



## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.  
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How information is made accessible to parents and families with additional needs?
- How accessible is the school?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

### What the school provides

- Preston Muslim Girls High School is a Voluntary Aided School located in a highly populated area of Muslim families where substantial number students on roll reside. The buildings in which the school resides are leased from the Local mosque and the trust, which originally established the school some 20 years ago.

The buildings are not specifically designed for School use and the school's management has over the years attempted to adapt both buildings to ensure it meets the school requirements.

The buildings are opposite each other with a local road dividing the two sites (Deepdale Mill Street)

Currently, both sites will be able to accommodate the full capacity of planned student numbers of 400 pupils.

#### QIM Building

- The school is currently occupies the first and second floor and includes the provision of a disabled lift. All parts of the building are fully accessible.
- Entrance doors are automated and equipped with lower level Disability access points.
- Entrance doors on each floor are fitted with specialist Fire door stoppers. The corridor entrance doors are allowed to be left open for easy access without infringing any Fire regulations. May have some congestion problems at lesson changeover times.

- As mentioned earlier, the building used by the school are adapted for school use and have not been purpose built. Therefore, the corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas. The school would place appropriate action plans to manage this.
- There are designated access parking spaces near the front entrance.
- An audit of the auditory environment has shown good acoustics in the majority of classrooms, which are carpeted and have window blinds and wall displays. Induction loops have been included in all the classrooms including the hall and dining area
- There are disabled washroom facilities located on all floors. Appropriate H&S distress and communication points are installed on all floors and are fully operational.
- The Medical room on the QIM site is presently being reviewed & relocated. It will hold a medical bed with hand washing facilities and a lockable storage area. Toilet facilities are available and are adjacent to the medical room. There is no showering facility in the medical room. This facility, should it be required will be available at the Deepdale mill Site.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around school. Currently, the school may face some problems in this area, however, as there are no specialist classrooms on this site no major problems are envisaged. Some of the classrooms are quite narrow and small; movement in the classrooms may cause some problems and could create congestion. Interactive Whiteboards may need to be adapted to meet all user needs. The school would need to look at this area and include the appropriate provisions so this is accessible to all.
- Stairs safety - All Staircases are fitted with hand rails, improvements could be made with Visual markers.

#### Deepdale Mill Buildings

- The school currently occupies the whole of this site. This building is spread over one floor. (Only one floor level - Passenger Lift not required). Majority parts of the building are fully accessible; there is limited access to the east side of the building where the Staff toilets are located. However, students with any disability would not need to access this area.
- Disability Entrance doors are located at the back of the building. The school is currently in the process adapting the doors so they are automated and equipped with lower level Disability access points providing easy access.
- Corridor entrance doors are fitted with specialist Fire door stoppers. The entrance doors are allowed to be left open for easy access without infringing any Fire regulations. May have some congestion problems at lesson changeover times.
- As mentioned earlier, the building used by the school are adapted for school use and have not been purpose built. Therefore, the corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas. The school would place appropriate action plans to manage this.
- There is a designated access parking space opposite the back entrance.

- An audit of the auditory environment has shown good acoustics in the majority of classrooms some of which are carpeted and have wall displays. Induction loops have been included in all the classrooms including the hall and dining area.
- The dining rooms, main hall and gym areas are poor acoustically. There is easy access to the dining area and the dining tables are equipped to cater for wheelchairs. The food kiosk may need to be reviewed for height accessibility.
- Over the summer break new Disability washroom facilities will be created and with the appropriate H&S distress and communication points. The washroom facilities will meet LA's guidelines for inclusion of pupils with physical difficulties.
- The Current Medical room on the Deepdale mill site has access limitation. Plans have been made and funding has been approved for this to be relocated. This will reside next to the Disability washroom facilities. It will hold a medical bed with hand washing facilities and a lockable storage area. In order to ensure further ease of access, the school is reviewing access from the medical room direct into the disability washroom facilities and the school's shower facilities. These are planned projects to be implemented over the summer break.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around school. Currently, the school may face some problems in this area, especially in the specialist classrooms i.e. HE rooms, Science rooms, Art rooms etc. Some of the classrooms are quite narrow and small; movement in the classrooms may cause some problems and could create congestion. In the specialist classrooms Wheelchair movement may cause significant H&S issues. With HE, Art & D&T the school are looking to refurbish these classrooms over the next 12-month period. The school would need to look at this area and include the appropriate provision so this is accessible to all.
- Outside play facilities are located approximately 100m from the main buildings. This is another project the school is undertaking with an expected lead-time of Sept 14. The facilities are situated on a levelled surface and provisions will be made to make it fully accessible to all students. Outside seating is provided both immediately outside the front entrance doors of the QIM buildings and additional seating and quite areas are planned next to the new play area. Pot holes are level and tarmacking is in excellent condition.
- Library – This will be located in the Deepdale mill site. Again, this is a new project, which the school are in the process of implementing over the summer break. The school will have to ensure the appropriate provisions are in place so the library is accessible to all. Detail into the organisation of the library and visual accessibility needs to be reviewed at the planning stage.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary. Currently, the school is undertaking a full review and updating all the school's policies.

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

### What the school provides

- Students with SEN are usually identified in the y6/7 transition / liaison window. All students are assessed using standardised reading and spelling tests on entry. If any students cause a concern a dyslexia screener is used. Updates are made annually or more frequently if indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day.
- Literacy intervention is available through a programme of activities, and is a priority of the school designed to promote independent learning and curriculum access. There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND
- Each teaching and non-teaching member of staff is given relevant training at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- Updates are made available to staff, by the Senco, via staff briefings, or face to face meetings. External training is available to support the staff.
- Much training and staff development is given in house.

- School works within the examination board guidelines to put into place Access arrangements that are appropriate and meet the needs of the individual student.
- Individual teachers are responsible for making lesson accessible to all.
- Every child in Year 10 has the opportunity to enact work experience and receives 1-to-1 careers support delivered through VIA.

With the pastoral team, attendance, progress, behaviour and engagement is monitored and reported back to staff regularly, ensuring the quality of the provision and safeguarding of the pupils effectively.

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### What the school provides

The school currently has no statemented pupils. All statements and EHCP's will be reviewed on an annual basis.

- Reviews are carried out in line with statutory guidance for reviews.
- When there are reviews, advice is provided by the school, external agencies, the pupil and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and school. Students are always encouraged to participate in their meeting.
- Progress of all pupils, including those with SEN support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents six times each year, in written format as well as face to face at parent's evenings. One of the six reports contains detailed teacher comments and the other contains form tutor comments. All reports contain information on progress, attitude and any barriers to learning.
- The Senco is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria. As an indication of the tracking of groups, nationally, according to the latest figures, only 39% of pupils from disadvantaged backgrounds achieve 5A\*-Cs with English and Maths, and across Lancashire that falls to 35% whereas at PMGHS 75% of pupils from disadvantaged backgrounds achieved 5A\*-Cs with English and Maths – almost double the national average

## Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

### What the school provides

- All school trips are processed through “evolve” system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.
- Risk Assessments are carried out for all PE activities.
- DofE risk assessments are completed for all training dates and expeditions. A qualified walk leader has to accompany all training dates.

## Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child’s particular needs?
- Which health or therapy services can children access on school premises?

### What the school provides

- Medication that has to be regularly administered by a pupil is kept in a lockable first aid cabinet. Pupils administer the medication with a teacher present to ensure correct dosage is taken
- The family alongside the school nurse are invited to a meeting with a member of pastoral to go through instructions of what we need to do as a school. Care plan is drawn up by the nurses and signed by parents and a copy given to the school. All Staff are made aware of pupils who hold care plans and these are kept on the schools shared drive for access
- Pastoral team organised for the staff to be given first aid training and also any relevant training that is needed (i.e. school nurse delivered an inset to whole school staff on how to manage a pupil administer epipen)

## Communication with Parents

- How do you ensure that parents know “who's who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### What the school provides

- All Parents are members of ParentMail2 ensuring ease of regular communication and a guarantee of delivery.
- At the transition meeting for newcomers to the school key staff members are introduced to parents and pupils.
- Staff visit all feeder schools during transition and speak to the pupils interested in coming to PMGHS. Details about the school and how to contact us are left with all feeder schools.
- We have an open door policy. Every day is an Open Day and parents and students will be escorted on a tour around the working school within strict safeguarding limitations. Parents can come to school at any time (within safeguarding constraints) and a member of SLT will usually be able to meet with a parent, even if no appointment has been made.
- Interim assessment is formally reported to parents six times throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued by report slips, school planners, questionnaires and our Parent Forum group. School practice is adjusted and reformed in the light of this feedback.
- There is parent representation within the School Governing Body.

## Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?
-



### **What the school provides**

- The school has an active Student Council which meet regularly and information is fed upwards and downwards.
- Students are involved in staff appointments as appropriate; at times student panel meets with candidates, asks prepared questions, and at times fill an evaluation sheet after a lesson. This feedback is forwarded to the appointments panel.
- Students are asked to complete a questionnaire about school, their learning and wellbeing.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parent's evenings as well as web site feedback.
- There is a parent consultation group which meets regularly during the school day.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- There is Open door access to the Headteacher.
- There is a governor linked with SEN who reports back to full Governing Body. This ensures there is a regular, comprehensive review of provision.

### **What Help and Support is available for the Family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

### **What the school provides**

- Administrative support is supplied via the main school office on request. The key staff worker is identified and assigned according to need.
- Various forms of communication from the school encourage and signpost parents towards the help available at the school.
- Designated teacher ensures that impartial careers advice and guidance is delivered to students. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute.

- Students are given support in completing application forms.
- Currently we have no pupils that require a Travel Plan, However if need arose we would work in partnership with the LA Travel Unit, we would support the information received by parents concerning travel plans.

## Transition from Primary School and School Leavers

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

### What the school provides

- The primary schools are visited and both the pupils and teachers are seen.
- Year 6 teachers are asked to fill in a pupil profile that will ensure the year 6 pupils are placed in the correct forms and any issues that are raised are addressed before the pupils start in September. I.e. medical needs, emotional support.
- The pupils are given a pack which includes a letter from a year7 buddy,
- Buddy system put in place for the year whereby year 8 pupils buddy up with year 8
- A year 11 mentor appointed to each year 7 form that they can approach with any concerns or queries changes from primary to high school
- Nurses are invited to speak to the pupils when they enter year 7 about puberty
- Parents are made aware via a letter of changes from primary school to secondary.
- The Careers Coordinator ensures that impartial careers advice and guidance is delivered to all students from year 8 to year 11. A wide range of external agencies and colleges are invited into school to assist in this delivery.
- To help the year 9 pupils make informed option choices sessions are delivered by VIA, and through PSHE lessons.
- The school provides a facility called the Lancashire interactive program which can enable pupils and parents to seek advice and make informed career choices on line.
- Students are given support in completing application forms, CV writing and interview techniques.
- All students in year 10 are given the opportunity to undertake a period of Work Experience.
- All students in year 10 and year 11 including those with SEN are offered one to one careers guidance with an experience Careers Advisor from an external organisation.
- External speakers from Colleges and other organisations are invited to deliver

presentations for the year 11 pupils about possible destination routes and further education.

- A Careers Fair is organised for Year 9 and year 10 which includes, local employers, colleges and training providers.
- The school is in the process of developing a careers library which will hold information on many universities and colleges as well as information about employment and training opportunities.

### Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

- Currently the school has no provision for Breakfast Club, but with new facilities the canteen will serve breakfast items during morning break time each day from the dining room.
- The school is planning to run a 2 week Summer School for the first time this year; this is available to Y6/7 transition students.
- There may be a nominal charge made for this provision.
- There is a range of extra-curricular available to all students, although we plan to run these without a charge so that all of our pupils are able to participate, some may charge a nominal amount e.g. transport costs, qualification cost etc. The activities are at times subject related whilst others may include general activities such as sports and art.
- The school does not currently operate an Alternative Curriculum however, the school works collaboratively with local secondary schools in providing support through the Orchard Programme for years 9,10 and 11, giving students the opportunity to study subjects not necessarily available as part of the regular curriculum.
- All clubs, activities and trips are available to all students, but may be subject to risk assessment.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.
- Where places are oversubscribed parents will be informed as to how places will be allocated.
- The school operates a Buddy system where older pupils offer guidance, help and friendship support to younger students.
- Teachers, Welfare staff and other adults will signpost vulnerable young people to the pastoral support available at the school.