



**PENWORTHAM GIRLS' HIGH SCHOOL**

# **SEND POLICY**

(November 2022)  
**Reviewed Annually**  
**Next Review Autumn 2023**

## **THE MISSION**

**To prepare**  
**Articulate, Questioning, Tolerant and Independent Women**  
**for the future.**

### **Aims and context**

This policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2014. It has also been written with reference to sections 29, 35 and 63 – 65 of the Children and families Act 2014. At Penwortham Girls' High School, we believe that high quality adaptive teaching underpins progress for all pupils, including those with SEND. We believe SEND pupils perform best, and enjoy their learning most, when they receive appropriate support from their teachers. After all, it is the teacher who is best placed to explain the complex ideas explored across the curriculum and whom has received the most intensive training on pedagogy and pupil needs.

### **Related Policies and documentation:**

- a) SEND Code of Practice
- b) SEND Report
- c) Inclusion Policy
- d) Accessibility Plan
- e) Local Offer
- f) Health and Safety Policy
- g) The PGHS Excellent Lesson
- h) Safeguarding / Child protection Policy
- i) Home-School Agreement

### **Our Core Values**

- Dignity – acting with respect for oneself and others
- Resilience – determined and hardworking to overcome challenges
- Social Responsibility – making a positive contribution to our school and our local, national and international community
- Curiosity – having the desire to know more and develop a life-long love of learning
- Ambition – aiming high and striving to fulfil our academic and creative potential
- Compassion – being kind, caring, friendly and supportive of everyone in the community

We believe everyone has the following rights:

- The right to **TEACH**
- The right to **LEARN**
- The right to **DIGNITY**
- The right to **FEEL SECURE**

### **Contact Details**

SENDCo: Mrs Katie McGibbon

Deputy SENDCo: Miss Sarah Parker

SLT Lead: Mrs Carol Woodhouse (Associate Assistant Head)

SEN Governor: Carol Woolridge

In the first instance, enquiries regarding SEND should be directed to Mrs K McGibbon.

Tel: 01772 743399

Email: [k.mcgonibbon@penworthamgirls.lancs.sch.uk](mailto:k.mcgonibbon@penworthamgirls.lancs.sch.uk)

### **Policy objectives**

- Identify and provide effective support for pupils who have special educational needs and/or disabilities and other related needs.
- Work towards the guidance contained in the SEND Code of Practice 2014.
- Operate a 'child-centred' approach to the management of SEND.
- Have a special educational needs and disabilities co-ordinator (SENDCo) who will manage the implementation of this policy across school.
- Provide appropriate advice and support for all staff working with SEND pupils.
- Ensure all teaching staff are involved in planning for and meeting the learning needs of SEND pupils.
- Ensure all staff are responsible and accountable for the progress and development of the SEND pupils in their class.
- Ensure the school liaises effectively with appropriate professionals and outside agencies in order to meet the needs of pupils and staff.
- Develop and maintain partnerships with parents /carers; all parents are regarded as equal partners in the support of SEND pupils.
- Ensure access to an appropriate curriculum for all pupils.
- Ensure all pupils are safe and adequately safeguarded.

**Identification, assessment and review procedures:**

Pupils are identified as having SEND initially through liaison with feeder primary schools. The SENDCo attends transitional reviews for pupils with an Education, Health & Care Plan. The SENDCo and/or transition manager will liaise with the Year 6 class teacher of SEND pupils to ensure all necessary information is shared. Where appropriate, the SENDCo will meet with prospective pupils' parents/carers and organise personalised transition visits which meet the needs of the individual pupil.

Year 6 pupils will be invited to take part in the MOTHS (Moving On To High School) programme during the Summer Term.

All pupils in Year 7 are screened on entry to the school for potential difficulties using the Cognitive Ability Tests.

The Learning Support Department identifies pupils experiencing difficulties via liaison with Heads of Year, staff referrals, classroom observations and parental communications. All staff are encouraged to refer individual pupils to the SENDCo if they have concerns regarding their learning, emotional well-being or physical needs. It is their responsibility to ensure pupils, known to be a 'cause of concern' in their pastoral cohort / subject area are referred for consideration.

All pupils who are identified on the SEND Register undergo diagnostic assessment to ascertain their needs and are reviewed annually. Pupils have Support Portals to inform staff of their needs. Pupils who have an EHC Plan have an annual review meeting in line with the Code of Practice requirements.

Diagnostic testing informs access arrangements for both internal and external assessments.

All documentation regarding an individual's SEND needs is held securely. Electronic documentation is stored on restricted access software or network space, in line with school policy and data protection legislation. Paper copies containing personalised data are stored securely in the SENDCo's office. Access to this information is available for all staff as appropriate.

Teaching Staff have access to individual Support Portals via Class Charts and these are updated on individual pupil's needs following diagnostic testing and review meetings.

Communication between home and school is valued. All parties involved with the pupil are invited to offer advice and attend review meetings.

### **Arrangements for coordinating provision for pupils with SEND**

The Learning Support Team will maintain and update records of pupils entered on the Learning Support Register, offer advice and liaise with subject colleagues, ensure links are continued with all Curriculum areas via designated staff. They will attend meetings in line with senior management direction. All staff have electronic access to individual pupil records.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will advise staff on individual pupil's needs, facilitate pupil review meetings and summarise the recommendations as appropriate. The SENDCo will liaise with Heads of Year and outside professional agencies to afford their expertise and advice re pupils on the Learning Support Register.

The SENDCo is a member of the school's Quality of Education group. Through these meetings, the SENDCo contributes to decision-making with regard to whole school issues.

### **SEND specialisms**

The SENDCo holds QTS and has been awarded a Post Graduate Certificate in SEND (National Award for SEN Coordination) in addition she is a trained Access Co-ordinator with a level 7 qualification in this area.

Our Deputy SENDCo has considerable expertise / experience in teaching SEND pupils.

We currently have a team of ten Teaching Assistants to support vulnerable pupils.

Our highly qualified staff receive regular Teaching and Learning focused CPD.

A range of intervention programmes are delivered to groups and individual pupils across all years to facilitate inclusion and mainstream integration. A range of approaches to develop independent learning are used to ensure a measure of challenge and support for SEND pupils.

*NB: As a school we strongly believe that it is the class teacher who is responsible for the progress of all pupils in their classes, including those with specific educational needs. In the majority of circumstances, TAs are deployed to classes rather than attached to specific pupils. As per the SEND Code of Conduct, we believe it is the qualified teacher who is best placed to provide the subject specific support needed to ensure SEND pupils access the curriculum, learn and progress.*

### **Specialist facilities which assist access to the school for pupils with SEND**

Liaison with outside agencies is integral with regard to supporting individual pupil's special educational needs and disability. Pupils with disabilities will be accommodated for within the capabilities of our school's budget, resources and physical layout.

### **Allocation of resources to and amongst pupils with SEND**

The Learning Support Department budget and INSET are allocated according to the school system.

Resources are provided for pupils in accordance with EHCP objectives and are located in the Learning Support Rooms providing access to all staff and all SEND pupils.

The school believes that SEND pupils should be integrated into mainstream lessons wherever possible. We believe that all learners learn best when they have access to the class teacher and the opportunity to work with, support and be coached by their peers. In certain circumstances, the school may take the decision to incorporate 1-2-1 and small group sessions as part of a SEND pupil's timetable.

### **Access to the curriculum**

Pupils on the Learning Support Register are, as all pupils, entitled to a broad and balanced curriculum, including National Curriculum arrangements and Religious Education. We believe in appropriate support through adaptive teaching, setting, in-class support (if appropriate) and withdrawal for specific intervention programmes at designated times, with parental agreement. Inclusion in all curriculum subjects is encouraged in all but extreme cases, as are strategies to support access to the whole school curriculum including greater use of technology to aid and enhance pupils' learning and motivation.

Learning and Teaching styles are adapted in order to offer a variety of appropriate strategies to enhance SEND pupils' individual learning ability and progress. Small group and 1:1 tuition may be offered to those experiencing learning difficulties of an extreme nature within the confines of the current academic timetable. As stated previously, withdrawal from mainstream classes will only be considered in specific circumstances. Our overriding belief is that the pupils learn best when they have access to our highly qualified specialist teaching staff.

### **Inclusion of pupils with SEND**

SEND pupils will be fully included into the life of Penwortham Girls' High School as far as possible. Their entitlement will be supported through the adoption of varied strategies within the learning environment. Extra curriculum activities before school, at break and lunchtime will provide further opportunities for inclusion. SEND students' participation in the whole school Personal Development offer is encouraged, tracked and monitored.

### **Criteria for evaluating the school's SEND policy**

The school will evaluate the success of the SEND policy against the Whole School Improvement Plan. The SENDCo will evaluate and review targets within the Departmental Improvement Plan on an annual basis in addition to monitoring SEND pupils through the SISRA tracking system.

### **Complaints procedure**

Concerns or complaints raised by parents/carers are normally dealt with directly through telephone calls or conversations with the SENDCo and/or other involved staff. Concerns that cannot be resolved in this way will follow a line of referral, involving the Assistant Head responsible for SEND, the Head Teacher and/or the school's Governing Body.

When necessary, parents/carers will be supported in taking concerns to the Local Authority and are fully informed of SEND Disagreement Resolution procedures and SEND Tribunal procedures. Information regarding external support groups, such as Parent partnership, will also be made.

### **Arrangements for SEND in-service training**

The arrangements for SEND in-service training are determined by new legislation, requests from the Learning Support Team or Senior Leadership Team (SLT).

The Learning Support staff will attend meetings as determined by SLT and are encouraged to attend further INSET and twilights linked to their curriculum areas.

### **Use of external support services**

The school welcomes the involvement of external support services and agencies.

The Special Educational Needs and Disability Traded Team (SEND Services) offer guidance and support for those pupils with identified needs and EHCPs for difficulties such as Autistic Spectrum Disorders, Visual and Hearing Impairment and Physical Difficulties. Services such as Speech and Language, Occupational Therapy, Physiotherapy and CAMHS also provide advice and support for SEND pupils.

Pupils who experience difficulties with school attendance for medical reasons are supported through appropriate alternative providers, such as Shaftesbury High School Medical Service, and when required, special arrangements are made for all external assessments according to need.

### **Partnership with parents**

The Code of Practice places great emphasis on the involvement of parents and the contributions that they can make to assessments and support strategies. Penwortham Girls' High School welcomes the involvement of all parents and has a history of encouraging full parental involvement. Pupils and parents are invited and encouraged to attend reviews as appropriate. We have an open access policy regarding our recording of test results, summaries of review feedbacks and all documentation regarding parent's children.

### **Links with other schools and transition between and beyond schools.**

The Learning Support Department is fully committed to liaison, preparation and support for pupils with SEND during transitional stages. The SENDCo attends primary transition reviews and liaises

with colleges to support Year 11 pupils in their Post 16 choices. School employ a specialist careers advisor on a part time basis to provide regular advice and guidance for SEND pupils.

**Links with health and social services and voluntary organisations.**

Meetings with Health Care Professionals are attended by the SENDCo to support specific pupil's needs. Training has been delivered to many members of Staff by Health Care professionals in areas such as Diabetes, Asthma, Epilepsy and moving and handling to develop support for specific pupils.

**Parent Partnership Service**

Information line Monday-Friday 8am-5pm Tel: 0300 123 6706

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

**Mediation and Disagreements Resolution Service**

Children and Young People's Directorate  
PO Box 61  
County Hall  
Preston  
PR1 8RJ

Telephone: 0300 123 6720