



PRESTON MUSLIM GIRLS

— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

SEND INFORMATION REPORT 2024

Approved by: Headteacher/Governing Board **Date:** 17 December 2024

Last reviewed on: November 2024

Next review due by: November 2025



“Leaders quickly identify the needs of pupils with SEND. Staff receive detailed information on how best to support this group of pupils. Teachers implement these support strategies effectively in lessons.” (Ofsted 2022)

What are our core values?

At Preston Muslim Girls’ High School (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.

What kinds of SEND do we provide for?

- We provide support for all types of SEND and Disabilities, and some of our students have Education and Health and Care Plans.
- Our site is fully accessible.

What is the role of the SEND Coordinator (SENDCO)?

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 and other faculties (Pastoral/Safeguarding).
- 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 Local Authority’s support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

SENDCO: Mariyam Bangee

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What is the role of the SEND 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 (SEMH) 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.

What is the role of staff in the SEND Department?

The teaching assistants (TAs) in the SEND Department 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 TAs duties include:

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

There are currently five teaching assistants employed by PMGHS:



Mrs Bala (B.Ed, Qualified HLTA Level 4)

Miss Munawar (Qualified Level 1 TA)

Mrs. Nakhuda (Qualified HLTA Level 4, EAL support, BSL training Level 2, ELSA Trained)

Mrs. Patel (BA Hons- Children, Schools and Families, Qualified Level 2 TA, TEFL Certified)

Miss Master (Qualifying Level 3 TA Diploma)

What is your SEND profile?

The numbers of pupils on the SEND Register at PMGHS changes frequently. As of July 2024, the breakdown of needs at the school are:

Needs	Number	Percentage of school
EHCP	3	0.5
Non-EHCP	605	99.5
Area of Need	Number	Percentage of school
Cognition and Learning	48	8
Communication and Interaction	5	0.8
Sensory or Physical	10	1.6
Social, Emotional and Mental Health	5	0.8

What are your curriculum values?

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.

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, and this is applied for by the school. This is usually discussed by the SENDCO with the parents/carers and pupil before referral to SLT Lead for the subject. The Head Teacher will make the final decision.

What is our policy for identifying pupils with SEND and assessing their needs, and who is the SENDCO?

Our SEND policy sets out clearly what our process for assessing needs are. It is the role of the teachers, supported by the SENDCO, to assess the needs of the pupils, and to identify those who may need further support because of a learning difficulty or disability. This will be routinely done through regular ongoing in class assessments but may involve more specialised assessment from our SENDCO or outside agencies. 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. The entry assessments at our school are listed in the table below:

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

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
Boxall Profile	SEMH Baseline
Dyslexia Screener (GL Assessment)	Indicator of Dyslexia
Dyscalculia Screener (GL Assessment)	Indicator of Dyscalculic tendencies
SLCN Screener (Progression Tool)	Baseline SLCN needs

Parents/carers, 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.

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.

Some pupils have an Education, Health and Care Plan (EHCP), which clearly set out the needs of the pupil.

The SENDCO is Mariyam Bangee. The SENDCO can be contacted by phone: 01772 651906 or by email: senco@PMGHS.com

How do we consult with parents/carers of children with SEND involve them in their child's education?



- Parents receive regular reports from the school regarding pupil's effort, attitude and progress as well as subject specific targets.
- There are opportunities throughout the year at parent's evenings to meet with form tutor, subject teachers and the SENDCO.
- Individual Education Plans (IEPs) will be coproduced with staff, parents and pupils on a termly basis for those children who have additional support outside of that provided in the classroom with high quality teaching.
- As part of IEPs we encourage parents to add their thoughts and comments as part of the termly review.
- Parents/carers are free to contact the school at any time: by phone, email or to make an appointment to have a conversation about their child's progress in school or concerns regarding SEND.
- 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 pupils who are looked after termly.
 - Have an up-to-date Individual Education Plan which is easily understood by everyone involved.
 - Ensure close working with the specialist services who support pupils who are looked after including the LAC nurse, social worker and virtual headteacher.
 - Ensure our pupils 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.

How do we consult with young people with SEND and involve them in their education?

- We will always meet with our pupils before beginning specific support and explain what we are doing and why.
- We ask pupils for their views on their needs and record this on their IEP.
- We have an open-door policy where pupils can share their concerns with staff.
- We annually provide a questionnaire to a selection of pupils with SEND from each year group.

How do we assess and review pupil's progress towards outcomes?

- Class teachers regularly assess pupil progress as part of their normal practice.
- We complete reports regularly through the year for all young people, and this information is sent home to parents.



- The data generated by these reports is scrutinised by the SENDCO after each data capture point, those with less than expected progress are highlighted and provisions and interventions reviewed.
- Those pupils receiving specific SEND support have their progress tracked and monitored by class teachers and SENDCO.
- We aim to use our normal school assessment processes as much as possible as to not overburden our pupils.

How do we support our pupils through key transition points?

- There are well planned programmes of transition activities from both KS2 to KS3 and KS4 to KS5.
- 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.

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 SENDCO attends review meetings at the previous school for the new intake of pupils who have an EHCP.
There is close liaison with the SENDCO and the Teaching 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 Teaching 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 Teaching Assistant bringing the pupil into school to meet with the new Teaching Assistant. The pupil can ask questions of the SEND faculty.
Parents and pupils are invited to an open event where the SEND 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.

How does the school support pupils with their emotional and social development?



- PMGHS is an inclusive school that consults with a range of agencies and partnerships to ensure the emotional and social development needs of SEND pupils 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 pupils.
- On a daily basis the Form Tutor is responsible for the pastoral and social care of every pupil 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 liaise with the Local Authority and private providers of additional services, such as Occupational Therapy, CAMHS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services, Emotional and Well-being and Effective Learning Team and Medical Professionals.

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.

Do pupils with SEND engage in all school activities?

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

- Ensure that all pupils with SEND are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that pupils 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.
- When planning activities such as visits and trips, SEND pupils are considered to ensure they can fully participate, for example; staff will visit potential destinations and complete risk assessments.

What are the facilities for pupils with disabilities?

The school has facilities suitable for wheelchair access and a care suite located in the Crescent Building, DR Khan Building and Fatima Al Fihri 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 (LCC) 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 Governor[s] 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.

What about those 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 the Pastoral Manager and SENDCO.

What are your 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 (EHCP) and those without.

The SENDCO will gather all the SEND paperwork and relevant information from feeder primary schools and any agencies working with the pupil 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.

What about Access Arrangements for Examinations?

To ensure equality of access for examinations, the SENDCO oversees the process for access arrangements for examination in line with the statutory guidance issued annually by the **Joint Council for Qualifications**.

