



Prince Henry's Grammar School

SPECIALIST LANGUAGE COLLEGE



Special Educational Needs Local Offer

Ethos	<p>Prince Henry's Grammar school is a fully inclusive school. It is our belief that all children and young people can be successful regardless of the challenges they may face. In order to ensure this we work extensively with local primary schools and other partner agencies to identify individual needs and provide keenly focused interventions to best support the progress of all learners.</p>
Leadership	<p>The Leadership and management of Prince Henry's Grammar school at all levels is outstanding. (OFSTED 2013)</p> <p>The SEN faculty is led by the Special educational needs co-ordinator (SENCo). Working closely with the Assistant Headteacher – Learner support they oversee the monitoring and evaluation of SEN provision.</p> <p>There is a nominated school governor for SEN and updates on SEN provision and the progress of SEN learners are given to the Governor's student outcomes panel twice a year.</p>
Budget	<p>The money which the school receives to support children with SEN is spent wisely to ensure all students can succeed. A team of 12 full time Teaching Assistants work within faculties to support student progress. This may be 1:1 or in small groups. Some money is spent on specialist resources eg specialist stationery, IT provision, chairs or sports equipment.</p>
Policies	<p>There are clearly understood and effective policies in place for</p> <p>SEN</p> <p>Behaviour (Positive discipline)</p> <p>Teaching and Learning</p> <p>Child protection</p> <p>Equalities</p> <p>Health and Safety</p> <p>Access plan.</p>

<p>Curriculum, teaching and learning</p>	<p>Our SEN provision is underpinned by a wide ranging and appropriate curriculum designed to meet the needs of all learners. A team of teaching assistants is effectively deployed in faculty areas to ensure all students can make rapid progress across the curriculum.</p> <p>Clear and regularly reviewed Pupil Centred Passports (PCP's) are used by teaching staff to best support the specific needs of learners in all classes. A range of interventions are available eg 1:1, mentoring, small group work or specific resources.</p> <p>Robust transition processes are in place to ensure all students receive the appropriate level of support upon arrival at PHGS.</p>
<p>Assessment</p>	<p>A 'waved' approach to intervention and support is in place. All staff provide differentiated, accessible lessons which support the progress of all learners.</p> <p>Regular assessment informs planning for individual support. PCP's and EHCP's are regularly reviewed and students can be moved to another 'wave' of support at any time.</p>
<p>Training</p>	<p>Training in a range of areas has taken place for all staff, these include, Autism and ASC, Supporting students with Dyslexia and effective differentiation. Staff within the SEN team have level 3 qualifications in supporting Autism as well delivering a range of programmes to aid the development of Speech and language skills.</p> <p>Training is organised by the SENCo depending upon the needs of students at any given time.</p>
<p>Partnerships</p>	<p>Prince Henry's Grammar school engages fully with a range of partners to ensure the best support for all learners. These partnerships include:</p> <p>Local authority – school improvement, Educational psychology service, Attendance strategy team.</p> <p>We also work with other agencies including; Speech and Language therapy, School nursing, CAMHS and parent partnership.</p> <p>The school is a part of the local Area inclusion partnership and plays a lead role in the Otley, Pool and Bramhope cluster. The latter allows access to parenting support, TAMHS, YOS and others as well as the support of a Targeted services leader.</p>

What do I do if I think my child or young person may have special educational needs?

Contact the school's SEN office;

Phil Temple (Assistant Headteacher – Learner Support & SENCo)

Julia Dowling (Assistant to SENCo)

(01943) 463524

How will school support my child?

The SENCo will work with you to develop a plan for your child in the form of a Pupil centred passport (PCP). This will be shared with all staff who teach your child and provide guidance on how best they can meet your child's needs in class. When necessary extra support for your child will be accessed through a range of in school intervention strategies and outside agencies.

How will the curriculum be matched to my child's needs?

Work will be appropriately differentiated for your child. Your child may be taught in small groups with a teacher or a teaching assistant. Your child may need additional resources and teaching staff will adapt lesson content in line with advice on the PCP.

How will I know how well my child or young person is doing and how will you help me support my child's learning?

You will receive progress reports 3 times a year as well as being invited to a parent consultation evening where you will have the opportunity to speak with all of your child's teachers. You will be asked to attend Targets day in the first term of the year in order to discuss with your child's personal tutor their academic targets for the year. You will receive a written report once a year.

You can request additional meetings with the SEN team and will be invited to contribute whenever your child's PCP is updated (at least twice a year).

What support will there be for my child's overall well-being?

The school has robust Health and safety and medical needs policies. If your child has additional physical needs then a Teaching assistant will be designated to ensure these are met. Any plans put in place for this support (eg intimate care or Care and control) will be written by the SENCo in discussion with parents.

What specialist services and expertise are available or accessed by the school?

The SENCo will access any additional support your child needs. This will vary but could include: Educational Psychologist, Speech and language therapist, Occupational therapist, TAMHs counsellor, STARS team and school nursing.

What training do staff supporting children with SEND have/what training have they had?

Training in a range of areas has taken place for all staff, these include, Autism and ASC, Supporting students with Dyslexia and effective differentiation. Staff within the SEN team have level 3 qualifications in supporting Autism as well delivering a range of programmes to aid the development of Speech and language skills.

Training is organised by the SENCo depending upon the needs of students at any given time.

How will my child be included in activities outside the classroom?

Prince Henry's Grammar school believes that all students should have access to the widest possible range of educational experiences both inside and outside the classroom. All trips and visits are made accessible as are after school clubs. In the rare event that access to a trip or activity may be limited for any reason then you will be informed and a discussion will take place about possible alternatives.

How accessible is the school?

Whilst the school is on several levels a range of lifts and ramps means that all but two rooms are fully accessible. Ongoing building work will mean that by September 2015 the whole school will be fully accessible. A range of specialist furniture means that students can access the full curriculum (eg adjustable benches in Science and work boards in technology. EVAC chairs in all buildings allow for swift and safe evacuation in case of emergency.

How will the school help my child on transfer to the next phase of education?

All students receive a comprehensive programme of Careers information, advice and guidance. This includes support to access Leeds Pathways in order to apply for post 16 study. Students with specific, additional needs are given support through the Leeds city council Specialist Transition Advisor to ensure that their chosen institution is able to fully meet these needs. This is done in discussion with SENCo, parents and the student.

How are the school's resources/funding allocated and matched to children's needs?

The money which the school receives to support children with SEN is spent wisely to ensure all students can succeed. A team of 12 full time Teaching Assistants work within faculties to support student progress. This may be 1:1 or in small groups. Some money is spent on specialist resources eg specialist stationery, IT provision, chairs or sports equipment.

How are parents and carers involved in the school?

Parents are regularly invited into school to discuss their child's progress. Other opportunities which exist are the Parent/Carer consultation evenings where parents

can help shape the strategy of Prince Henry's Grammar School, SLT open access evenings and at any time parents can request a meeting with staff using the [info@princehenrys](mailto:info@princehenrys.co.uk) tab on the school website.

Who can I contact for further information?

If you wish to know more about how Prince Henry's Grammar School works with children with SEN then contact Phil Temple Assistant Headteacher & SENCo

If you want more information about school policies, please visit our website

www.princehenrys.co.uk

If you want more information about the Leeds local authority offer, visit

www.leedscitycouncil.co.uk