

# SEND INFORMATION REPORT

## The Prescott School

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

### **The Prescott School SEND Information**

160 students identified as having SEND  
14 students supported through an EHCP

#### ***Accessibility Information:***

The school was built in 2009 and is fully compliant with accessibility requirements and reasonable adjustments can be made for students, staff and visitors to the school in response to individual needs. Built on 3 floors the school can be accessed through a variety of entrances and there is a lift to all floors. One lift is also an Emergency Evacuation lift. Disabled toilets are available on every floor and there are handrails on all staircases. Specialist resources, equipment and staff are purchased for students on an individual basis in response to individual needs.

### **Definition of SEND**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning

3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs

In line with the school's vision for maximising the potential for all individuals it is important that staff, students, parents and other agencies work together to overcome the barriers faced and ensure equality of opportunity to access an appropriate curriculum and has every opportunity to achieve the very best outcomes.

### **Transition and Early Identification**

The Prescot School is an inclusive school and we are absolutely committed to challenging, supporting, nurturing and encouraging all students to be the very best they can be, regardless of need or disability. The aim of the school is to quickly identify the individual profile of need for all students on entry. We have a comprehensive transition programme and those students identified as having additional needs as identified through their primary schools are supported through the change of school.

The school will:

- Meet with primary colleagues to discuss every student transferring into TPS ( The Prescot School)
- The SENDCO attends the Year 6 annual review, for any child with an EHCP, who is transferring to TPS, to support planning and transition
- Highlight any concerns using a 'traffic light system'
- Carry out testing of all students who transfer during the year in order to place them into the most appropriate classrooms
- Monitor progress regularly and department staff alert the SENDCO to any difficulties identified
- Parents/Carers of any child with SEND will be invited into school in the first half term to meet the team who will be supporting their child and to identify any specific needs
- Parents have regular contact with the SENDCO and meet to review progress – They have a formal annual review and the SENDCO operates an open door policy and parents are encouraged to arrange meetings at the point of need.  
If concerns arise regarding a student then a meeting is set up to discuss with the parents/ caregivers as soon as possible.

### **QUALITY FIRST TEACHING**

TPS is committed to providing an inclusive education for all students in order that they are successful, regardless of need or disability. The school's aims are based on the development of each individual student and our determination to encourage them to achieve their best. This is done in a secure and stimulating learning environment where the child is at the heart of everything we do. We seek to engender a sense of belonging to the school, through providing school uniform for all Year 7 pupils on entry into school, and we work hard to boost self-esteem, self-confidence and motivation, through celebration boards, assemblies and rewards. As well as developing these personal qualities and establishing a sense of belonging, thereby enabling students to achieve their personal potential in knowledge, skills and understanding. TPS is an inclusive school with a strong commitment to

meeting the needs of all our students. The SEN and pastoral team work together with all staff to ensure that lessons include a range of tasks and ways of working. Extra-curricular activities are accessible to all students. Effective in class support and differentiation supports individuals, as appropriate.

We also provide a range of additional support strategies for students who have been identified as having a specific need.

This might include:

- small groups of students working together
- targeted in-class support across the curriculum
- Precision teaching
- Accelerated Reader
- Accelerated Maths
- Lexia
- ERIC strategies
- Reading Buddies
- Whole school literacy and numeracy in Form Tutor time
- Lunch club
- Language and literacy groups taught by specialist teachers
- Social skills groups; Nurture groups and circle of friends
- Numeracy groups

All staff are trained regularly on SEND matters, to ensure that all staff are kept up to date to ensure that our SEND commitments are robust.

### **WORKING WITH COLLEAGUES/OTHER AGENCIES**

We work closely with a range of colleagues across many agencies, such as:

- Visual Impairment Team
- Hearing Impairment Team
- Speech and Language Team
- Educational Psychologist

- CAMHS
- SEND department within Knowsley Council
- Southern area support
- Family First and Social Care
- Bereavement Counsellors and groups
- LGBT groups
- Community Paediatricians, physiotherapists, school nurse, occupational therapists
- YOS, CAFCASS, Safer Schools Officer
- Alternative Providers

To provide expert advice to us, so that we can deliver the best possible support.

### **COMMUNICATION AND INTERACTION**

- Clear and simple instructions
- Clear classroom organisation and structures, using Classcharts
- Clear unambiguous use of language
- Time provided for students to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Access to talking partners or alternative approaches
- Strategies and approaches to manage change and transitions
- Specialist testing and support from our Speech and Language Team

### **SOCIAL, MENTAL or EMOTIONAL HEALTH and WELL BEING**

- A clear behaviour policy, detailing rewards and sanctions
- An environment where students feel safe and free from bullying and harassment
- A range of opportunities to support social and emotional development, including a sense of self-efficacy and self-confidence
- Consistent use of positive language and clear expectations from adults

- Positive, regular communication with parents and carers
- A curriculum that takes into account concentration levels
- Access to tactile sensory objects to calm students as required by individuals
- Time arrangements
- Recognition of sensory needs and appropriate adjustments made
- Class and school mediation strategies
- Access to a strong and supportive team of mentors, who support individuals and their families and can provide links and signposting to other agencies
- The school is a 'Relax Kids' school, the SENDCO and our learning mentors are specifically trained to carry out the program to targeted students and parents.

### **COGNITION AND LEARNING NEEDS**

- Differentiated Curriculum, pertinent to students' level of attainment or development
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways, including use of bespoke ICT
- Assessment for learning concepts – student aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities

### **SEND SUPPORT**

TPS will identify students, within our assessment cycle, who are not making appropriate progress. Once identified, we will consider all the factors that could affect progress and decide whether any SEND is impacting on learning. It may be necessary to consult with outside professionals to help gain a better understanding of the student's profile. Alternatively, it may be felt we have enough information to decide next steps internally. If the school decides that the student requires SUPPORT to make progress, in

the first instance we will contact the parents and explain our concerns and then put effective appropriate special educational provision into place.

The main methods of provision made by the school are:

- Differentiated curriculum
- Small group withdrawal
- Specialist teacher support
- Intervention groups
- Basic skills support
- Teaching Assistant support
- Mentor support
- Parent support

The process for implementing SEND support is described in the new Code of Practice 2014, as the Graduated Approach, this has four main stages: Assess, Plan, Do and Review.

Students identified as requiring particular needs will be monitored as a separate cohort and reported to SLT, Governors and AIP in order to coordinate our response and monitor progress. The Inclusion Team will celebrate success and inform future planning through a half termly newsletter to staff.

## **TRACKING**

Assessment is a continuous process that can identify students who may struggle with the demands of the curriculum. We monitor progress from entry at Year 7, using Year 6 data, Cognitive Ability tests and teacher information as a starting point.

We then:

- Assess 5 times per year against agreed departmental criteria
- Regularly assess reading ages and Numeracy ages to develop a bespoke plan for each child (including use of Accelerated Reading and Numeracy)
- Use ongoing observations and assessment feedback to inform future planning
- Coordinate any additional pastoral/ personal information to help with planning
- Review any special arrangements that will have to be made for a student who has physical needs
- Use information from parents to ensure information about children is used to support them at home and in school

- Identify any access arrangements for exams that a student may be entitled to and ensure students are trained to use that time/support effectively
- Use a range of screening or assessment tools that identify more specific learning needs

## **EQUAL OPPORTUNITIES**

TPS aims:

- To give young people the experience in school as a caring, supportive community, where life is enjoyable and where there is equality of opportunity regardless of sex, race, culture, ability, social class or age
- To provide a secure, safe and happy place of work for all members of the school community. The school is committed to this aim.
- To support all young people to achieve their full academic potential and to develop their own unique skills and talents
- We celebrate diversity and encourage and support students to be themselves
- To allow young people to develop lively enquiring minds, to be capable of independent thought and self-appraisal and to experience enjoyment in learning so that they may be encouraged to take advantage of educational opportunities in later life
- To ensure Student Voice is heard, through the Junior Leadership Team who play a key role in school life

We are aware of our duties as outlined in the Equality Act (2010) and ensure that reasonable adjustments are made to ensure inclusion for all. Participation in all aspects of school life is our aim for all students. We closely monitor attendance in extra-curricular activities and ensure that all students have equal access. Students with physical disabilities have significant barriers in sports and PE and we have devised alternative physical program to suit their needs.

## **ANTI BULLYING STRATEGIES**

Bullying can be defined in a number of ways. We follow the DCSF Safe to Learn (2007) guidance which defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

We believe that:

- bullying is undesirable and unacceptable
- bullying is a problem to which solutions can be found

- seeking help and openness are regarded as signs of strength not weakness
- all members of the school community will be listened to and taken seriously
- bullying prevents students achieving to their full potential and affects standards of achievement and aspirations
- everyone has the right to work and learn in an atmosphere that is free from fear
- all of us have a responsibility to ensure that we do not abuse or bully others
- young people should be encouraged to seek support in school if they are worried
- about bullying and have a right to expect that their concerns will be listened to and treated seriously
- young people should be involved in decision making about matters that concern them
- we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

We aim :

- to provide an ethos in which attending the school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at the school
- To enable everyone to feel safe while at the school and encourage students to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with pupils, parents and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying
- To ensure consistency in practice within the school community

### **ROLES AND RESPONSIBILITIES**

All staff, including Governors are responsible for ensuring the principals and ethos of inclusion are delivered every day, in all our planning, delivery and reflection on school life.

The SENDCO will work alongside all staff to ensure students are receiving the correct support, but all staff must work alongside to her to ensure this advice and guidance is followed. There will be regular reviews at all levels to ensure resources are properly managed and targeted to maximise the potential of every child. The SENDCO has half termly meetings with the SEND Governor, who acts as a critical friend and a link into the full Governing Body.

The Prescott School key staff are:

Mrs C Ness ( SENDCO)

Mrs J Worrall ( SEN ADMIN )

Mr R Owens ( Link Governor)

Mrs A Kennedy ( Pastoral SLT)