



POLICY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (Including School Information Report)

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Contents

Definition	4
1. Our Ambition for Students with SEND.....	4
2. Aims and Objectives of the Prince Henry's SEND Policy	4
2.1 Guiding Principles of the policy	4
2.2 The School Information Report	5
2.3 Assessment and Identification	5
3. Provision	5
3.1 In Class Support	5
3.2 Withdrawal of Students	5
3.3 Alternative Curriculum and Personalised Learning	5
3.4 Help with Homework	5
3.5 Nurture Room	6
3.6 English as an Additional Language.....	6
4. Partnerships/Resolution of Disagreements.....	6
5. Inclusion.....	6
6. Monitoring and Evaluation.....	6
Appendix 1: The School Information Report	8
Introduction	8
Role of the SEND Governor	8
Role of the Headteacher	8
Role of the SENDCO	8
Role of the Subject Teacher	8
Frequently asked questions	9
How do you identify students with SEND?	9
What is your approach to teaching children and young people with SEND?	10
What kinds of SEND are provided for?	10
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	10
Cognition & Learning Needs (including Moderate Learning Difficulties & Dyslexia)	10
Communication and Interaction Needs.....	10
Social, Emotional and Mental Health (SEMH)	11
Sensory and / or physical	11
How accessible is the school site?.....	11
What are the arrangements for assessing and reviewing students' progress towards outcomes?	12
How will my child be included in all the activities available in school?	12
What support is there for improving emotional and social development?.....	12
How do you prevent bullying of children and young people with SEND?	12
How do you listen to the views of children and young people?	13

What arrangements are there for supporting children and young people who are looked after by the local authority and have SEND?	13
What should I do if I am not satisfied with the arrangements made for my child?.....	13
What is the expertise and training of staff at Prince Henry's?	13
What links do you have with outside agencies?	14
How do I contact Learning Support?	14
How are students supported at transition times?	14
What is the Code of Practice?.....	14
What is the Local Offer?	14
How do access arrangements for exams work?	14
The identification of students who might need access arrangements in exams	15
Useful links for parents/carers	15
Glossary	15
Appendix 2: SENDIASS Information	16

Definition

Special Educational Needs and Disability (SEND) refer to a learning difficulty or disability which calls for special educational provision to be made for a child or young person.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

1. Our Ambition for Students with SEND

We aim to provide an environment where all students are able to access an education that supports them to make maximum progress in their learning, and prepares them for adulthood.

Students are offered access to a full curriculum alongside their peers. The success of the work that we do can be measured by the progress that students with SEND are able to make and the extent to which they are included in the wider life of the school. We want our students to love learning, despite any difficulty or disability.

2. Aims and Objectives of the Prince Henry's SEND Policy

The Learning Support Department aims to fulfil all obligations placed upon Prince Henry's High School (Prince Henry's) by the 2014 Code of Practice. The Department works hard to support the School's aims and values, looking at improving the range of opportunity and experience, facilitating high quality teaching, maintaining ambitious goals and friendly, useful contacts with the wider community.

2.1 Guiding Principles of the policy

- To provide for students with Special Educational Needs and Disability the opportunity of an education commensurate with their ability and aptitude in order to fulfil their potential.
- To identify those students who have learning requirements, which are significantly different from those of the large majority.
- To provide a continuum of provision in school that is matched to the continuum of special educational needs in school.
- To ensure that students with Special Educational Needs and Disability have the same access to a broad and balanced curriculum as their peers.
- To recognise that all staff have a shared responsibility to identify and address the needs of every learner in their class, liaising with the Learning Support Department in order to provide effective learning.
- To facilitate the monitoring of students identified as having SEND.
- To enable students with SEND to feel fully accepted and sufficiently secure to achieve their potential.
- To ensure that the views of the student are sought and taken into account.
- To encourage parent/carer partnership in order to develop and implement a joint learning approach at school and at home.
- To liaise with external agencies through the SENDCO to provide support for students with severe or complex learning difficulties.
- To teach students skills and strategies related to their area of difficulty.
- To develop their confidence and self-esteem.

2.2 The School Information Report

The School Information Report gives detailed responses to the FAQs that concern parents/carers and students with regard to SEND provision. It includes changes as a result of the Code of Practice for Special Educational Needs and Disability (September 2014) and is attached at the end of this policy.

2.3 Assessment and Identification

The Learning Support Department will assess all students in Year 9 as soon after entry as is practicable for the following reasons:

- To establish baseline scores for reading comprehension across the entire year group.
- To identify students who will require additional support and those with borderline results who may benefit from support in lessons.
- To help identify students who may benefit from additional time or any alternative access arrangements, such as a reader, in examinations as long as it is their normal way of working.

3. Provision

3.1 In Class Support

All teachers are teachers of Special Educational Needs. Teaching students with SEND is a whole-school responsibility and the wide range of abilities and aptitudes of the students is considered within the continuous cycle of planning, teaching, assessment and evaluation in every department. The majority of students will progress and learn with these arrangements but there may be a need to further support the learning of those with SEND using Learning Support Assistants in the classroom.

3.2 Withdrawal of Students

Withdrawal of students is kept to a minimum. However, the Department will provide additional support for students with very weak literacy skills. Following diagnostic testing a small number of students in Year 9 are withdrawn from their Modern Foreign Language to work on a Literacy programme aimed at developing their decoding, comprehension, oracy, writing and spelling strategies. A multi-sensory approach to learning is used, including Lexonik Leap and the IDL computer programme. This level of support develops essential basic skills and teaches the student strategies to help them meet increasing curriculum demands. Testing takes place each term. Many of them make significant progress, which helps raise self-esteem and improves their access to the curriculum.

Students with low reading ages who do not meet the threshold for these lessons may be withdrawn from Registration for one or two sessions each week to work on the interactive IDL reading programme. This may be across one, two or three terms, depending on need, and progress is assessed at regular intervals.

Literacy Plus is a two-year course delivered to students who move to Year 10 with a low literacy assessment, or other standardised score. There is a strong emphasis on students' literacy needs across their GCSE subjects, in addition to supporting their specific difficulties. These lessons are an alternative to studying a Modern Foreign Language.

3.3 Alternative Curriculum and Personalised Learning

Some students whose needs make it difficult to access the curriculum in Years 10 and 11 are given alternative curriculums, access to vocational courses and small group tuition to support their needs.

3.4 Help with Homework

The Learning Resource Centre is open on four evenings a week (Monday to Thursday), until 4.30 pm for "After Hours" learning sessions. These sessions are supervised by a designated member of staff and led by a team of Sixth Form students working as Learning Support Assistants/Mentors/Role Models to enable Year 9/10/11 students to complete their homework in a supportive environment. Students are invited to attend these

sessions if they are experiencing difficulties with the completion of homework for a wide range of reasons including low literacy levels, EAL, dyslexia and organisational issues.

3.5 Nurture Room

Some students who find it difficult to cope with the demands of a full school day are invited to use the Nurture Room based in the Learning Support Department to benefit from its calm atmosphere and one-to-one support.

3.6 English as an Additional Language

A student is not regarded as having a special educational need solely because their home language is different from the language in which they are taught. Prince Henry's will look carefully at all aspects of a student's performance in order to decide whether they have a SEND or if their problems in the classroom are due to limitations in their developing command of English.

These students are coded as 'Language Learners' and this is recorded on Provision Map. They are invited to 'After Hours' for additional homework support.

4. Partnerships/Resolution of Disagreements

Partnership with parents/carers plays a key role in enabling students with SEND to achieve their potential.

- Parents/carers are informed of the provision arranged for their children and invited to contact the school should any concerns arise during the year.
- All parents/carers of students on the SEND Register are invited to have a termly review of their child's progress with the Learning Support Department.
- Close links and liaison with the pastoral teams are in place.
- The SENDCO makes referrals to the Educational Psychologist and other Support Services as required.
- We believe that effective communication and the sharing of information between parents/carers and school is the key to good relationships. By talking early, there is a greater chance of resolving potential problems.
- We encourage parents/carers to contact us informally in the first place to try to sort out any problem about SEND provision.

5. Inclusion

As a Department, we work hard to ensure that every student with SEND fulfils their potential here, has equal opportunities and full access to the curriculum.

- Support for students who experience barriers to learning and participation is seen as a responsibility for all members of staff.
- Students identified with SEND are treated as individuals rather than part of a homogenous group.
- The support given to these individuals aims to increase their independence from it.
- Prince Henry's High School welcomes all students, and we do our best to ensure that appropriate provision is made.

6. Monitoring and Evaluation

The policy will be successful if:

- The progress of students is clear and measurable.
- Any student entering with, or later displaying evidence of, a special need is quickly identified, assessed, monitored and reviewed.

- Teachers of students with SEND feel they are informed about the nature of the students' needs and have been offered some strategies for meeting that need.
- The provision for students with SEND is regularly reviewed and refined to meet all students' needs.

Appendix 1: The School Information Report

Introduction

Prince Henry's High School is an inclusive mainstream academy high school which welcomes students with a range of special educational needs and disabilities (SEND). If your child has a disability/ learning difficulty you will find the information below useful in helping you to understand the types of provision that we make for students with special or additional needs. There is a glossary at the end of this offer to explain the many acronyms used in this document.

- Our Head of Learning Support and Special Educational Needs Co-Ordinator (SENDCO) is Mrs S Nolan
- Our Deputy Head of Learning Support is Miss C Park
- Our Assistant Deputy Head of Learning Support/ Exam Access Arrangement Coordinator is Miss H Banfield
- Our Governor with responsibility for SEND is Mrs J Brett

Role of the SEND Governor

The law requires the governing body to use their 'best endeavors' (do everything they can) to ensure that students with SEND get the support they need.

A Link Governor has been appointed as the governing body's champion for learners with SEND and those with inclusion needs. The Link Governor:

- Takes an informed interest in special educational needs issues
- Monitors, evaluates and reviews the SEND policy on a regular basis
- Ensures that the other school policies fully support the principle of inclusion for all students
- Works with the SENDCO to understand and monitor effective SEND practice
- Supports the governing body to monitor SEND provision

Role of the Headteacher

The Headteacher

- ensures the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establishes and sustains culture and practices that enable students to access the curriculum and learn effectively
- ensures the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensures the school fulfils its statutory duties with regard to the SEND Code of Practice

Role of the SENDCO

The SENDCO develops and oversees the day-to-day operation of the school's SEND policy. This includes

- Supporting the identification of children with special educational needs
- Co-ordinating provision for children with SEND
- Liaising with parents/carers of children with SEND
- Liaising with other providers, outside agencies, Educational Psychologists and external agencies particularly for children receiving support
- Ensuring that the school keeps the records of all students with SEND up to date
- Creating a culture where the responsibility for SEND provision is shared, with every leader a leader of SEND and every teacher a teacher of learners with SEND.

Role of the Subject Teacher

Subject teachers will work closely with and be supported by the SENDCO. In relation to children/young people at risk of or with special educational needs/disabilities, class and subject teachers should:

- Ensure early identification of:
 - special educational needs
 - barriers to learning

- appropriate interventions and actions in consultation with the SENDCO
- Have full knowledge of children's/young people's 'SEND support' or Education, Health and Care Plans
- Provide access to a broad and balanced curriculum
- Understand and provide 'high quality teaching'
- Have appropriately high expectations based on assessment
- Assume responsibility and accountability for their learning, progress and development
- Maintain responsibility for working with them on a daily basis, even when interventions involve group or one-to-one teaching/support away from the main class
- Regularly assess, monitor and review their progress (academic, developmental and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of 'a successful transition to adult life.'

Frequently asked questions

[How do you identify students with SEND?](#)

[What is your approach to teaching children and young people with SEND?](#)

[What kinds of SEND are provided for?](#)

[How are adaptations made to the curriculum and the learning environment of children and young people with SEND?](#)

- [Cognition & Learning Needs \(including Moderate Learning Difficulties & Dyslexia\)](#)
- [Communication and Interaction Needs](#)
- [Social, Emotional and Mental Health](#)
- [Sensory and / or physical](#)

[How accessible is the school site?](#)

[What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?](#)

[How will my child be included in all the activities available in school?](#)

[What support is there for improving emotional and social development?](#)

[How do you prevent bullying of children and young people with SEND?](#)

[How do you listen to the views of children and young people?](#)

[What arrangements are there for supporting children and young people who are looked after by the local authority and have SEND?](#)

[What should I do if I am not satisfied with the arrangements made for my child?](#)

[What is the expertise and training of staff at the school?](#)

[What links do you have with outside agencies?](#)

[How do I contact Learning Support?](#)

[How are students supported at transition times?](#)

[What is the Code of Practice?](#)

[What is the Local Offer?](#)

[How do access arrangements for exams work?](#)

[The identification of students who might need access arrangements in exams](#)

[Useful links for parents/carers](#)

[Glossary](#)

How do you identify students with SEND?

We liaise very carefully with our feeder schools in order to build on their expertise and to transfer key information about new students with learning or additional needs. At the start of Year 9, all students have their reading assessed so we can establish who might need additional support to help them catch up. In addition, teaching and support staff meet regularly to review any student who is not making progress and about whom they are concerned. Support options and strategies are then considered. Importantly, parents/carers are encouraged to raise any concerns throughout the year with the student's form tutor, class teacher or directly with the Learning Support team.

Although we recognise that some students may have a specific diagnosis, which we are happy to work with, we do not rely on students having a label to describe their learning needs. For example, students who have the reading or writing difficulties associated with dyslexia will be offered appropriate support without having a formal diagnosis, and a student with social communication

difficulties would be offered similar support to that given to those who are formally recognised as being on the Autism Spectrum. Students are treated as individuals and supported according to their educational need rather than their diagnosis.

What is your approach to teaching children and young people with SEND?

We are committed to closing the attainment gap between SEND and non-SEND students and our staff understand that they are all teachers of Special Educational Needs. We support the learning of all students through quality first teaching and differentiation and share good practice at departmental meetings. We use a range of technology to ensure that all students can access the learning material, including hearing induction loops and iPads in addition to in-class support where possible. We have nine Learning Support Assistants and as it is stated as good practice, we do not have child-specific LSAs. This is in order to promote a student's independence in preparation for the working world or their next stage of education or training. We will prioritise support in Maths and English first and then any subject that requires support for health and safety reasons.

What kinds of SEND are provided for?

- [Communication and interaction \(including SLCN and ASD\)](#)
- [Cognition and learning \(including moderate learning difficulty and dyslexia\)](#)
- [Social, mental and emotional health \(including ADHD\)](#)
- [Sensory and/or physical \(including visual, hearing and physical difficulties\)](#)

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

Additional support and intervention is provided on the basis of a student's needs and the resources available at the time. Where anything over and above the normal school curriculum is proposed, parents/carers are contacted either by letter or telephone to advise them of the nature of the intervention, how long it is intended to last, when it will take place and who with

This is an outline of what we can offer to students who have SEND:

- Quality first teaching.
- Staff with knowledge of each student's needs, as detailed in Students' Plans and Passports.
- Reasonable adjustments, as necessary.
- Smaller classes in lower sets, where subjects are ability grouped.
- Arrangements for examinations where the student meets the published criteria.
- Support for Year 9 students when making choices about their 'option' subjects for KS4.
- In-class support using skilled and experienced LSAs, where available.
- Additional visits to school, as part of the transition arrangements at the end of Year 8.
- A Careers advisor works with students with SEND throughout their time in school and helps them to make positive choices about future careers or college courses.
- A Nurture Room to provide those students who require additional intervention for SEMH needs.

Cognition & Learning Needs (including Moderate Learning Difficulties & Dyslexia)

- Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording
- Staff trained and able to support students with a range of learning difficulties
- Additional Literacy Group (KS3)
- Literacy Plus Group (KS4)
- Alternative curriculum in KS4 - including college links
- Ongoing staff training to provide dyslexia-friendly classrooms

Communication and Interaction Needs

- Whole school awareness and understanding

- Staff skilled in adjusting the pace and order of activities to maintain interest and attention
- Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use/understanding,
- An approach that incorporates routines, structured tasks and rewards
- Consideration given to stress-producing factors which might result in sensory overload
- Mentoring opportunities available
- Ongoing staff training to support the autism-friendly classroom
- Access to other professionals as appropriate eg Educational Psychologist/Autism team/ Speech and Language Therapist (SLT) and/or Specialist teacher from Learning Support Team (LST)
- Strategies in place to target social communication skills
- Strategies in place to target organisational difficulties

Social, Emotional and Mental Health (SEMH)

- Whole school practice promotes and develops social and emotional skills for all students
- Small group intervention programme supports the most vulnerable students in developing self-regulation/self-management skills
- Bridge Support Plans are in place to meet individual student need
- Appropriate use of the Refocus Room to offer pastoral support
- Pastoral support across the school includes Year Teams, Education Welfare Officer, School Counsellor, WEST Team, Reintegration Co-ordinator, Attendance Officer, Learning Mentors and School Nurse
- Whole school CPD programmes include training to support successful social, mental and emotional student development
- Effective use of a school mentor system, including for Sixth Form students
- Involvement of Educational Psychologist, as appropriate
- Close liaison with external health professionals / CAMHS
- Referrals made to Family Front Door
- Interventions for students diagnosed as too ill to attend school
- Alternative Provision intervention for students at risk of permanent exclusion or an inability to access mainstream learning is delivered on site in The Lodge
- Support from the school's Year Teams including monitoring Report Cards
- Use of the Nurture Room
- Support for Emotional Based School Non-attendance (EBSNA)
- Support for Emotional Literacy delivered through an Emotional Learning Support Assistant

Sensory and / or physical

- Staff are skilled at selecting appropriate methods and materials in lesson plans to ensure access across the curriculum
- Favourable seating arrangements are identified
- All staff are aware of individual students' sensory/physical disability and implications in all teaching and learning environments
- Staff use appropriate technology to support students, including wearing radio microphones to assist hearing impaired students
- Staff encourage students to wear appropriate sensory equipment
- Where possible, books are made available electronically for visually impaired students
- Students are made particularly aware of safety measures in Science labs/Technology rooms
- School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement
- General whole school training, advice and support from external professionals is accessed, as appropriate

How accessible is the school site?

Prince Henry's has many different buildings on several different levels. We would strongly advise parents/carers and potential students with mobility issues to visit on Open Evening before choosing this school and we would be happy to accommodate additional visits to help you to make a decision. The school's [Accessibility Plan may be seen on our website](#).

What are the arrangements for assessing and reviewing students' progress towards outcomes?

Students receive written reports once a year and two further progress reviews. Where you are concerned about progress and/or attainment in a specific curriculum area, initially it is a good idea to contact the subject teacher or Head of Department. However, if the concerns about learning are more general, then a call to Learning Support is recommended.

For students who have an EHCP, this is reviewed annually and at that point feedback is received from individual teachers and members of the support team as well as from parents/carers and the students themselves.

SEND support is carefully monitored for its effectiveness using a cycle of Assess/Plan/Do/Review.

Assess: We monitor and review the progress and development of all students. High quality teaching, differentiated for each student, is the first step in meeting the needs of those who have or may have SEND.

Plan: Where a student's progress gives cause for concern, staff work in partnership with parents / carers to develop a plan to make sure that students with SEND receive the support they need for their future learning and development

Do: This graduated response is led and coordinated by the SENDCO who works with and supports colleagues. Parents / carers are included at each stage of this cycle, so that they can say what they think and make suggestions

Review: A date is agreed for reviewing the effectiveness of the support and the difference it has made to the student's progress. In discussions, the focus will be on how the school and parents or carers can support the work the student will do to achieve the desired outcome.

How will my child be included in all the activities available in school?

There are a great many clubs, trips and opportunities available to students at Prince Henry's and students with SEND are encouraged to attend in all cases (details are in the [Extra-curricular Activities area of the school website under the Parents and Students heading](#)). LSAs are involved with supporting students on trips out of school when necessary and we actively encourage the students with SEND support to find or develop areas of interest outside of the classroom environment.

What support is there for improving emotional and social development?

There is a wide range of evidence-based programmes, including *Talkabout* and *Zones of Regulation* are programmes to support the development of social skills and anxiety management delivered by trained LSAs during some lessons. There are regular opportunities for students to be mentored at the start of the school day and during the school day during pre-arranged slots, agreed by SENDCO, parents/carers and students themselves. The SENDCO approves all use of the Nurture Room, following discussions with HOY's, the Attendance Officer or School Counsellor.

The SENDCO regularly reviews the emotional and social development of SEND students with the Education Psychologist and the School Counsellor.

How do you prevent bullying of children and young people with SEND?

[See Prince Henry's Student Conduct Policy](#)

All reported instances of bullying are investigated by the pastoral team in school and, in addition, the SENDCO is involved where there is a suspected element that includes any aspect of a student's difficulty or disability. The issue of bullying is also discussed in regular meetings with student representatives and concerns are then addressed through the pastoral system.

How do you listen to the views of children and young people?

Wherever possible, we believe in “Nothing about me without me” so our Family Conversations always involve the student. There is a termly meeting between staff and students with difficulties or disabilities and discussions include changes that the students would like to see as well as ideas or improvements that have been suggested by staff and parents/carers. Targets set through these Family Conversations are then added to the Interactive SEND Register so that they can be promptly absorbed into classroom practice.

What arrangements are there for supporting children and young people who are looked after by the local authority and have SEND?

Looked After Children have additional support through a Personal Education Plan which addresses learning issues and is discussed at their Annual CLA Review. In KS4, mentoring and / or tutoring is available through ISL as additional support for such students. Any concerns or issues which specifically relate to Children who are Looked After (CLA), aside from their educational needs or support, should be addressed to Mr B Freeman, Senior Deputy Headteacher or Mrs L Walker, our CLA Co-Ordinator.

What should I do if I am not satisfied with the arrangements made for my child?

Teachers are very willing to speak to or email parents/carers if they are contacted about any concern. Within school, form tutors, subject teachers, subject heads, year heads and the Learning Support Department do their very best to ensure that your child is well cared for and progressing successfully. In the first instance, you should try to address this issue through the most appropriate contact in school. If you are not satisfied with any of the provisions made, please contact either Mrs N Barker (Deputy Headteacher) or Mr B Freeman (Senior Deputy Headteacher).

What is the expertise and training of staff at Prince Henry's?

Department Staff

Head of Learning Support

Mrs S Nolan, National Award for Special Educational Needs Co-ordination
Postgraduate Award of Proficiency in Assessment for Access Arrangements

Deputy Head of Learning Support

Miss C Park, Currently studying for NPQSENCo

Assistant Deputy Head of Learning Support

Miss H Banfield, Currently studying for Postgraduate Award of Proficiency in Assessment for Access Arrangements

Learning Support Assistants

Mr M Futers - Physical Disability Lead, ICT Support, ASD Mentor, 'After Hours' Support

Mrs F Foster - Administration Assistant

Mrs S Rozga - Emotional Literacy Support Assistant

Mrs M Kennedy - Communication LSA

Mrs K Bateman - EAL Lead LSA

Mrs K Charlton - Refocus Lead LSA

Miss H Dillow - Learning Support Assistant

Miss A Roberts - Learning Support Assistant

Miss E Webley - Learning Support Assistant

Mrs A Parnell - Learning Support Assistant

All Learning Support staff receive regular training in supporting students with SEND

All teaching and support staff receive regular training in working with students with SEND. Recent training includes working with students with: autism, behavioural difficulties, cognition and learning needs, dyslexia, dyspraxia, sensory impairment and SLCN as well as more general teaching strategies focusing on working with SEND students.

What links do you have with outside agencies?

PHHS works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your child's needs both in and out of school.

Listed below are some of the outside agencies with whom we work collaboratively:

- Integrated Specialist Support Service (Visual and Hearing Specialist Teachers; Complex Communication Needs)
- Physical Disability Service
- Community Paediatrician
- Educational Psychologist (EP)
- School Nurse
- Complex Communication Needs Team
- CAMHS
- A full list of local authority support services and voluntary sector organisations who support families, children and young people with SEND is available at <http://worcestershirelocaloffer.org.uk/directory>

How do I contact Learning Support?

Please email Mrs Nolan or Miss Park on: enquiries@princehenrys.worcs.sch.uk

How are students supported at transition times?

We liaise carefully with our feeder schools to identify any students who may feel vulnerable as they engage with the transition process here. Additional visits are arranged to view Prince Henry's and students work in small groups with an LSA to understand the practical details of how the school works. In addition, we may liaise directly with parents/carers who have concerns and arrange an individual visit. These arrangements are in addition to the careful structure of visits, discussions and information sessions which are already in place for the whole cohort of students.

When students with SEND leave us, our Careers Advisor works with individuals to ensure that they move to an appropriate education provider or suitable employment. For particularly vulnerable students, this may include facilitating college visits or arranging additional work experience and for others it may be encouraging an interest in higher education. Care is taken to ensure that they are prepared for outcomes that reflect their ambitions for adulthood. All students with SEND are given additional careers guidance from Year 9 onwards.

What is the Code of Practice?

The Code of Practice (2014) covers the 0-25 age range and aims to ensure closer co-operation between education, health services and social care. An Education, Health and Care Plan (EHCP) has replaced Statements of Educational Needs for children and young people with the most complex needs. There is a greater focus on including the views of students and parents/carers in decision-making and on supporting those with SEND to succeed in their education and make a successful transition to adulthood.

What is the Local Offer?

The Local Offer is produced by the Local Authority and details information about the provision they expect to be available in the area for all students and young people, whether or not they have SEND. In Worcestershire, the document 'Ordinarily Available' includes details of the provision that should be available for students with special educational needs, together with factsheets, information and support for parents/carers and more details of the SEN reform. It can be accessed at <http://worcestershire.gov.uk/sendlocaloffer>

How do access arrangements for exams work?

Access arrangements are reasonable adjustments put in place to ensure all students have equal access to examinations. Students should not be disadvantaged by any learning, medical, physical, sensory or psycho-

logical difficulty they may experience. However, any arrangement made must not give a student an advantage over other students. Access arrangements are not related to ability, but to a specific difficulty in demonstrating their knowledge or understanding in normal test conditions. Examples of when we might apply for access arrangements include when students have difficulty reading, processing or recording their responses.

Prince Henry's has two accredited assessors who can formally test students and, where relevant, apply for access arrangements on their behalf.

The identification of students who might need access arrangements in exams

Access arrangements can only be processed once a picture of need and normal way of working has been firmly established and the student meets the JCQ published criteria.

Identification of students can occur in several ways, including:

1. Consideration of information provided by students' previous schools, identifying those who may need access arrangements.
2. A teacher may voice a concern about a student with difficulties that prevent them from completing tests/work or require other additional support in lessons.
3. A parent/carer may raise concerns about their child who is attempting but unable to complete work.
4. The student themselves may raise a concern with their class teacher or form tutor.

In all cases, detailed evidence needs to be collected to provide a clear picture of need and demonstrate that any adjustment is the student's normal way of working. Identified students will only be tested by our accredited assessors once this has been completed. Confirmation will be sent to parents/carers outlining the access arrangements once JCQ have agreed to our recommendation(s).

There is a testing session towards the end of Year 9, meaning any access arrangements are in place and valid for their GCSE examinations. However, we can test a student at other times if evidence arises that this is their normal way of working and there is reason to believe that they would benefit from access arrangements.

Useful links for parents/carers

- SENDIASS Information Advice and Support Service for Parents/Carers (Appendix 2)
- <https://www.autismcentral.org.uk/> Support for parents of neurodiverse students. This is a national response due to an acknowledged gap in services.
- <https://solihullapproachparenting.com/online-courses-for-parents/> Solihull Approach offers parenting advice and courses

Glossary

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Mental Health Service
CLA	Children Looked After
EHCP	Education Health and Care Plan
EP	Educational Psychologist
JCQ	Joint Council for Qualifications
KS3	In this school, this only relates to Year 9
KS4	Years 10 and 11
KS5	Sixth Form
LAC	Looked After Child
LSA	Learning Support Assistant
SENDCO	Special Educational Needs Co-Ordinator
SEND	Special Educational Needs and/or Disability
SLCN	Speech Language and Communication Difficulty

Appendix 2: SENDIASS Information



Information, Advice
and Support Service
Herefordshire & Worcestershire

Training and Development

Inform Empower Improve

Free Training Workshops
for Parent Carers



Do you have a child with an additional need or disability?

Join one of our workshops across Herefordshire
& Worcestershire to increase your knowledge and
understanding of Special Educational Needs/Disabilities (SEND).

Workshops available include

- SENDIASS information session
- SEND Support & the graduated approach/response
- What does a good Education, Health & Care Plan (EHCP) look like?



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