



PRESTON MUSLIM GIRLS
— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

SEND Report 2019

The Special Education Needs Co-ordinator is – Mrs M Bangee

The Governor with responsibility for Special educational needs is –Sajid Zinga and
Maulana Ismail

Number of pupils on the Inclusion Register

	No of pupil on SEN register		
	EHCP Plan	SEN Support	Total
Year 7	3	2	5
Year 8		6	6
Year 9	1	6	7
Year 10		6	6
Year 11		9	9
			Total 33

Other Vulnerable Groups

	KS3	KS4
SEN pupils eligible for Pupil Premium	3	3
CLA		1

Area of Need	Cognition and Learning	Communication and Interaction	Social Emotional Mental Health	Sensory or Physical
KS3	12	0	1	5
KS4	13	0	1	1

Philosophy

At PMGHS, we are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

PMGHS adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We are committed to ensuring that students with SEND achieve their full potential.

We believe in positive intervention: removing barriers to learning: raising expectations and accelerating levels of achievement.

Aims

- All children with SEN have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEN can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are teachers of SEN.
- All children with SEN will be valued as full members of the school community.
- All children with SEN and their parents have the right to be involved in assessing progress and determining goals. A partnership should exist between the pupil, parents and the school.

This SEN Policy details how PMGHS will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The Special Educational Needs Co-ordinator, Mrs. Bangee, is responsible for the operation of this policy. She is assisted by a team of learning support staff.

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND: those with an Educational Health Care Plan (EHC Plan) and those without.

The transition team, Mrs. F Vadia and Mrs. A Member (Lead), will gather all of the SEND paperwork and relevant information from feeder primary schools and any agencies working with the child as soon as possible. If the pupil is making a transition from another school, a meeting may be set up between the feeder primary schools and the SENCO to aid a smooth transition and to make sure that the pupil's needs are being met.

In addition, the transition team will work closely with Year 6 pupils during the spring and summer terms prior to transfer. The SENCO liaises regularly with the Transition team, to gather any additional information about pupils with SEND, and facilitate a smooth transition.

When face-to-face meetings are not possible, contact is made via telephone and/or email to make sure that there is a good understanding of the type of provision that is required.

Partnership with Parents

PMGHS have regard to the SEND Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs are treated as partners and supported to play an active and valued role in their children's education.

Graduated response

PMGHS adopts a graduated whole school response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having Special Educational Needs, the school will intervene.

If a pupil is known to have special educational needs when they arrive at school, the SENCO, Learning Support staff, departmental and pastoral colleagues:

- Use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Small group teaching (Up to 12 students) for those students who are unable to access the curriculum the same as their peers.
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- Involve parents in developing a joint learning approach at home and in school.

How does the school teach and support children with SEN?

At PMGHS high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support for individual children or groups may be planned and reviewed by the class teacher or teaching assistant. Where necessary the class teacher will talk to the SENCo and a more personalised programme of support may be introduced.

SEN support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

- Discussions with the new school/transitioning college to make sure things go smoothly for your daughter.
- Transition visit prior to moving on to college sixth form.
- SENCo meetings to ensure smooth transition and to advise and support parents with any questions or filling in forms.
- If your daughter has an EHCP we will make sure that the SENCO of the secondary school your daughter will be transferring to invited to attend the transition annual review.

What training do school staff have?

Every year the Head teacher identifies priorities for development as part of the School Development Plan, including reviewing support for children with SEN. The quality of teaching for pupils of SEN and the progress made by these pupils is a key part of the performance management process for all staff. We ensure high quality teaching for all as part of on-going monitoring of teaching and learning, especially for those at risk of underachievement. This includes identifying any patterns of need in the school, reviewing and improving if necessary teachers understanding of strategies to identify and support vulnerable pupils. When we plan support for a child, we think about the knowledge and skills their teachers and support staff have. Where interventions are needed, we make sure staff have sufficient skills and knowledge to deliver interventions effectively. Where necessary, we will arrange for training so that staff can develop their skills.

The school currently employs three HLTA's and five TA's. Depending on specialism the TA's are either subject based or student based.

How does the school measure how well it teaches and supports children with SEN?

We are always monitoring, evaluating and refining what we do to make sure that we are doing the very best we can for all children. We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We record details of additional or different provision made.

We look at whether our teaching and programmes of support have made a difference. As children with similar needs can respond differently to the same intervention, we regularly review and revise provision.

The school looks at the progress that children with SEN make across a school year and compares this with the progress of children without SEN. Although some children may achieve differently to their peers, it is hoped they will make comparable progress. If the rate of your child's progress is causing concern, staff will think together with you about why this may be with the aim of revising provision to support your child to reach his/ her full learning potential.

How accessible is the school and how does the school arrange equipment or facilities children need?

Like all schools, PMGHS is subject to the Equalities Act. We are committed to making all reasonable adjustments towards improving accessibility as we maintain and develop the school and its grounds. We will take proactive steps to ensure that disabled pupils and non-disabled pupils are treated equally.

How are Pupils with SEND involved in school trips?

School trips and activities are available for all pupils at our school.

Risk assessments are carried out to ensure that procedures are in place so that all pupils can participate.

We make all reasonable adjustments to make sure that every pupil is included.

If there is something that might make it hard for your daughter to be included in an activity we discuss this with you and see how we can work together to make the activity possible

What support is there for children's overall well-being and their emotional, mental and social development?

Our school has a strong Islamic ethos; emphasising the important values of respect for all, resilience and equality.

We are an inclusive school and we welcome and celebrate diversity.

We recognise that self-esteem is key to a pupil's emotional well-being and academic progress.

The form tutor has overall responsibility for the well-being of every pupil in their class. If you have any worries, please speak to the form tutor first. If further support is needed the form tutor will speak to the Pastoral Team who will then take the necessary steps for the full well being of the students.

Where can I get information, advice and support?

If your daughter is at school, the form tutor is the first point of contact however parents are more than welcome to contact the SENCo directly or the head teacher. All contacts are initially made through the school office via:

Info@pmghs.com

Or alternately contact the school on 01772 651906.

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

North - Fylde, Wyre and Lancaster

Tel: 01524 581 200

SEND.North@lancashire.gov.uk

South - Chorley, South Ribble, West Lancashire and Preston

Tel: 01772 531 597

SEND.South@lancashire.gov.uk

East - Hyndburn, Ribble Valley, Rossendale, Burnley and Pendle

Tel: 01254 220553

SEND.East@lancashire.gov.uk

Written by Mrs Bangee, September 2019

To be updated as needed and reviewed fully in September every year.