



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School: **Preston Muslim Girls High School**

School Number: **06122**

School Name and Address	Preston Muslim Girls High School, The Crescent, Deepdale Mill Street, Preston PR1 5BY		Telephone Number	01772 651906
			Website Address	<u>WWW.PMGHS.COM</u>
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	The school is a single sex 11 – 16 girls' school			
Name and contact details of your school's SENCO	Mariyam Bangee SENDCo mariyam.bangee@pmhgs.com Tel 01772 651906			
Feedback	If you wish to give any feedback on our Local Offer, please contact Mariyam Bangee details above.			

Accessibility and Inclusion

What the school provides

- Preston Muslim Girls High School is spread across four sites, three with a first floor (Crescent Building, Fatima Al Fihri and Bait-ul-Hikmah) and one building (Dr. Khan) with just a ground floor,
- Crescent Building (CB) and Fatima Al Fihri (FAF) both have a lift available for disability access allowing wheelchair access to all the first floor classrooms.. Any lessons in for pupil/s or staff with disability are only held on the ground floor of the Bait-ul- Hikmah (BUH) building.
- Our physical environment is safe and welcoming.
- Corridors are wide and well lit.
- There are 2 disabled parking spaces in the main car park.
- 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.
- Disabled toilet facilities are available in al the buildings.
- The medical room has hand washing facilities and a comfortable seating area. There is also showering facility in the medical room.
- There are 3 Evac -chairs situated at two separate stairwells in the CB building and one in the FAF building stairwell. A number of staff have been trained in using these. Three members of staff have completed the EVAC chair trainer course.
- There are handrails on all stairs.
- There is clear visual signage around school and in all classrooms with all rooms in the CB building labelled in Braille.
- Policies are available in a print format from school or on the website. All policies can be downloaded and adapted as necessary.
- Parents have the opportunity to request access arrangements for Parents' Evening.
- Majority of the classrooms have height-adjustable table in the school. In the Food Technology area there is a height adjustable cooker.
- We have a pastoral team who provide a 'safe space' for students struggling with medical and mental health challenges.

Teaching and Learning

What the school provides

- Pupils with SEND are usually identified through Year 6/7 transition.
- All pupils are assessed using standardised assessments on entry (CATS and NGRT). Any mid-year SEND transfers are tested on arrival. Pupils with SEND are tested using the CTOPP 2/Dyslexia Portfolio/ CATs. Updates are made termly or more frequently if required. 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.
- Bedrock Vocabulary and Heggerty Maths, and Reading intervention withdrawal sessions are incorporated into the curriculum for students with weaknesses in literacy and numeracy.
- Literacy and Numeracy session are provided on a Friday afternoon and is a priority of the school designed to promote independent learning and curriculum access. Cooperative Learning Structures designed to promote effective paired and group work are common lesson components across all subject areas.
- There are laptops/i-pads available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties.
- There is a range of equipment available within school for pupils with visual difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND.
- Additional Literacy/Numeracy support is built into the curriculum for a small number of identified pupils at KS4.
- Each teaching and non-teaching member of staff is given relevant information at the start of the school year and when updates are necessary. 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 SENDCo, via staff briefings, School email or face to face meetings. External training is available to support the staff.
- Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, VI, HI, MLD (some to advanced qualifications).
- Training and staff development is given in house and through external courses.
- School works within the examination board guidelines to put into place Access Arrangements that are appropriate and meet the needs of the individual pupil.
- Individual teachers are responsible for making lessons accessible to all.

- Where appropriate pupils may be offered vocational alternatives at KS4. These may be provided by external organisations or taught in-house. In the past vocational qualifications such as BTECs have been offered in a selected range of subjects.
- Where appropriate, pupils with SEND are offered the opportunity to engage in a week of work experience at the end of Year 10 and in certain cases longer work placements are organised into Year 11.
- Attendance and engagement is monitored regularly by the school's the pastoral team and the SENDCo ensuring high levels of attendance and working with the pupil and parents where this does not occur.
- The school employs a counselling service to help pupils who struggle with Social, Emotional and Mental health.
- SEN provision maps illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs.
- SIMs is used for the sharing of SEND related information and provide reporting to parents in regards to rewards and sanctions.

Reviewing and Evaluating Outcomes

What the school provides

- All EHCPs are reviewed on an annual basis, plus termly interim reviews for high-need pupils.
- Reviews are carried out in line with statutory guidance.
- 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 LEA, the parent/carer and school. All reviews are 'Pupil-Centred'.
- Progress of all pupils with SEND support is monitored termly by the SENDCo/Learning Support Team 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 three times each year, in written format as well as at face to face / virtual parent's evenings.
- The Learning Support Department operates an 'open door' policy and the school is committed to a working partnership with all parents.
- The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.
- Line management meetings are held weekly to discuss issues arising and to quality assure the implementation of whole school and SEND policy.
- Department Self-Evaluation for Inclusion is completed annually to identify areas of outstanding practice and areas for improvement. This report is reviewed with both the school's Headteacher and Learning Support Departments' Line manager.
- SEND attendance, behaviour and participation is reviewed every half term with SLT through the ECM meeting.

Keeping Children Safe

What the school provides

- The school site is risk assessed annually by the site manager.
- Preliminary assessment is made by the SENDCo prior to a pupil with SEND starting at the school.
- Main reception area at front of school is a safe place for identified pupils to be dropped off or picked up by a responsible adult. Pupils are released to adult subject to safeguarding procedures having been carried out. Access for parents onto the school site is restricted at the start and end of the school day unless by special arrangement.
- 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. A first aid trained member of staff will be present on all school trips where a risk has been identified.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for pupils with SEND.
- A considerable proportion of the staff, particularly in practical areas such as technology and PE, are first aid trained. This accreditation is renewed every 3 years.
- Five members of staff are DSL (Designate Safeguarding Lead) trained, including are SENCO and Deputy who work closely with our Lead DSL on safeguarding issues relating to SEND pupils.
- The school has a number of IT based safeguarding measures
- The school’s anti-bullying policy is available by a direct link on the school website and hard copies are available on request.
- Pupils with significant hearing, visual or physical impairments have a Personal Emergency Evacuation Plan which is reviewed annually in consultation with parents.

Health (including Emotional Health and Wellbeing)

What the school provides

- Where a pupil requires medication the pupil is routinely reminded by pastoral team staff. Parental permission is on the first instance.
- All medication is kept under lock and key in a central place in the school office. For the safety of all the community, pupils are not allowed to carry medicines in school. The locked cupboard is clearly labelled and designated staff have access to the key.
- Medications in the cupboard are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the medication/ Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.
- A Care Plan is drawn up in conjunction with the parents, child and medical professional. The school nurse does a home visit and a meeting is called in school where the plan is agreed and signed by responsible staff. The Headteacher agrees all Care Plans personally.
- Care Plans are held centrally in the school/SENDCo office. They are reviewed by the School Nurse at least annually or if circumstances change.
- All Staff are briefed by the SENDCo regularly about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- In the event of a medical emergency, the member of staff is instructed to contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have any health professional or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols. However we do have access to the school nurse service.
- There are regular visits from the school nurse, who has drop in sessions, and visits from Speech and Language services, CAMHS workers, Educational Psychology Service where appropriate.
- PMGHS works closely with the Lancashire Hospital Education Service to ensure students receive their educational entitlement.

Communication with Parents

What the school provides

- SIMs provides parents with a range of information, including: rewards, sanctions, attendance and homework.
- Teams is used to virtually host Parents' Consultation Evenings and other parental engagement events, such as New Entrants Evening where appropriate.
- School website provides contact details for general school for general enquiries. Full details on how to contact school is given on the website as well as direct email links.
- At the Year 6/7 transitions evening for newcomers to the school, key staff members are introduced to parents and pupils.
- Staff visit all feeder schools during transition.
- Our MOTHS (Moving On To High School) programme inducts vulnerable pupils into school procedures and makes them familiar with key staff, and also their Buddies in Year 7. Additional contact days are made available for Year 6 pupils to come and experience working in our school.
- Annual Parents' Evenings are held. Additionally further information evenings relating to specific activities and careers are held at key points during KS3.
- Parental feedback questionnaires are completed annually.
- Parents can meet with a member of the SLT by appointment.
- Prior to starting school, parents and pupils can arrange a tour around the working school within strict safeguarding limitations by appointment.
- Interim assessment is formally reported to parents at regular intervals 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 a strong parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.

Working Together

What the school provides

- The school has an active 'Pupil Voice' which is led by the Head Girl and her deputy. We have Form representatives on the School Council who meet regularly and information is fed upwards and downwards.
- The Head Girl and her deputy are trained as peer mediators to help pupils to resolve conflicts within their peer groups.
- Head of Years are trained to help resolve pupil disputes.
- Pupils are invited to attend meetings of the Governing Body at appropriate times.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- Pupils are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.
- Parents are encouraged to complete questionnaires after Parents' Evenings.
- Pupils 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.
- The Headteacher is available by appointment.
- There are governors linked with SEND who reports back to full Governing Body. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision.

What Help and Support is available for the Family?

What the school provides

- Administrative support (e.g. help with completion of forms) is supplied via the main school office on request.
- The school website clearly signpost where support can be found.
- The school fulfils the statutory requirement to provide impartial advice and guidance through an independent Careers Advisor and a Head of Careers. Together they provide one to one support as well as organising whole school events.
- A wide range of external agencies and colleges are invited into school to assist in this delivery.
- Students are given support in completing application forms.
- Working in partnership with parents we support pupils concerning travel plans; travel training is carried out by specialist teachers.

Transition from Primary School and School Leavers

What the school provides

- The school works with local primary schools and Parent Partnership Officers from Year 4, through to arrival in Year 7.
- The school holds an Open Evening each year in October and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENDCo, following Open Evening.
- Transition visits start in the Autumn term for some pupils, following early liaison with feeder school.
- Vulnerable pupils and pupils with SEND are invited/encouraged to attend the MOTHS (Moving On To High School) programme from Year 5.
- Individuals and small groups of pupils are given increasing access to the school, via pre-arranged visits.
- The school has an active Buddy system for Year 7 pupils. This includes Year 7 pupils writing welcome letters and arranged meetings on Taster Day and at the start of Year 7.
- All Year 6 pupils including those with SEND attend a Taster Day and the Year 6 Evening during the Summer Term.
- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG)) from the careers team.
- Local Colleges attend Parents' Evenings from Year 9 onwards, and a specialist Post 16 Evening is held in the South Ribble Area. This is open to any pupil and their parent/carer. Colleges attend and give presentations.
- The SENDCo works closely with pupils, parents and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by pupils in the summer term of Year 10 and Year 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the pupil and family.
- Subject departments engage with universities and colleges for subject specialist information.
- The school provides opportunities for work related learning and work experience opportunities.
- The school has a dedicated careers area in the CB building which holds information on many colleges and universities as well as information about employment and training opportunities.
- All pupils including vulnerable pupils and pupils with SEND are given the opportunity to undertake a period of Work Experience at the end of Year 10.
- The school runs The Duke of Edinburgh Awards Scheme and actively promotes the work of the Young Peoples Services.

Extra-Curricular Activities

What the school provides

- The school has a calendared minimum offer of enrichment activities, covering cultural capital, health and wellbeing and careers related events.
- There is additional support available before school for identified vulnerable pupils.
- Breakfast is available each day from the dining room between 7.45 and 8. and at break time.
- There is a range of extra-curricular activities available to all pupils, some charges are applicable e.g. transport costs.
- All clubs, activities and trips are available to all pupils, 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 makes the Learning Support rooms available to socially or emotionally vulnerable pupils, and actively promotes social integration and friendship support under the supervision of adults.
- Teachers, Welfare staff and other adults will signpost vulnerable young people to the Learning Support Department for support.
- The MOTHS programme actively engages pupils in finding new friends and supporting new friendships.
- Participation on all extra-curricular activities is closely monitored to ensure no group, including SEND, misses out. Where gaps in provision are identified, additional options are made available.