachers in the further assessment

of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review** the support and interventions and their impact on the student's progress in line with the agreed date. The support will be revised in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

### **Supporting students moving between phases and preparing for adulthood**

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

All students are guided through the transition process by form tutors and the pastoral team. Some students will have additional or more intensive support from the SEND department.

Some students prior to transition to the next stage will participate in taster days at colleges or other post 16 provisions.

### **Our approach to teaching students with SEND**

High quality teaching is our first step in responding to students who have SEND. This is differentiated for individual students using guidance from the SENDCO including student support plans.

### **Adaptations to the curriculum and learning environment**

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

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, content of lessons

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

### **Additional support for learning**

We have a team of Teaching Assistants who are all trained to take intervention groups. These include a range of interventions from academic to social. We run a lunch and break time club to provide a supported space in school during unstructured time. We have a specialist sensory room to support pupils who are in need of support within the school day. We have a specialist member of the ADHD foundation in school once a week to provide therapeutic support to pupils.

The Teaching Assistants will support students when they have an EHCP, this is usually with in class support and will depend on the hours allocated in their EHCP. They will work closely with the teacher to improve the student's outcome following their bespoke learning plan.

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

- The Early Help Team
- Family First
- Social Care
- CAMHS
- The Local Authority SEND team.
- Specialist Teachers.
- Educational Psychologist team Knowsley
- Sensory Impairment service
- SENDIAS
- Neurodevelopment Pathway
- ADHD Foundation

### **Expertise and Training of staff**

All SEND staff are trained with up-to-date strategies to support the needs of learners. The school works closely with the MAT SEND lead.

## **Evaluating the effectiveness of SEN provision**

At The Prescot School, we have a robust system of self-evaluation in which we evaluate:

- Student Achievement
- Leadership and Management
- Quality of Teaching and Learning
- Curriculum
- Behaviour and Safety

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The Assistant Principal and SEND governor meet regularly to discuss the provision for young people with SEND. The Governors also receive regular reports through the meeting cycle.

Each term, the performance data of children with SEND is analysed and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

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

All of our extra-curricular activities and school visits are available to all our students, including our before and after school provision. All students are encouraged to go on our residential trips and take part in school events. No student is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development**

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

- We have a Learning Mentors (Mrs Browne) who provides support to students working 1:1 and in small groups addressing a variety of issues.
- We have two school counsellors (J Ruth and L O'Malley) who support the needs of children who are experiencing difficulties with Bereavement, Anxiety and other issues.

### **Working with other agencies**

Our Assistant Principal has the overview of Inclusion and Safeguarding across the school. Meaning resources are tailored towards the needs of pupils and families.





Our Assistant SENDCo Mrs Kerry McTigue supports students and families working on an Early Help Assessment at Level 2.

### **Complaints about SEND provision**

Complaints about SEND provision should be made to the Assistant Principal in the first instance. They will then be referred to the school's complaints policy. Parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that 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

<https://secureservercdn.net/160.153.137.210/r7k.d2b.myftpupload.com/wp-content/uploads/2020/01/Complaints-Procedure-The-Heath-Family-Multi-Academy-Trust-November-2019.pdf>

### **Supporting children and young people who are looked after by the local authority and have SEND**

Our Designated Teacher for Looked after Children is Mrs Earps. Mrs Earps works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with a Short Note and following the identification of need an SEN Support Plan or EHCP to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan). Each Student who is Looked after is assigned a Learning Mentor who will be a link with the student and attend all PEP meetings, feeding back to the Designated Teacher.

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

## The Local Offer

A Local Offer gives children and young people with special educational needs or disabilities and their family's information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

- Our local authority's local offer is published here:

### Knowsley Local Offer

The Knowsley Local Offer site is provided and maintained by the Knowsley Family Information Service, and addresses SEND support and provisioning across the whole of Knowsley. The Knowsley Family Information Service provide a range of information on local/national organisations and services offering advice and support to children and young people, their parents & carers as well as professionals working with families.

**For details of Knowsley's Local Authority SEND Local Offer please click of the following link or call 0151443 3247**<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>

## Monitoring Arrangements

This policy and information report will be reviewed by the Assistant Principal annually. It will be updated if any changes to the information are made during the year. It will be approved by the governing board.

## Useful links:

- The National Autistic Society  
They are the leading UK charity for people with autism (including Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism.
- The Communication Trust  
The Communication Trust is a campaigning voice for children with speech, language and communication needs.
- Autism Education Trust  
Coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum.
- Dyspraxia Foundation  
Supporting children, families and adults with dyspraxia.
- The Dyslexia SpLD Trust  
The Dyslexia-SpLD-Trust, or the Trust, is a collaboration of voluntary and community organisations with funding from the Department for Education to provide reliable information to parents, teachers, schools and the wider sector.  
Helping families to navigate the SEN system through Person Centred Approaches.



- Ambitious About Autism  
The national charity for children and young people with autism

If you would like some further support for your child, please contact the SEND team via the school office.