

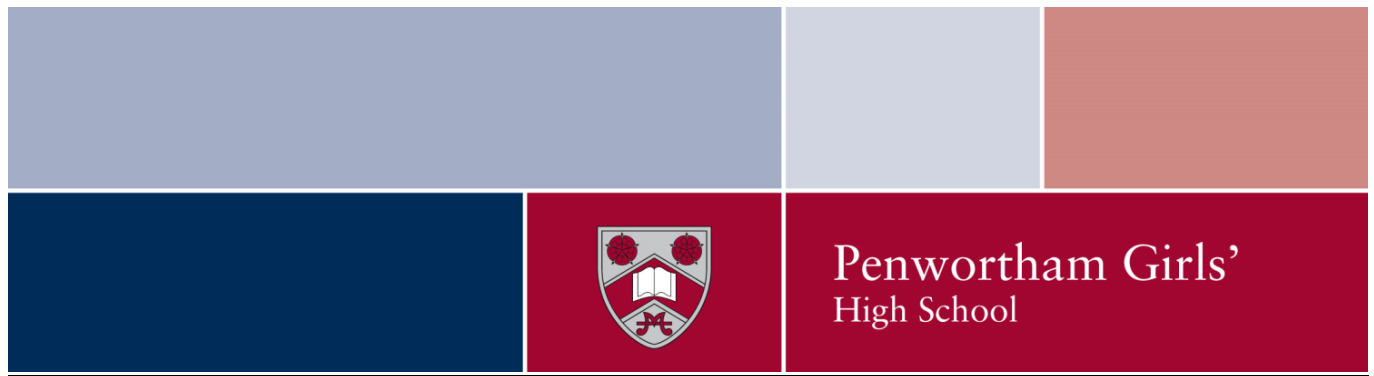


Penwortham Girls'
High School



SEND Information Report

pgh*Success*



Welcome to our report for pupils with Special Educational Needs and Disabilities (SEND). At Penwortham Girls' High School we value all members of our school community and we aim to achieve maximum inclusion for all pupils (including those with SEND) whilst ensuring all their individual needs are met.

Our Mission Statement

To prepare articulate, questioning, tolerant, independent women for the future in order to make them a PGHSuccess.

We believe everyone has the following rights:

The right to **TEACH**

The right to **LEARN**

The right to **DIGNITY**

The right to **FEEL SECURE**

Children's SEN are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory or/and physical needs

Who is the SENDCO and how do I contact them?

The SEND co-ordinator is Mrs Katie McGibbon

Tel: 01772 743399

email: k.mcgibbon@penworthamgirls.lancs.sch.uk

Learning Support Department

The Special Educational Needs for which provision is made at PGHS:

- Pupils with moderate learning difficulties (MLD)
- Pupils with specific learning difficulties (SpLD)
- Pupils with severe learning difficulties (SLD)
- 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 sensory or physical disabilities which prevent or limit access to the full curriculum (PD)
- 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

*‘Over time, the small number of students who are disabled or have special educational needs make good progress. The curriculum is well matched to their needs and they are supported effectively to achieve well’
(Ofsted 2014)*

At Penwortham Girls’ High School the Learning Support Department ensures 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.

SEN Governor

Mrs J Lord

The Special Educational Needs Co-ordinator

Mrs K McGibbon

Deputy SENCo

Miss S Parker

*‘Students with special educational needs or who are in need the most, benefit greatly from the school’s learning support team. They are extremely well cared for and receive highly effective support for their academic and personal development.’
(Ofsted 2014)*

Steps taken to ensure SEND pupils are not treated less favourably than others.

Support is provided for pupils with SEND in a variety of ways appropriate to individual need.

- In-class support for a group or individual pupils.
- Small withdrawal groups led by a TA
- Support for teachers to ensure learning materials and teaching are suited to SEND pupils within their classes.
- Support for individual pupils or small groups before school, during registration, break and lunchtimes to further develop skills – literacy, numeracy and organisation.
- English & Maths Study Plus for KS4
- A wide range of extra-curricular activities at lunchtime e.g. Craft Club, Film club, Typing Club, Mindfulness & Homework Club.
- Counselling/ Individual mentoring of pupils.
- Access to our Pastoral Support Worker, Family Liaison Officer, school counsellor and the school nurse service to assist with emotional, mental and social development concerns.
- Modification of materials.
- Provision of adaptive teaching and where necessary differentiated work in subject areas.
- Provision of small group teaching in subject areas (where applicable).
- Powerful Knowledge withdrawal groups for certain areas of the curriculum at Key Stage 3.
- ASDAN Personal Social Development Pathway at Key Stage 4.
- Involvement of parents and pupils in reviews as well as the usual parental consultation evenings.
- Specialist teaching and Circle Time provided by TA.
- Liaison with external support agencies: SEND Services, Educational Psychologist, etc.
- Close co-operation with local special schools.
- MOTHS: (Moving On To High School) Available for pupils in Years 4, 5 and Year 6 during the Summer Term.

‘Students identified as needing additional support in literacy and numeracy through the Year 7 ‘catch-up’ funding, when they move from Primary School, make significant and rapid progress in enhancing their skills. This support continues in Year 8 and there is also support for the students who need additional help, both at lunchtime and after school.’

(Ofsted 2014)

Curriculum

The school is committed to all pupils having ‘the greatest possible access to a broad and balanced education’.

Where disapplication is seen as appropriate this is applied for by the school. This is usually discussed at a review with the parents and pupil. The Head Teacher will make this decision.

All staff are responsible and accountable for the progress and development of the pupils in their class with SEND.

The school has a whole school monitoring system in place at KS3 and KS4. The SENDCo works closely with the Heads of Year and Assistant Head responsible for Assessment to ensure that pupils’ self-esteem and achievements are recognised.

All staff work closely with the Learning Support staff to help meet the special needs of all pupils.

Adaptive teaching strategies are adopted by all departments in relation to teaching methods, styles and resources in order to promote independent learning. It is important that teachers refer to the Support Portals and use their Special Educational Needs Information to inform planning.

Access

In response to the Disability Discrimination Act, Penwortham Girls' has developed an Accessibility Plan to show how they aim to improve access to pupils with SEND.

The school has access for wheelchairs throughout the main building thanks to the installation of a lift to the upper level.

The PGHS SEN & Disability Local Offer and Accessibility Plan is available on the school website. [Click here](#) Further details of Lancashire's Local Offer can be found [here](#).

In the event that a SEND pupil wishes to join PGHS with a specific need not already met within the school, we would work with Lancashire County Council and the Inclusion 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 for SEND ensures 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.

There are currently 11 highly qualified Teaching Assistants:

- Miss Sarah Parker Deputy SENDCo (Maths specialist)
- Mrs Anita Hardie Maths Subject TA (MLD and SpLD specialist)
- Mrs Dawn Embley (ASD specialist)
- Ms L Avery Science TA (Science QTS)
- Mrs N Byard (English specialist TA)
- Mrs Saleha Mansoor (experience in ASD, MLD and PD)
- Mrs Rachael Lucas (Art and Design QTS)
- Mrs Sarah Cousins (PE QTS)
- Miss Steph Dobson (ASD specialist)
- Mrs Caroline Aldred (extensive experience in SEND)
- Mrs Sarah Wylie

Parent testimony:

'Thank you so much for helping to make our daughter's Year 7 such a success.'

'Please thank the whole of the Learning Support team for all their hard work.'

'Our daughter has achieved beyond our expectation this year, and that is because of the excellent care and support she gets.'

PGHS Support Portals

All staff have swift access to a student's Support Portal through Class Charts.

Support Portals are reviewed termly (at EHCP and SEN Support level) or biannually (at Learning Support with Portal level) with parents, pupils and staff. Additionally, pupils are monitored termly and the necessary interventions are put in place if they are found to be struggling.

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'.

Admissions Arrangements for Pupils with SEND

Pupils are identified at 11+ using the Transfer Document and the SENDCO will attempt to visit all schools with pupils at Statutory Assessment and EHCP. Parents will be invited to meet with the SENDCO prior to the pupil's admission to school and the pupil will also be invited to take part in the MOTHS programme.

The MOTHS programme (Moving On To High School) involves a series of school visits to allow SEND pupils to become familiar and confident with the other girls who will be in their year group, as well as building confidence in the High School environment. We invite pupils from Years 4 and 5 to two afternoon sessions involving arts, crafts and drama. Additionally we provide a targeted four session programme for Year 6 pupils due to join us in September which involves team building and transition activities.

At 16+ the SENDCO will liaise with the colleges re pupils on the Special Educational Needs Register and where appropriate will arrange preliminary visits for the pupils and their parents as part of the 14+ Transition Plan.

Identification and Provision – KS3

Pupils are identified through a combination of information passed from primary school, KS2 results and our own screening process including CATs. All pupils at KS3, who are identified as having literacy/numeracy gaps, are provided with extra support to catch-up with their peers through targeted support from the English and maths departments. End of year testing determines if pupils need continued intervention in the following year.

Throughout KS3, parents, teachers and teaching assistants may raise concerns to the SENDCo. At this point, psychometric tests are conducted to determine if any underlying problems are causing pupils to need a reasonable adjustment to be made.

Identification and Provision – KS4

Any exam access arrangements (e.g. reader / scribe / extra time / word processor / rest breaks etc.) will be in place and pupils should use this as their normal way of working within school.

In KS4, identified pupils may benefit from study periods in Learning Support. Additionally students struggling to achieve their full potential in English and Maths are encouraged to opt for Study Plus options in these core subjects.

Again, concerns may be raised to the SENDCo by teachers, teaching assistants, parent and pupils.

Where applicable, the school also has access to Local Authority Educational Psychologists.

How we evaluate the effectiveness of our SEND provision.

- The SENDCo produces a performance review after each monitoring collection report; pupils who are underachieving are identified and appropriate interventions are put in place.
- We complete termly reviews for all pupils with EHCPs or are on SEN Support.
- All departments are required to regularly review the progress of SEND pupils within their curriculum areas.
- Where applicable the school liaises with outside agencies to ensure extended provision is joined up and effective.
- We also conduct annual appraisal for all the staff involved in our SEND provision. (Both teaching and associate staff)
- Regular Line Management meetings are held between the SENDCo and SLT member responsible for over-seeing the Learning Support Department. These sessions focus on the effectiveness of interventions.
- An annual report is sent to governors.
- We carry out a full review each September following GCSE results.

Contact with parents

The department operates an 'open door' policy and the school is committed to a working partnership with all parents.

Complaints

If a parent is unhappy with the provision that has been provided by Penwortham Girls' High School, they should complete the general complaints form available on the school's website and submit to the Chair of Governors.

Mrs K McGibbon

2023/2024

