



PRESTON MUSLIM GIRLS
— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

PMGHS LOCAL OFFER (SEND)

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

Last reviewed on: November 2024

Next review due by: November 2025



School Name and Address:	Preston Muslim Girls' High School The Crescent, Deepdale Mill Street, Preston, PR1 5BY
Telephone:	01772 651906
Website Address:	www.pmghs.com
Does the school specialise in meeting the needs of child of children with a particular type of SEND?	No
What age range of pupils does the school cater for?	The school is a Muslim faith-based school for girls aged 11-16
Name and contact details of your school's SENDCO?	Mariyam Bangee senco@pmghs.com
Please give the URL to your school's local offer	www.lancashire.gov.uk/SEND .



Accessibility and Inclusion

What the school provides

Preston Muslim Girls' High School is spread across four sites. Three of these buildings have 2 floors. These are Crescent Building (CB), Fatima Al Fihri (FAF) and Bait ul Hikmah (BUH). The Dr Khan building has one floor only.

CB and FAF both have a lift available for disability access allowing wheelchair access across all floors. In BUH, any lessons/sessions for pupils/staff with disability are only held on the ground floor.

Our school's physical environment is safe and welcoming with the corridors being 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, have window blinds and wall displays. Disabled toilet facilities are available in all the buildings.

The medical room has hand washing facilities and a comfortable seating area. There is also a 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. Selected staff have been trained in using these. Three members of staff have completed the Evac Chair Trainer Course. All stairwells have handrails

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 are available to be downloaded.

Parents/carers and external visitors can request access arrangements for school events such as Parent's Evenings.

Most classrooms have height-adjustable tables. In the Food Technology area, there is a height adjustable cooker.

There is also a 'safe place' for pupils struggling with medical and mental health challenges. This is overseen by the Pastoral Team.



Teaching and Learning

What the school provides

Pupils with SEND are identified as part of the Year6/7 transition process. All pupils are assessed using a variety of standardised tests on entry. We refer to external agencies for assessment or diagnosis as appropriate, following consultation with parents/carers.

In-class support and intervention may 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 and numeracy interventions are available through timetabled sessions and is a priority of the school, designed to promote independent learning and curriculum access. School commissions 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 provided with relevant training at the start of the school year. Specialist nurses and agencies are available to provide advice and strategies for teaching pupils with SEND and medical conditions.

There is a range of equipment available within school for pupils with visual difficulties.

Regular updates are available to staff by the SENDCO through emails and staff briefings or face to face meetings. External training is available to support staff.

There are laptops available in the school to enhance the learning process, and to assist identified pupils with handwriting recording difficulties.

Within the SEND Team, staff have a range of specialist skills. These include expertise in VI, HI and MLD.

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.

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.



Attendance and engagement are monitored regularly by the school's pastoral team and the SENDCO, ensuring high levels of attendance and working with pupils and parents/carers where this does not occur.

SEND 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.

Bromcom (Management Information System) is used for the sharing of SEND related information and reporting to parents regarding academic progress, 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/carers. Documentation is shared in advance, and meetings are 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 and the SEND Department in line with school monitoring and 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 meetings.

The SEND department operates an open-door policy, and the school is committed to a working partnership with all parents/carers.

The effectiveness of our provision is measured in the progress that individuals and groups of pupils make overtime. The school is required to measure progress using nationally agreed standards and criteria, as well as progress related to social, emotional and 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 SEND is completed annually to identify strengths and areas for development. This document is reviewed with both the school's Head Teacher and the Senior Leader responsible for SEND.

SEND attendance, behaviour and participation is reviewed every half term with the senior leadership team through ECM meeting.



Keeping Children Safe

What the school provides

The school site is risk assessed annually by the Estates Manager.

Preliminary assessment is made by the SENDCO at a school visit before pupil starts the school. Representatives from the LA and other external agencies and the school may attend the meeting and assist with the assessment. A full risk assessment is made when a place at the school is confirmed. This is subject to regular review and/or when need changes.

The main reception area at the 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 adults subject to safeguarding procedures having been carried out. Access for parents onto the school site is restricted unless by special arrangement.

The school's policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for pupils with SEND.

All school trips are processed through the '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.

Particular staff in practical areas such as Technology and PE are First Aid trained.

Several members of staff are DSL (Designated Safeguarding Lead) trained.

The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

The school has a number of IT based safeguarding measures in place.

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

Medication is routinely administered by trained First Aid staff. All medication is kept locked in a central place in the Pastoral office. For the safety of the school community, pupils are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff have access to the key. Medications in the drawer are clearly labelled to identify the pupil it belongs to. Names are checked carefully, and instructions read before a record of any administration is noted.

All medication is checked regularly for expiry dates, and parents/carers 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 between the parents, the pupil and a healthcare professional. The Head Teacher agrees all care plans personally. Care plans are held centrally in the Pastoral office and are reviewed annually.

Staff are briefed regularly regarding pupils 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 trained 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/carer permission and subject to the school safeguarding protocols. The school does 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 practitioners, Educational Psychology Service where appropriate.

PMGHS works closely with the Lancashire Hospital Education Service to ensure pupils receive their educational entitlement.



Communication with Parents

What the school provides

Bromcom provides parents with a range of information, including: academic progress, rewards, sanctions, attendance and homework.

School website provides contact details general school enquiries. Full details on how to contact school is given on the website as well as direct email links.

Key staff members are introduced to parents and pupils at the Year 6-7 transition evenings. Staff visit all feeder schools during transition. Our MOTHS (Moving onto 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 studying at our school.

Annual Parent's Evenings are held. Additionally, further information evenings relating to specific activities and careers are held at key points during both key stages.

Parental feedback questionnaires are completed annually. Parents/carers can meet with a member of the SLT by appointment.

Prior to starting school, parents/carers can arrange a tour around the working school within strict safeguarding limitations by appointment.

Interim assessment is formally reported to parents/carers 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 adapted and reviewed in light of the feedback. In addition, there is a strong parent/carer representation within the School Governing Body.

Working Together

What the school provides

The school has an active 'Pupil Voice' which is led by the Head Girl and her Deputies. We have form representatives on the School Council who meet regularly, and information is shared across the school.



The Head Girl and her Deputies are trained as peer mediators to help pupils resolve conflicts within their peer groups. Academic and Pastoral Leads are trained to help resolve pupil disputes.

Pupils are invited to attend meetings of the Governing Body at appropriate times.

Staff appointments involve a pupil 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/carers are encouraged to complete questionnaires after Parent's Evenings

Pupils with additional needs and their parents/carers are able to express their views in the pupil's feedback section during the Annual Review.

The constitution of the Governing Body requires parents/carers 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/carers then apply for the vacant positions as set out under the constitution.

The Headteacher is available for meetings by appointment.

The lead governor for SEND reports back to the 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 (help with completion of forms) is provided through the main school office on request.

The school website clearly signposts 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.



Pupils are given support in completing application forms.

Working in partnership with parents/carers 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. Transition visits start in in the Autumn Term of Year 6 for some pupils following early liaison with feeder schools.

Vulnerable pupils and pupils with SEND are encouraged to attend the MOTHS programme from Year 5.

Individuals and small groups of pupils are given increased access to the school through 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 Transition 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 pupils including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG). Local colleges attend Parent's 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. The SENDCO works closely with pupils, parents/carers and external providers to ensure a smooth transition to Post 16 provision. Additional advice and information is provided to the colleges and training providers by the school, with the agreement of the pupil and family. Subject faculties engage with universities and colleges for subject specific 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 health and wellbeing and career related events; enabling individual pupils to improve their cultural capital.

There is additional support available for vulnerable pupils at the start of the school day. Breakfast Club is available each day from the dining room between 7.45am to 8.15am and at break time.

The school provides a range of extra-curricular activities available to all pupils, some charges are applicable for certain activities. All clubs, trips and activities are available to all pupils- subject to risk assessment. Some trips and visits are subject to a voluntary contribution from parents/carers. School Funds are available to cover essential curriculum visits in case of hardship.

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. 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, is left out. Where gaps are identified, additional options are made available.

