



PRESTON MUSLIM GIRLS
— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

PMGHS SEND POLICY

Approved by:	Headteacher/Governing Board	Date: 17 December 2024
Last reviewed on:	November 2024	
Next review due by:	November 2025	



This policy has been written with regard to the Special Educational Needs and Disability Code of Practice 0-25 (2014, updated May 2015), part of the Children and Families Act 2014 and the Special Educational Needs and Disabilities Act 2001 (which came into effect in September 2002). It also takes into account the guidance set out by Lancashire County Council (LCC) for SEND practices and procedures, and additionally

- Equality Act 2010: advice for academies DfE 2013
- Statutory Guidance on Supporting pupil at school with medical conditions
- Teachers' Standards 2012

Rationale and Aim

The aim of the policy is to:

- Enable the best possible outcomes, aspirations and achievement for all pupils regardless of ability.
- Foster an inclusive approach to working with pupils with Special Educational Needs and Disabilities (SEND).
- Inform as to how SEND needs are identified and the correct provision provided for so that pupils with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together with Preston Muslim Girl's High School (PMGHS) so that the needs of all pupils with SEND are met.

Definitions:

The 2014 Code of Practice states that a child or young person has SEND if *"they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age."*

"A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

A disability is defined by the Equality Act 2010 is *"...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to day activities."*

Making higher quality differentiated teaching (normally available to the whole class) is likely to mean that fewer pupils will require such support.



Key Responsibilities

The Headteacher holds overall responsibility for ensuring that the school complies with its statutory obligations for pupils with SEND.

Those responsible for managing the school's response and provision are:

Mariyam Bangee (Special Educational Needs Coordinator, SENDCO)

Venkat Nallamilli (SLT Lead - SEND)

Sajid Zinga (Lead Governor for SEND)

The Local Authority

To support children, young people and their families, the Children and Families Act requires all local authorities to set out a local offer. The local offer is a description of support and services which are available to children and young people who have SEND, and their families. It outlines how services can be accessed and the criteria to accessing them. It allows for the possibility to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Lancashire County Council Local Offer can be viewed by clicking on the link below.

[Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](#)

Curriculum Access

All teachers are teachers of special educational needs. Our curriculum centres around high quality teaching and learning for all pupils. We believe that all pupils should have access to an appropriate, broad and balanced curriculum and to extra-curricular activities.

All subject teachers have a responsibility to see that the SEND policy is put into practice. Their responsibilities include:

- Ensuring they are fully aware of pupils' diverse learning needs and recommended strategies for responding to them.
- Overcoming potential barriers to learning.
- Identifying pupils who do not make expected progress.
- Liaise closely with any assigned teaching assistants to ensure effective deployment.

Identifying SEND:

Pupils will be identified through ongoing assessments by the pupil's teachers and brought to the attention of the Special Educational Needs Coordinator (SENDCO) if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the pupil's area of weakness.

Limited progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND.



The SENDCO will then work with other staff to investigate this further and may engage the assistance of other external agencies in order to identify the area of need.

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and /or physical needs

Special Educational Provision

Special educational provision is educational or training provision that is additional to or different from that delivered generally for other children or young people of the same age.

Teachers are responsible for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

PMGHS will take a graduated approach to supporting pupils with SEND.

The special educational provision in place should follow the four-part cycle:

1. Assess.

In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs. A clear understanding of a pupil's needs is a critical precondition to:

- Planning effective teaching.
- Determining appropriate provision.
- Informing adjustments to teaching that will lead to good progress and improved outcomes for pupils.

Assessment is a continuing process that can identify pupils who may have SEND. The school will measure children's progress by referring to:

- Key stage two test results.
- CATs scores.
- Baseline testing by subjects.
- Evidence from teacher observation and assessment.
- Their performance against age related expectations at the end of a key stage.
- Screening assessments for example GL Assessment Dyslexia Screener.

Once the need for SEND support is identified, the first step in responding to a pupil's identified needs is to ensure that high-quality teaching, differentiated for individual pupils, is in place. The SEND Code of Practice is clear that this is the first step in responding to pupils who have, or may have, a need: '*Additional intervention and support cannot compensate for a lack of good quality teaching.*' PMGHS recognises that an identification of need should not result in excuses for lack of expected progress or a lowering of expectations.



2. Plan.

This is likely to involve the SENDCO, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This maybe in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the pupils.

3. Do.

In the 'do' stage of the graduated approach teachers gain a growing understanding of effective support. The SEND Code of Practice emphasises that the teacher has day-to-day responsibility for the learning and progress of all pupils. PMGHS acknowledges the importance that teachers work closely with SEND support staff to plan and assess the impact of targeted interventions. The teaching assistants have a weekly session built into their timetable to help plan and review the process.

4. Review.

Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEND. It is not necessary for teachers to wait for formal review meetings before reviewing and, if appropriate, making changes to teaching approaches and other provision.

Where a pupil has a need that can be met with high quality, differentiated classroom teaching, they will be recorded as a 'Monitor' (M) on the SEND profile so that all staff are aware of their needs and strategies to support them in the classroom.

When it is felt that a pupil requires special educational provision, as outlined above, the school will enter their names on their SEND profile as requiring 'SEND Support' (SS), set up an Individual Education Plan (IEP), where necessary, and review this termly with pupil and parents.

Where a pupil or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with an EHCP under the 2014 Code of Practice will have an Education Plan set up, which will be recorded with an 'E' on their SEND profile and have their progress reviewed termly with parents. Annual reviews of EHCP's will be carried out by the school, which will involve parents, pupils and professional's contributions.

Teacher Support

In order to ensure that pupils with SEND are appropriately supported by their teachers in lessons, we provide the following training opportunities for staff to ensure that they have the knowledge and skills required to make appropriate adaptations;

- New staff SEND training on induction to the school.
- SEND Inset sessions.
- Bespoke training from external agencies.
- Continuous professional development linked to Quality First Teaching.
- SEND surgeries.
- The use of Individual Education Plans (IEPs)



The SENDCO also works alongside the Assistant Head Teacher responsible for Teaching and Learning to quality assure SEND provision across the school by

- Learning Walks and lesson observations to look at the standard of SEND provision in the classroom.
- Audits of staff knowledge and skills in relation to SEND, to inform future training needs.
- Detailed Analysis of the progress of SEND pupils.
- SEND Department review.

The school also employs a range of specialist staff to support the needs of our SEND pupils:

- Literacy Specialists.
- Numeracy Specialists.
- Social, Emotional and/or Mental Health Specialists.
- Intervention & Inclusion Specialists.
- School Counsellors.

Individual Education Plans (IEP)

Every pupil on the SEND register has an IEP that is shared with teachers across the academy and are reviewed on a termly basis.

Each IEP consists of:

- A descriptive outline of the pupil's needs.
- A description of the pupil's areas of strength.
- Targets set for or by the pupil.
- Suggestion of teaching strategies.
- The provision to be put in place.

English as an additional language and SEND

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language, that is used there or, arise from Special Educational Needs. Children who have English as a second language will not be classed as SEND.

Transition

The school follows guidelines for the transfer of record systems and information between primary and secondary schools.

The transition team will contact teachers of year 6 pupils in primary schools to identify pupils who will need extra support. Visits to observe, talk to pupils and teachers and collect information are undertaken.



A comprehensive programme of events at and visits to PMGHS and visits to main feeder schools is well established for all pupils. Additional visits to schools are made by the SENDCO or a representative. Additional visits to PMGHS with parents, teaching assistants and /or teachers from primary schools are encouraged.

The SENDCO or a representative will attend year 6 reviews of pupils with EHCPs and where requested, any multi agency meetings regarding other pupils with SEND. They may, where requested, attend Year 5 reviews or occasionally, even earlier. Any pupil with an EHCP should be referred to the school early in Year 6 to allow additional time for effective transition and to confirm that we are able to meet the needs of the pupil.

If a pupil is known to have special educational needs when they arrive at PMGHS, the school will:

- Use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within lessons.
- Ensure that ongoing observation and assessment is used to inform future planning for the pupil's learning.
- Create an Individual Education Plan (IEP) to share with all members of staff at the start of the Autumn.

When a pupil is identified as having SEND, the responsibility and accountability for this pupil's progress remains with the subject teacher, who will seek support from the SENDCO when appropriate. The SENDCO will seek support and advice from outside agencies when necessary.

Monitoring and Evaluation of the SEND Policy

This policy and the effectiveness of SEND support in PMGHS will be monitored throughout the academic year as part of the internal self-evaluation systems in school.

There is evidence of "Diminishing differences" in performance between SEND and Non-SEND pupils.

Every year, PMGHS will publish, on its website, a SEND Information Report in response to section 6.74 of the Code of Practice.

Implementation and Review

This policy will be implemented by all staff of PMGHS, and the SEND team oversee the day-to-day implementation.

It will be published on the PMGHS website alongside the SEND Information Report, and Governors of PMGHS will be informed at review which will take place annually.



Parent/Carer Involvement

Parents/carers of pupils with SEND will be informed where there is a concern about their child and be invited to contribute to the assessment of their needs. They will also be invited to reviews of their child.

Parents/carers will be supported in understanding the roles of other professionals who may need to be invited to assess their child.

Parents/carers will have access to the SEND Policy and the SEND information report, both of which are available on the school website.

Further information regarding SEND services that are available can be found on our website in the SEND Information report and the Local Offer.

Further advice about Special Educational Needs and Disabilities, parents'/carers' rights and responsibilities and the roles of professionals are available from Lancashire SEND IAS, (Information, Advice and Support Service). This is a service provided by the Local Authority to support parents/carers, and includes:

- Giving help and advice on individual circumstances.
- Interpreting and discussing information.
- Acting as a link to other agencies.
- Participating in reviews and meetings to assist parents/carers.
- Helping parents/carers in presenting their own opinions and wishes.
- Providing a direct link with the Local Authority.

Pupil Participation

Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision-making processes affecting them. Pupils will be progressively more involved in decision making, developing outcomes and target setting. This can be achieved by:

- Completing 'Pupil Views' sheets for review.
- Attending and contributing to their own reviews.
- Monitoring inclusion in extracurricular activities aiming for over representation of SEND pupils.

Inclusion for pupils with SEND

As far as is practicable and advisable, all pupils, with and without SEND, should be fully included in all school activities. Where a physical or learning disability hinders inclusion in any activity, advice from appropriate professionals will be sought. Special equipment or support may be provided to enable access to the activity for the pupil.

Where we have pupil leadership opportunities in school, we aim to ensure that these opportunities are open for all pupils, including SEND pupils.

The nomination process for the School Shuraa (Council) enables SEND pupils to be nominated and voice their opinions at a whole school level.



Safeguarding

PMGHS has clear policies and procedures to safeguard and promote the welfare of young people at the school. All staff, governors and external agency visitors are checked by a government agency (Disclosure and Barring Service) before they can work at the school.

As a school we ensure that staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training. A qualified designated leader (designated safeguarding leader) provides support to all staff members.

Bullying

PMGHS is a 'no bullying' school. We support the victims of bullying, so that they feel confident about reporting their concerns.

PMGHS deals with pupils who exhibit bullying behaviour positively. The school demonstrates to them the harmful effects of their actions and how these go against human values as well as against the school's faith ethos. More details can be found in the anti-bullying policy on the school website.

Adaptations

For those pupils with physical disabilities necessary adaptations are made to allow full access to the curriculum and learning environment. These may include:

- The use of lifts and ramps
- Sensory room/equipment
- Use of IT facilities
- Hearing Aid loop system
- Use of ancillary aids and assistive technology
- Changes to classroom layout and seating plans

Arrangements for Considering Complaints about SEND Provision

Any complaint about SEND provision should be addressed in the first instance to the SENDCO who will be responsible for recording the complaint and the action taken. The complaint may be directed to the Headteacher. The complaint may be further directed to the SEND Governor. Should action need to be taken, the school's complaints procedure will be followed. Parents/carers may be advised of their right to refer matters to the Disagreements Resolution Service.

Arrangements for the Regular Review of the school's SEND Policy.

The SEND policy will be reviewed annually.

