



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



SEND Information Report 2024-2025

SEND Information Report 2024-2025

Welcome to Prince Henry's Grammar School's SEND information Report. As the school's SENCO, it is important for me to clearly state my intention to ensure that **all** staff at PHGS champion the rights of children with SEND within our school and to provide as much support as possible to ensure that they can flourish and achieve, and above all be respected.

This report is designed for parents to explain the way that students who have Special Educational Needs and Disabilities can be supported in school.

We must comply with The Equality Act 2010

(https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf) and the SEND Code of Practice 2015 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

These two documents must underpin the SEND policy and provision in school.

If you have a query about SEND provision at Prince Henry's Grammar School, please contact us on send@princehenrys.co.uk.

Staff with responsibilities for SEND

Sally Bishop	Headteacher
Marjorie Rogan	SEND Governor
Simon Jackson	Deputy Headteacher – Quality of Education
Roz Hunter	SENCO
Gemma Owens	Inclusion Officer – Lead Autism Practitioner (Level 2)
Alice Dale	Learning Mentor SEMH
Ivola Dombay	Learning Mentor Dyslexia
Scott Bush	Teaching Assistant
Bethany Farnaby	Teaching Assistant
Jess Glaister	Teaching Assistant
Fran Griffin	Teaching Assistant
Klare Jackson	Teaching Assistant
Sylvie Melechi	Teaching Assistant
Marion Miller	Teaching Assistant
Kizzy Mitchell	Teaching Assistant
Tracey Moakes	Teaching Assistant
Ethan Thompson	Teaching Assistant
Sharon Van der Burg	Teaching Assistant
Simon Day/Steve Knight	Key Stage 3 Director/Key Stage 4 Director
Gemma Parker/Katie McQuire/Sam Furness/David Gracey/Serenity Stewart/Vicki Robinson-Junni	Year Managers Year 7 - 13

What kind of needs are provided for at Prince Henry's Grammar School?

At Prince Henry's Grammar School, SEND is determined when a child has an observed or diagnosed additional need that means that they require support that cannot be met by quality first, inclusive teaching alone.

The SEND Code of Practice 2015 breaks SEND down into four broad categories:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and/or Physical

These can be broken down further into (although this is not an exhaustive list):

- 1) Autistic Spectrum Disorder (ASD) – now referred to as Condition
Speech Language and Communication Needs (SLCN)
- 2) Specific Learning Difficulties (SpLD) e.g. Dyslexia, Development Coordination Delay (DCD, formally dyspraxia), Dyscalculia
Moderate Learning Difficulty (MLD)
Severe Learning Difficulty (SLD)
Profound and Multiple Learning Difficulty (PMLD)
- 3) Attention Deficit Hyperactivity Disorder (ADHD, ADD)
Mental health difficulties such as Anxiety, Depression
- 4) Visual Impairment (VI)
Hearing Impairment (HI)
Multisensory Impairment (MSI)
Physical Disability (PD)

Some students on the SEN register have no formal diagnosis but benefit from additional support to allow them to access the curriculum.

How is SEND identified?

At PHGS, all staff are involved in assessing the children to identify whether they have needs that cannot be met by quality first teaching alone.

They do this by:

- Observing the children in class, assessing their work, speaking to other teachers and Year Managers about their difficulties and other factors that might be impacting their work
- Using assessment data
- Using behaviour data
- Using the GL Dyslexia and Reading Age (RA) assessments completed at transition
- Using information from parents, carers or the pupil to gauge how they are accessing their lessons
- Using screening tools such as GL Dyslexia Screener and sensory profiles to identify the likelihood of SEND
- Using information from previous schools
- Working with outside agencies or specialists to assess and advise on support

In line with the Code of Practice, once a student is flagged to the SEND team, we follow the graduated approach to find out what support is needed and where. This requires us to assess their needs, plan how to support them, action that support and then review its effectiveness. This means that support can be added in a graduated way, and it can also be reduced, depending on the need of the individual student.

How are SEND students supported?

Education, Health and Care Plans

Students with an EHCP have complex needs that the Local Authority have deemed cannot be met by the provision ordinarily available within school. These students require long term input from educational, medical or other professionals to make progress.

Students with an EHCP are flagged to staff on Arbor and will have a Pupil Centred Passport (PCP). PHGS will receive FFI (Funding For Inclusion) to help meet the costs of their necessary additional support.

Students with an EHCP will have their plan reviewed yearly and targets and provision updated. This is a legal requirement.

SEN Support

Students considered to have SEND are added to the SEN register and are flagged to staff on Arbor. They may have a SEN flag (a small note about their need and any adjustments they may need to their education) or a longer and more detailed Pupil Centred Passport. This will depend on the level of their need and the amount of information that teachers need in order to support them.

Students can also be removed from the SEND register, if the nature of their need or the level of their required support changes over time.

Monitoring

Students who may have difficulties with learning that could be SEND, or who have been flagged as having traits that require further investigation, will be flagged on Arbor as Monitoring. They may have a SEN flag to give further information to teachers as to how to adjust for their needs. They could move on to the SEND register, or be removed from monitoring, once further exploration has been done.

How is teaching adapted for students who have SEND?

Quality first, inclusive teaching is stated in the Code of Practice to be the heart of all SEND provision. We therefore expect that our teachers plan for students with SEND and adapt their curriculum and practice to ensure that barriers to learning are removed and that all children can access their lessons.

At a minimum we ask staff to:

- Build relationships with students to ensure they are well understood
- Chunk instructions into manageable pieces
- Avoid large chunks of text on PowerPoint slides
- Provide visual supports
- Photocopy on coloured paper (as required) or provide overlays
- Check in with students
- Use careful seating planning
- Scaffold tasks for those that need it
- Provide clear instructions for home learning on Arbor
- Adapting their classroom space or resources if it is required for students with medical needs
- Mark work regularly with constructive feedback for students to work on

We expect that staff are aware of the students with SEND in their classrooms and that they regularly review their progress. Updates to pupil passports and SEND information are sent out so further adjustments can be made, where necessary. This is quality assured through learning walks, work scrutiny and faculty-led reviews.

Students who struggle to make progress despite these adaptations are flagged to the SEND team for further investigation.

Examples of SEN Support offered at Prince Henry's Grammar School

<u>Area of need</u>	<u>Examples of support offered in school</u>	<u>How impact is monitored</u>
Cognition and Learning	<ul style="list-style-type: none">• Phonics, inference or dyslexia intervention• Reading Club• Sums Club• Pupil Passport• Quality First Teaching	<ul style="list-style-type: none">• Reviewing progress data• Reading age testing• Pupil Voice• Teacher voice• Work scrutiny

	<ul style="list-style-type: none"> • Adaptations to home learning expectations • Home Learning Club 	<ul style="list-style-type: none"> • Classroom observations
Communication and Interaction	<ul style="list-style-type: none"> • Girls'/Boys' Group • Life Skills sessions • Pastoral/SEND check ins • Time out passes • Talking mats • Sensory profiles • Pupil Passports • Home Learning Club 	<ul style="list-style-type: none"> • Teacher voice • Pupil and parent voice • Reviewing progress data • Behaviour data • Classroom observations • Work scrutiny • Speech and Language assessments
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Pupil passport • Boxall Profiles • Pastoral support • Learning Mentor SEMH/Student Well-being Officer sessions • ESNA work • Pupil passport • Time out passes • Emotional literacy coaching • Fiddle toys (pre-agreed) 	<ul style="list-style-type: none"> • Teacher voice • Pupil and parent voice • Speech and Language input • Behaviour data • Reporting • Classroom observations
Sensory and/or Physical	<ul style="list-style-type: none"> • Pupil passport • Sensory breaks, where required • Use of fiddle toys/ear loops • Modified texts and exam papers • Adapted equipment • Radio aids • Lift passes 	<ul style="list-style-type: none"> • Pupil voice • Parent voice • Teacher feedback • Lesson observations • Medical assessments • Work scrutiny

How do we monitor the progress being made by pupils with SEND?

At Prince Henry's Grammar School, regular cycles of assessment are completed in faculties to assess student progress. These include a Reading Age assessment and Dyslexia screening on transition into Year 7, regular small and informal tests and quizzes in lessons and more formal exams and assessments at calendared dates throughout the year. These assessments feed into three progress reports a year, which are sent to students and parents.

Faculty Leaders, teachers, Key Stage Directors and SEND staff use this data to pinpoint students who may require further support and investigation.

What specialist support can school access, if it is needed, for a child with SEND?

<u>Name of agency</u>	<u>Who they work with</u>	<u>How is this accessed?</u>
Educational Psychologist	Students who have complex SEND or significant barriers to their progress. They are also needed when an EHCP application is made	School has an allocated Educational Psychologist and a budgeted number of hours allotted. Parent consent is required for a referral
Targeted Mental Health in Schools (TAMHS) through the Otley Cluster	Students who require short term support with their mental health	Referral through the Year Manager/Key Stage Director
Child and Adolescent Mental Health Services (CAMHS)	Students who require assessment and treatment for long-standing SEMH difficulties	Referral through Year Manager/Key Stage Director/SENCO
Specialist Teachers in Autism (STARS)	Students with a diagnosis of autism and who require greater support than quality first teaching can provide	A referral is made through the SENCO. Parent consent is required. We have a linked STARS worker who comes in to school to work with children
Special Educational Needs and Inclusion Team (SENIT)	Students with complex needs who require further intervention to allow them to access school.	There is a strict referral criteria to be met – referrals are made by the SENCO and parent consent must be obtained
Deaf and Hearing Impairment Team (DAHIT)	Students who have a hearing impairment	School has key workers who come in to school to assess students on their case load and to advise school on support
Visual Impairment Team (VIT)	Students who have a vision impairment	School has key workers who come in to school to assess students on their case load and to advise school on support and adaptations
North West Area Inclusion Partnership (NWAIP)	Children who need a high level of SEMH support and who may need another placement	Referrals are made through school to the NWAIP for in school support and, in rare cases, for a placement of a child at The Pennington Centre
Speech and Language Therapy (SALT) - Away With Words and NHS	Students with language difficulties, DLD, speech difficulties, communication differences	Referrals to Away With Words are made termly through the SEND team. Parent consent is required. Children who require further support can be referred to NHS pathways.
Medical Needs Teaching Service (MNTS)	Students who cannot access school due to significant medical or mental health needs. This may be support at home, in the community or at the Queenswood Education Centre	Referral from the SENCO. This requires CAMHS support, or the support of a consultant. Parent consent is required.

Pupil Tuition Team (PTT)	Students who are not accessing education due to a short term medical or mental health need	Referral from SENCO. Requires parent consent
--------------------------	--	--

It may be necessary to involve other services, depending on the needs of the child.

How does Prince Henry's Grammar School support students with Special Educational Needs through transition?

If a pupil with SEND comes to Prince Henry's Grammar School from Year 6 into Year 7 we:

- Visit their primary school when they are in Year 6 (or hold virtual meetings) to gather relevant educational information about the student from their teachers and SENCOs
- Are available to meet with the child and their parents to give them the opportunity to discuss any queries and concerns in advance of starting
- Offer an extended transition programme, called Ambassadors, which we ask primary schools to nominate students for who they feel would most benefit from a more graduated introduction to school
- Offer parent presentations at Ambassadors, and on the Transition Parents' Evening, to allow any further questions to be asked
- Hold a full three day transition programme for all students
- Flag their SEND needs on Arbor via notes or by creating a Pupil Centred Passport
- Talk through the incoming EHCP students with all staff on the training day in September

If a student with SEND moves into school during the year we:

- Talk to them and their family to find out what support they may need
- Reach out to their last school or provision to gather relevant evidence and paperwork
- Flag the students with the relevant level of provision to their teachers
- Provide pastoral support while they settle in

If a student with SEND leaves Prince Henry's Grammar School in Year 11 or Year 13 we:

- Support the student with Careers Interviews (which can be held with parents and the SENCO, on request)
- Work with the next educational placement to ensure that transition is as smooth and as extensive as is necessary for the child
- Pass on relevant details around exams access, diagnosis etc, as requested

How are parents of SEND students involved in their education?

We actively encourage parents to contact school if they have concerns about their child and their educational needs.

The school website contains information about our curriculum and how to contact teams within school.

In addition to this we offer:

- Meetings or phone calls with Year Managers/Key Stage Directors/SENCO as requested

- Parents' evenings when teaching and pastoral staff are available to discuss the needs of individual children
- Regular surveys and parent feedback requests
- Communication through Arbor around rewards, sanctions and other key updates
- Parent Consultation Evenings are held regularly, some of which are specifically linked to provision in school
- Parents are invited to statutory review meetings, social care reviews and attendance panels, as necessary
- Parent Support Workers – their services are flagged to parents in Reception and sent out to parents in discussion with the pastoral and SEND teams
- SEND drop in afternoons to allow discussions with the SEND team
- Email communication for any queries relating to provision
- A SEND Newsletter containing useful links and updates about SEND in school

If you have a concern or wish to make a complaint about something that you feel is not right, please contact the SEND team on send@princehenrys.co.uk in the first instance.

Alternatively, please send an email to info@princehenrys.co.uk marked for the attention of the Headteacher and/or the SEND Governor.

How are students with SEND involved in their own education?

At Prince Henry's Grammar School, children are involved in their own education in the following ways:

- Student well-being surveys conducted every half term and used to identify students who need further support
- Student voice is regularly collected from the SEND cohort
- Student Council gives voice to students and their requests to change provision school wide – Form Representatives take ideas forward to the Council, which are then presented to the leadership team
- The Speak Up button is widely promoted for cases where students feel discrimination has been witnessed or experienced
- Student surveys are conducted to gain data around their experience of school and support offered to them in class

How is the SEND Provision at Prince Henry's Grammar School reviewed?

The SEND faculty is dedicated to self-improvement and the improvement of provision for our SEND students across the school. We therefore undertake the following review methods to assess our strengths and areas for development:

- SEND learning walks
- SEND work scrutinies
- External SEND reviews

- The SENCO meets with the SEND Governor three times a year to discuss provision, which is then fed back to the governing body
- Regular training for the SENCO and the SEND team is actively sought out

Where can further information be found?

Prince Henry's Grammar School website - <https://www.princehenrys.co.uk/>

SEN Policy and the Local Offer -

<https://www.princehenrys.co.uk/page/?title=Special+Educational+Needs+Support&pid=57>

Leeds Local Offer - <https://www.leeds.gov.uk/one-minute-guides/leeds-local-offer>

Bradford Local Offer - <https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

North Yorkshire Local Offer - <https://www.northyorks.gov.uk/children-and-families/send-local-offer>