



PRESTON MUSLIM GIRLS
HIGH SCHOOL

Education with Patience Modesty Gratitude Humility Sincerity

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‘There are very high expectations of all pupils, including those who are disadvantaged, the most able disadvantaged and those who have special educational needs and/or disabilities. Consequently, all pupils make rapid progress well above most national rates of progress.’
(Ofsted 2016)

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Written by Mrs. Bangee

Welcome to the report for pupils with Special Educational Needs and Disabilities (SEND). At Preston Muslim Girls High School (PMGHS) we value all members of our school community. The school aims to deliver the curriculum in an inclusive manner) whilst ensuring all their individual needs are met.

Core Values

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 our pupils and consider the additional support required by those children with Special Educational Needs and Disabilities (SEND).

PMGHS adapts 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 additional needs achieve their full potential.

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

The SENDCO's role

The SEND Coordinator (SENDCO), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- liaising with and advising fellow teachers
- managing the SEND team of teachers and learning support assistants
- coordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

Learning Support Department

The Special Educational Needs for which provision is made at Preston Muslim Girls School includes:

- Pupils with moderate learning difficulties (MLD)
- Pupils with specific learning difficulties (SpLD)
- Pupils with severe learning difficulties (SLD)



- Pupils with sensory or physical disabilities which prevent or limit access to the full curriculum (PD)
- Pupils with visual difficulties (VI)
- Pupils with hearing difficulties (HI)
- Pupils on the autistic spectrum (ASD)
- Pupils with speech, language and communication difficulties (SLCN)
- Pupils with social, mental & emotional health difficulties which hinder/or have hindered progress in any area of the curriculum
- Pupils whose basic language and/or numeracy skills are considerably weaker than those of their peers
- Pupils whose pace of work and/or development is much slower than that of their peers

Role of staff in the Learning Support Staff

The Learning Support Staff ensure that:

- All pupils are entitled to the greatest possible access to a broad and balanced education.
- All support provided to pupils with SEND is positive: building on achievement not failure: integration not segregation.
- All staff have responsibility for the management of SEND within their classroom.
- All parents are regarded as equal partners in the support of SEND pupils.

The Learning Support Staff duties include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Working with the SENDCO to collect all available information on the pupil
- In collaboration with the SENDCO, develop provision plans for SEN pupils.
- Working with SEN pupils daily to support achievement of targets.
- Offer in class support and/or small group interventions.

There are currently seven teaching assistants employed by PMGHS

Ms Bala (B.Ed)

Mrs. Desai (VI specialist, level 3 qualified TA)

Mrs. Nakhuda (Qualified HLTA, EAL support, BSL training)

Miss. S. Patel (Qualified Level 2 TA)

Mrs S. Zinga (Apprentice BSL)

Miss B Akubat (Level 2)



Role of the teacher

‘The class or subject teacher should remain responsible for working with the child on a daily basis.’ (SEND Code of Practice 2015)

‘The high expectations of teachers of disadvantaged pupils and those who have special educational needs and/or disabilities ensure that they are able to flourish alongside their peers, achieving of their best.’
(Ofsted 2016)

All staff at PMGHS will do their best to ensure that the needs of all students are met. Adaptive teaching strategies are adopted by all departments in relation to teaching methods, styles, and resources to promote independent learning.

Facilities for pupils with physical disabilities

The school has facilities suitable for wheelchair access and a care suite located in The Crescent Building. The school has access for wheelchairs in buildings that have more than one floor via lift. Additional resources are allocated in accordance with needs. Please refer to the Single Equality Scheme.

In the event that a SEND pupil wishes to join PMGHS with a specific need not already met within the school, we would work with Lancashire County Council and the SENDO team to assess the suitability of the site. If applicable, under guidance from LCC, we will seek external sources of funding, and put in place any agreed modifications.

The Designated Governors for SEND ensure that the school has policies and procedures for the management of Special Educational Needs which conform to the statutory requirements: most specifically the Special Needs Code of Practice.

Pupils with Medical needs

The school ensures pupils medical needs can be met and seeks the appropriate support and training required to support individual pupils. Please refer to the schools Medicines Policy and Intimate Care Guidelines. Intimate Care plans are reviewed by Pastoral Manager Asma Member and SENDCo Mariyam Bangee.

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 SENDCO will gather all 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 SENDCO 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 SENDCO 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.

Curriculum

At PMGHS, we are committed to the academic and personal development of all pupils regardless of ability, therefore allowing all pupils the opportunity to access a broad, balanced curriculum.

Any concerns are raised with Head of Faculties and SLT lead by the subject teacher. All concerns are evidenced with samples of pupil work and progress.

If it is believed there are special needs that have not been addressed then staff refer that to the SENDCo for a thorough investigation of need and, where necessary, support is allocated, and reasonable adjustments are made for exams and Assessments.

On rare occasions, disapplication maybe seen as appropriate this is applied for by the school. This is usually discussed by the SENDCo with the parents and pupil before application to SLT Lead. The Head Teacher will make the final decision.



Identification of pupil with Special Educational Needs and/or Disabilities

1. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
2. The school assesses each pupil's current skills and levels of attainment on entry through baseline tests building on information from previous settings and key stages where appropriate.
3. The entry assessments at our school are listed in the table below:

Entry Assessments at PMGHS	Assessment Outcomes
Cognitive Ability Tests (GL Assessment)	Verbal, Non-Verbal, Quantitative, Spatial
National Group Reading Test (GL Assessment)	Reading and spelling age against chronological age
Internal Reading & Writing Assessments	English baseline
Internal Mathematics Assessment	Maths baseline

4. Further assessment and screening may be necessary for some pupils. Our school has the following assessment and screening tools available.

Assessments at PMGHS	Assessment Outcomes
CTOPP 2	Indicator of dyslexia
WIATIIITUK	Assesses reading and spelling
DASH	Assesses handwriting speed
Dyslexia Portfolio	Used to identify pupils in secondary school who are at risk of dyslexia.

5. The school also considers information provided from a previous setting
6. Parents, the class teacher or other professionals, within or outside the school, may also express concerns which trigger further investigation, observation and/or assessment. These may refer to a child's difficulties in coping with the normal demands of the school. For example, attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse. Where a pupil routinely demonstrates challenging behaviour, the possibility that poor conduct is being driven by an underlying unmet special educational need must be fully explored.
7. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.
8. The school is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bereavement. Where there are long



lasting difficulties, the school will consider whether the pupil has SEND.

9. When identifying SEND, the school is mindful of the following:
 - Slow progress and low attainment do not necessarily mean that the child has SEND
 - Attainment in line with chronological age does not mean there is no learning difficulty or disability
 - Pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties in addition to second language support
 - Persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND

Where it is decided that a pupil does have SEND, the pupil is added to the SEND Register and parents are formally informed that the school has decided to provide SEND support

'In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.'

(Code of Practice 6.38)

Transition

1. Robust transition systems are important for pupils with SEND to ensure that appropriate provision and support is in place when pupils move between different phases of education.
2. We request specific information from the previous setting and all documentation about special educational needs included in a pupil's record is transferred between schools when a pupil moves setting.
3. In order to ensure a smooth transition to and from our school we have the following in place:

Transition Process and Support

A designated transition lead who specialises in transition from primary to secondary school is in place
The inclusion team work closely with the head of year 7 to ensure that pupil information is disseminated appropriately across the school
The SENCO attends review meetings at the previous school for the new intake of pupils who have an education, health and care plan



There is close liaison with the SENCo and the learning support assistant from the pupil's primary school to ensure that the individual pupil's needs are fully understood prior to them arriving in school
Meetings are held and a transition visit is booked with parents and the pupil: a tour is given, and any concerns/queries addressed.
A transition visit takes place where a Learning Support Assistant spends a day at the primary school to gain a better understanding of support
Further transition meetings take place with the previous setting school learning support assistant bringing the pupil into school to meet with the new Learning Support Assistant. The pupil can ask questions and the team reassures the pupil
The pupil takes part in some lessons experiencing the beginning of some lessons, the end of other lessons, break and lunchtimes and an assembly
Parents and pupils are invited to an open event where the access and inclusion team is available to communicate the school offer and address individual concerns
An induction day in the summer term enables pupils to meet with staff, including the inclusion team

Support for Emotional & Social Development

Preston Muslim Girls High School is an inclusive school that consults with a range of agencies and partnerships to ensure the Emotional and Social Development needs of SEN children are met.

Inspired by Islamic values, staff believe that high self-esteem and resilience is crucial and aim to support and promote the emotional wellbeing of all children. On a daily basis the form teacher is responsible for the pastoral and social care of every child in their form, therefore this would be the parents' first point of contact should further advice or support is required.

Within school we have experienced members of staff who have received various training for supporting children with emotional difficulties and for promoting emotional well-being.

In order to access the best professional advice, we link with the Local Authority and private providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services, Emotional and Well-being and Effective Learning Team and Medical Professionals.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. When children behave in a way



that promotes our school ethos and values, they are given achievement points which accrues over the year. During celebration assembly, a variety of other trophies and certificates are handed out reflecting the hard work and behaviour of the children that term.

PMGHS does not tolerate any form of bullying. Children are taught during PSHE lessons about what bullying is and what to do if they feel they or someone they know is being bullied.

Behaviour Management

For pupils with SEND there will be a personalised approach to behaviour management (in line with the Behaviour Policy) which makes reasonable adjustments to the general guidance set out above

How we evaluate the effectiveness of SEND Provision

The head teacher and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based.

The impact and effectiveness of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual outcomes
- pupils' work and interviews
- robust evaluation of policy and practice (in team and staff meetings)
- SENDCO/SLT/Governor monitoring
- Learning walks and observations of lessons and interventions
- Performance management

EHCP Reviews

Procedures outlined in the Code of Practice inform effective management of annual and transition reviews. Care is taken to ensure that all parties involved with the child are invited to offer advice and attend the review meetings. The Learning Support Department works hard to ensure that all reviews are 'Pupil-Centred'.

How children with SEND engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:



- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that children with language delay are supported with visual aids and prompts.
- Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning.
- Ensure every child has the entitlement to a sense of achievement through celebrating progress, for example; we have a termly celebration assembly where academic and non-academic progress is celebrated and then shared with parents on Twitter.
- When planning activities such as visits and trips, SEND children are considered to ensure they can fully participate, for example; staff will visit places and complete risk assessments.

Parent Partnership

Where it is decided to provide a pupil with SEND support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Code of Practice 6.48

1. Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. The school demonstrates this by:
 - ✓ Always discussing any concerns, we have with the pupil's parents at the earliest point
 - ✓ Listening, and hearing, what parents say
 - ✓ Identifying any outcomes to be achieved with parents
 - ✓ Planning any interventions with parents
 - ✓ Meeting with parents to review their child's interventions and progress
 - ✓ Being honest, open, and transparent about what we can deliver
 - ✓ Making sure parents know who to contact if they have any concerns
2. Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over-represented at school support stages and through statutory needs assessments. To ensure that we are responding appropriately we:
 - ✓ Do not make assumptions based on a pupil's care status
 - ✓ Monitor the progress of all our children who are looked after termly
 - ✓ Have an up-to-date personal support plan which is easily understood by



everyone involved

- ✓ Ensure close working with the specialist services who support children who are looked after including the LAC nurse, social worker and virtual headteacher
- ✓ Normalise life experience wherever possible
- ✓ Ensure our children who are looked after, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

