

END 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 of students identified as having SEND
10 of 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 access be accessed through a variety of entrances and there is a lift to all falls. 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 Prescott 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 aims of the school is to quickly identify the individual profile of need for all students on entry to the school. We have a comprehensive transition programme and those students identified as having additional barriers 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
 - 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

The Prescott School 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 personal qualities and values, based on British Values. This enables 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 SEND and pastoral team work together with all staff to ensure that lessons include a range of tasks and ways of working. Extracurricular activities are accessible to all students.

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

Training on SEND matters is regular to ensure that Teaching Staff are kept up to date to ensure that our SEND commitments are robust.

This might include:

- small groups of students working together;
- targeted in-class support across the curriculum; Precision teaching.
- lunch club
- language and literacy groups taught by specialist teachers;
- social skills groups; Nurture groups and circle of friends
- Numeracy groups

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
- Educational Psychologist
- Camhs
- SEND department within Knowsley Council
- Southern area support

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

ADDITIONAL STRATEGIES

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
- Tactile sensory objects to calm students
- Time arrangements
- Recognition of sensory needs and appropriate adjustments made
- Class and school mediation strategies
- 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
- Teaching adapted to a range of learning preferences

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
- Teaching Assistant support
- Small group withdrawal
- Specialist teacher support
- Intervention groups
- Basic skills 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.

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 enable all young people to achieve their academic potential and to develop as fully as possible their abilities, interests and aptitudes, including additional provision for those whose needs are in some way special. We celebrate diversity.
- 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.

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.

ACCESS TO OTHER ADDITIONAL SUPPORT

The SEND Department supports a multi-disciplinary approach to maximize the educational provision for students. Many agencies and services are able to identify, assess and provide support for SEND students and advice for staff. Such agencies and support services include a wide variety of specialist teachers and other professionals. The SENDCO accepts responsibility for access to these support services and for liaising with other professionals. The SEND Department works with the following services that are provided by Children's Services and Health professionals: Educational Psychology Service (SEPPS) Specialist Advisory Inclusion Service (SAIS) High Needs Funding Connexions Outreach Support for Mainstream Secondary Education (OSSME) School Nurse Speech and Language Service (SALT) Child And Adolescent Mental Health Service (CAMHS) Community Paediatrician Physiotherapy Occupational Therapy Common Assessment Framework Alternative Provision Young Carers

ANTI BULLYING STRATEGIES

The school is committed to providing a safe place for students to learn and teachers and support staff to work. We have a rigorous Anti – Bullying Policy.

Key Staff

Christine Ness SENDCO

Kerry McTigue Assistant SENDCO

Mr Russ Owens SEND Governor

Mr Langhan SLT Link

Lyn Martin Admin

Teaching Assistants

Alan Parr

Sharon Krelle

Gill Davies

Christine Brown

Kaylie Moss

Jo Lloyd

Maddie Gardner

Rachael Morley

Julie Moran

