



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



Special Educational Needs Local Offer

Ethos	Prince Henry's Grammar School is proud to be a fully inclusive school. It is our belief that all children and young people can be successful and achieve their potential 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 support and interventions to ensure the progress of all learners.
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Leadership	<p>The Leadership and management of Prince Henry's Grammar school at all levels is outstanding. (OFSTED 2013)</p> <p>The SEND faculty is led by the Special educational needs coordinator (SENCo). Working closely with the Assistant Headteacher – Learner Support they oversee the monitoring and evaluation of SEND provision across the school.</p> <p>There is a nominated school governor for SEND and updates on SEND provision and the progress of SEND learners are given to the Governor's student outcomes panel throughout the year.</p>
Budget	<p>The funding the school receives to support children with SEND is spent carefully to ensure all students can succeed. A team of 12 Teaching Assistants work within faculties to support student progress. Lead Teaching Assistants for Literacy , Numeracy and Life Skills provide bespoke intervention and support for those with higher learning needs through 1:1 or in small groups. Funding is also directed towards specialist resources eg specialist stationery, IT provision, chairs or sports equipment and for support on educational visits and residential.</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><i>Please see website for individual policies</i></p>

<p>Curriculum, teaching and learning</p>	<p>Our SEND 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>Assessment</p>	<p>A 'staged' approach to intervention and support is in place which is fluid and aims to meet the needs of individual learner needs. In the classroom, teachers provide differentiated, accessible lessons which support the progress of all learners and assessments are in line with students' abilities and needs. Where appropriate, exam access arrangements are in place and meet the strict criteria and regulations as laid out by the Joint Council for Qualifications.</p> <p>Regular assessment informs planning for individual support. PCP's and EHCP's are regularly reviewed and students can be moved to up or down the 'stage' of support as appropriate.</p>
<p>Training</p>	<p>Regular training on a wide range of SEND matters is managed by the SENCO and is dependent on needs. Training occurs throughout the year for all staff with more bespoke training for key staff; these include, Autism Spectrum Conditions (ASC), Dyslexia, Emotional and Mental Health, multisensory learning, Cystic Fibrosis, Cerebral Palsy, ADHD and effective differentiation. Staff within the SEND 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>

Partnerships	<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 (Leeds, Bradford and North Yorkshire) – school improvement, Educational psychology service, Attendance strategy team.</p> <p>We also work with other agencies including; Speech and Language therapy, School nursing, Mindmate SPA, 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>
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What do I do if I think my child or young person may have special educational needs?

Contact the school's SEND office (or pastoral manager in the first instance);

Natalie Sadler - SENCO

Phil Temple - Assistant Headteacher – Learner Support

Gemma Owens – Inclusion Officer SEND

(01943) 463524

How will school support my child?

The SENCO will work with you and staff within school to develop a plan for your child which may include a Pupil centred passport (PCP) if appropriate. 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. Information is shared with staff through secure networks in school as appropriate and alongside our weekly SEND update bulletin. When necessary extra support for your child will be accessed through a range of in school intervention strategies and outside agencies.

After thorough investigations, further support may be deemed necessary and external agencies may be sought for advice, information gathering and assessment. The SENCO works closely with a wide range of specialists in order to ensure the appropriate support is accessed which could include: Educational Psychologist, Speech and language therapist, Occupational therapist, TAMHs counsellor, STARS team and school nursing.

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

Work will be appropriately differentiated for your child through Quality First Teaching in the first instance. Your child may, in addition, 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 and given by the SENCO and professionals.

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 a review day in the first term of the year for those in year 7 in order to discuss with your child's personal tutor their academic targets for the year and gain an insight as to how they are settling into high school.

You can request additional meetings with the SEND team and will be invited to contribute to your child's PCP as appropriate.

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 plan will be devised to ensure they are able to fully access their learning within school; Teaching Assistants may be required to ensure these needs 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.

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 one small corridor is 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?

Robust transition processes are in place and strong links to our primary feeder schools and local colleges and specialist provisions ensure all students receive the appropriate level of support prior to and upon arrival at PHGS.

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. Extended transition plans can be arranged for those more vulnerable students transitioning to a new educational provision.

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 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 SEND then contact Natalie Sadler, SENCO via the school email or main phone number (01943 463524). If you would like more information about school policies, please visit our website <https://www.princehenrys.co.uk>

If you would like more information about the Leeds local authority offer, visit <https://leedslocaloffer.org.uk/#!/directory>