

# SEND Information Report 2024 - 2025



**Parrs Wood High School  
and Sixth Form**

## Contents

1. Range of SEND needs
2. Identifying Young people with a SEND
3. Parental communication and involvement
4. School's resources allocated and matched to SEND
5. Teaching and Learning
6. Supporting the Young Person in their learning
7. Education, Health and Care Plans
8. Support for the Young People's well-being
9. Support for improving Social, Emotional and Mental Health development
10. Accessible school environment
11. Inclusion
12. Transition
13. Keeping Young People safe
14. Evaluating the effectiveness of SEND provision
15. Staff training and expertise
16. Complaints
17. Contacts
18. SEND Index of Acronyms

## 1. Range of SEND needs

Parrs Wood High School and Sixth Form currently provides additional provision for a range of needs, including:

Communication and interaction - for example, Autistic Spectrum Condition, and Speech Language and Communication Needs

Cognition and learning - for example, Dyslexia, Dyspraxia etc

Social, Emotional and Mental Health difficulties - for example, Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and/or physical needs - for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

Parrs wood High School and Sixth Form recognises that some children will have more than one additional need.

## 2. Identifying Young People with a SEND

Systems are in place to ensure identification and tracking of progress for all students. Through the SEND Referral and Graduated Approach systems, we identify where pupils have needs in terms of communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school setting (either SENDCo or Year 6 lead)
- Young Person performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is becoming a barrier to learning
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Young people with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by parents, the Local Education Authority and a consultation with school.

1. The teachers will monitor the Young Person in class and will talk to parents about how they are accessing class and the curriculum

2. If there are concerns, the young person will be given Adaptive Teaching Strategies and scaffolded work. The teachers will do their best for the Young Person, in order for them to access the curriculum at their level. Parents will be kept informed of all the additional support their child is receiving in lessons by the teachers at parents' evening and in reports. This may also take the form of an email or phone call home. If the Young Person receives this kind of support, the school will monitor them according to the SEND Code of Practise

3. If there are still concerns, the teachers will then complete a SEND Referral form. The Inclusion team will then triage these at team meetings. There may be an observation by one of the Inclusion team and feedback will be given to staff, through an 'About Me' (see below) giving strategies for those Young People
4. The Inclusion team will monitor progress and create a bank of ideas for the teachers to work with on the 'About Me', this will be shared with relevant staff. This is from the Manchester Inclusion Strategy
5. Long Term targeted provision (eg personalised curriculum / Lego therapy / sensory circuit / access arrangements etc) to be arranged. EHA considered and initial meeting planned. One Note created.
6. The Inclusion team will then, if necessary, access information from external agencies and professionals for more specialist advice and guidance
7. The Young Person may then be assessed by the Speech and Language therapist and/or Educational Psychologist
8. It may then be that the Inclusion team applies for an Education Health and Care Plan for the Young Person, from the advice of the Educational Psychologist and other professionals

### **3. Parental communication and involvement**

Staff are available via email. The Inclusion team email is: [sendco@parrswood.manchester.sch.uk](mailto:sendco@parrswood.manchester.sch.uk). Parents can then arrange a phone call appointment to discuss with the teacher, their concerns. Appointments can be made for a mutually convenient time. The Heads of Learning and Senior Leadership Team are also available to arrange a more formal meeting at a mutually convenient time.

Open evenings and drop ins are offered throughout the year and this is an opportunity to review progress and set new targets.

Parents also form part of the school's Governing Body. Parental views and support are actively sought in helping a Young Person with SEND. Notes of these face-to-face meetings are shared with parents. Annual reviews will be held for those children who have EHCPs.

### **4. School's resources allocated and matched to SEND**

The SEND budget is allocated each financial year. The Trustees, the CEO, the Head Teacher and Governing Body decide on the budget for SEND on the basis of needs in the school. The money is used to provide additional support or resources dependant on pupil's needs. Where the support required for a Young Person costs more than is allocated in the notional SEND budget, the school, health or parents can apply for additional funding (if it can be proven that a pupil requires more support) through an EHCP (Education Health and Care Plan). Young People with EHCPs, receive a small amount of additional funding from the LA to help meet specific needs and/or provide additional resources.

The funding can often go towards financing staff to support pupils, resources for interventions, outside agency/specialist support services, training and specialist equipment. Resources are allocated according to pupils' needs and their barriers to learning. The evaluation of the impact of interventions is reviewed and monitored regularly. Parents are always informed.

## 5. Teaching and Learning

In the first instance, all staff deliver Adaptive teaching strategies. Teachers set clear outcomes; give clear explanations of new vocabulary; deliver lively interactive lessons using various teaching styles; use visual and kinaesthetic, as well as audio/verbal learning. Scaffolding activities also support all learners to access the curriculum.

All staff have had extensive training on SEND, more takes place throughout the year. This year it is still a vital part of our School Improvement Plan. We work with outside agencies, to provide solutions and deliver interventions to support learning. Any Young Person presenting with difficulties will be carefully monitored and supported. Adaptive teaching strategies are used and then interventions may be delivered by their own teachers, LSAs or by an external provider.

LSAs are employed across the school to support learning and develop independence. They work 1:1 with some Young People, but also with small groups of Young People. A Young Person is never solely placed with one adult for the duration of the timetable, this is so that dependence on one adult doesn't happen and independence can develop in preparation for adulthood.

The school follows the statutory guidance with regard to making 'reasonable adjustments' under the Disability Discrimination Act 1995.

Where a Young Person has a sensory impairment or specific learning difficulty, the examination board will consider requests for special consideration or the use of aids such as enlarged text, assistance with reading or writing or added time. Requests must be accompanied by recent professional advice (A qualified Exam Access Arrangements Assessor) and are made by the school's Examinations Officer in consultation with the Inclusion team. In setting internal examinations, it is important that a range of means of assessment are used in addition to the formal written examination. This particularly benefits Young People with a specific learning difficulty, enabling them to demonstrate knowledge in the subject.

Parrs Wood liaise with External Agencies (School Nurse, CAMHS, Educational Psychology Service, Speech and Language Therapist etc) when further assessments are required. To trigger support for families, a referral for an Early Help Assessment is made if appropriate. After a report is received, recommendations will be added to the 'About Me!' and shared with key staff.

## 6. Supporting the Young Person in their learning

We make the following adaptations to ensure all Young People's needs are met:

- Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, LSA support (where appropriate), 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing – for example using additional teaching staff
- Using recommended aids, such as laptops, coloured overlays and glasses, visual timetables, dyslexia font, use of larger fonts, etc.
- Using adaptive teaching strategies, for example, giving longer processing times, opportunities for peer-to-peer work, pre-teaching of key vocabulary, giving instructions in different formats, etc. and using Quality First Teaching strategies

Pupil voice questionnaires are undertaken in various subjects throughout the year.

Parents and carers play an active and valued role in their child's education. The school hosts workshops eg cooking and parenting courses.

The school ensures that all parents and carers can access information provided by the school and that any changes to the Young Person's needs are discussed and talked through. We focus on developing the Young Person's strengths as well as areas of additional need.

## **7. Education, Health and Care Plans**

The school, health or parents / carers may request an Education, Health and Care needs assessment. The Local Authority considers the need for statutory assessment and may order multi-disciplinary assessment leading to an EHCP. An EHCP aims to secure positive outcomes in education, health and social care. Young people with an EHCP will continue to be monitored through the school's tracking system and will additionally be the subject of an Annual Review Meeting to which parents and the multi-agencies involved with supporting the Young Person, and the Young Person themselves if appropriate, will be invited.

## **8. Support for the Young People's well-being**

Young People with complex medical needs have Health Care Plans. The medical PDCM (Physical Disabilities and Medical Care) team follow advice from health professionals, including the school nurse and hospital consultants. If training is needed to deal with specific issues, the PDCM team will liaise with health care professionals to arrange this.

There are first aid trained adults on a rota. In the case of a medical emergency, the school always rings 999 and immediately informs the parents.

We have a team of Specialist Support staff and LSAs who use their skills and training to support Young People with additional needs, with an EHCP who access mainstream. There is a designated area for Young People who need space away from mainstream class, for a short time, due to their needs. This is called G12.

The school has Mental Health first aiders and a Graduated Approach to SEMH (Social, Emotional, Mental Health) needs. We also have access to various mental health services eg M Thrive, 42<sup>nd</sup> Street and Upstream.

Parrs Wood High School and Sixth Form actively promotes mental health and well-being across the whole school. The staff follow a PSHE curriculum that promotes positive mental health and well-being. The staff work together and are committed to demonstrate that positive health and well-being is fundamental to Parrs Wood's values, ethos and culture.

## **9. Support for improving Social, Emotional and Mental Health development**

We provide support for our Young People to improve their SEMH needs in the following ways:

- A range of SEMH interventions such as mentoring, social stories, gardening interventions etc
- Young people with SEND are encouraged to be a full part of the school's and sixth form's communities

-Young people with SEND are actively encouraged to be part of a variety of clubs to promote teamwork/building friendships. This includes G12 (a quiet, nurture room) at lunch times where Young people are able to sit quietly with a small number of peers.

## 10. Accessible school environment

We had an audit by Equality Act Audits (Hopfields, Farnham, Surrey, GU10 1PH). A copy can be obtained by L Moore. L Moore and the site team have addressed the main points of the audit:

- Providing either signage or instructions from the Reception area to the visitor's accessible toilet
- Provide a seat with a high back and arms in Reception
- Erect signs in front of the bays at a height of 1m (in case of snow on the ground)
- Add a note on the website under the 'contact Us' section explaining where a disabled person can park
- Place a sign at the entrance to the site sharing location of the accessible parking

The school has a Family Liaison Officer who can offer support and advice informally on a daily basis. Parents can also make appointments to gain support and advice in various aspects of life.

Exam Access Arrangements can be collated for some Young People with SEND, who could be unfairly discriminated against in relation to their peers by their learning disability. Those include arrangements such as: readers; ICT; rest breaks or an alternative room.

## 11. Inclusion

All Young People are welcomed regardless of gender, ethnicity, socio-economic background or educational need. They learn, contribute to and take part in all aspects of school life.

Young People with SEND spend most, if not all of their time, learning with their peers (unless their needs at times mean they cannot access class). The school encourages awareness of the mutual benefits of inclusion (eg friendships, respects, better appreciation and understanding of individual differences, and being prepared for adult life in a diverse society).

Our classrooms are inclusive, for example, visuals are often used, timers are used to help with transition and teachers working with, for example, Manchester Sensory Support Service.

Young People with SEND have access to specialist services, for example, Educational Psychologists, counselling etc when appropriate.

Young People who need additional support with EHCPs have access to various interventions, places to go to and trusted adults to work with.

The Inclusion team also creates individualised paperwork (About me on Provision map), which are specifically written for the Young People and their needs, in order to ensure all adults working with those Young People, work together using specific techniques, vocabulary etc... to support their barriers to learning.



## 12. Transition

The school follows guidelines for the transfer of record systems and information between primary and secondary schools. Parrs Wood will liaise with teachers of Year 6 and SENDCos in primary schools to identify Young People who will need extra support. This information is gathered via face to face visits, telephone calls and online meetings. Some Young People will be invited to an additional (SEND) transition day to support transition. This will be done in conjunction with the transition programme for primary schools. There will be liaison meetings with staff to discuss the new intake during the summer term prior to entry.

Procedures to screen and assess Year 7 young people are implemented on entry as a whole school approach.

### **Year 7 'Transition' Classes**

There are currently two Transition classes are for Year 7 young people who, for a variety of reasons, would benefit from having extra support in making a successful transition to secondary school. Specialist, intensive teaching will be provided to help target young people's basic skills. The class usually has approximately 12 young people in them.

### **Supporting young people moving between phases and preparing for adulthood**

We will share information with the school, college or other setting the young person is moving to, according to GDPR guidelines.

Young people in Year 11 are encouraged to visit Parrs Wood Sixth Form and colleges during their open days in September and October along with parent/carer to gain a full picture of what the colleges are offering. Parrs Wood hold Sixth Form taster days for the young people in the school. Young people will then make an application to a college. This can be supported by our Careers Advisor, Ms. J. Patrick.

We work with colleges to create a thorough transition, especially those young people with an EHCP. Our careers/university advisor, Mrs Brotherton, works with our Sixth form young people on the next stage of their education or career. Transition to the next stage of adulthood is carefully planned between staff and the outside agencies.

Information regarding any exam access provision is sent on to colleges at the written request of the Young Person. Parrs Wood will keep a photocopy of the information in case these documents need to be referred to in the future. These will be destroyed once the candidate turns twenty-five in accordance with the data protection laws and GDPR

## 13. Keeping Young People safe

Risk assessments are completed for all off-site visits. They are completed by the lead teacher. Risk assessments are also completed for any on-site risk that is out of the ordinary or personal to an individual e.g. injury of a temporary nature that requires specific care.

Breaks are supervised by teachers and LSAs. A first aider is available. Lunches are supervised by senior leaders, leading staff and LSAs and a first aider is always available.

The legal required number of adults is always followed for school visits. This is often exceeded for younger Young People.



The school's Attendance, Behaviour and anti-bullying policies can be found on our website.

Risk assessments are completed for Young People who may need de-escalation strategies or adult interventions. These are to reduce anxieties, enabling Young People to remain calm and avoid potential crisis. If a Young Person reaches crisis point, with these plans all adults know how to react, respond and remain calm in those situations, enabling the Young Person to come from a heightened state to calm state.

All staff are trained in safeguarding procedures. The school uses CPOMs to alert the Safeguarding Team to any incidents or concerns. The Safeguarding team will then immediately action this.

## 14. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness for young People with SEND by:

- Reviewing assessment and progress data
- Reviewing the impact of interventions
- Feedback by parents/carers/Young People
- Feedback from parents in meetings
- Monitoring by Inclusion team
- Holding Annual reviews for Young People with EHCPs

## 15. Staff training and expertise

The DOF-Inclusion/SENDCo has over 14 years' experience in a SENDCo role in different areas of Manchester. She also spent many years as a Specialist SEND teacher in a Resourced Provision. She attends regular Local Authority and Trust network meetings in order to be fully updated on local and national matters relating to SEND, delivers training to all staff, writes policies, works with external agencies, and has developed a strategic overview that fits in with the School Improvement Plan etc... She also works closely with the other Inclusion leads and SENDCos across the trust.

The SENDCo is supported by two Assistant SENDCos - Miss Porteus and Miss Stoker. Miss Porteus oversees the KS3 (mainly Years 7 and 8), working on transition, holds annual reviews, parental meetings and supports individuals, as well as completing other Assistant SENDCo responsibilities. Miss Stoker oversees Exam Access Arrangements evidence gathering, organises and timetables Exam support, holds annual reviews, parental meetings and supporting individuals as well as other Assistant SENDCo responsibilities.

The Inclusion team is also supported by two specialist LSAs. Miss Britton oversees SpLD and Sensory support and Miss Hussain oversees Speech, Language and Communication Needs.

Parrs Wood High School and Sixth Form has a dedicated team of Learning Support Assistants with a huge range of experience and expertise. Each LSAs is encouraged to manage an area of interventions (eg Lexia, Lego, SLCN, Sensory, SpLD, reading, Social Stories, gardening, handwriting etc). The LSAs also attend training both in school and via external trainers eg first aid courses, Speech and Language training etc...

## 16.Complaints:

Complaints should be emailed to: [admin@pwhs.co.uk](mailto:admin@pwhs.co.uk) in the first instance, then if necessary, the Head Teacher and finally if unresolved, the Governors. They will then be referred to Parrs Wood's Complaints Policy.

## 17.Contacts:

Email: [admin@parrswood.manchester.sch.uk](mailto:admin@parrswood.manchester.sch.uk)

Head teacher: Mr McElwee

Assistant Head teacher – Safeguarding and Inclusion: Mrs Dean

Safeguarding: Mrs Gott and Mrs Mannion (Senior Designated Safeguarding Lead)

Director of Faculty – Inclusion and SENDCo: Miss Doherty

Manchester Local Authority Local offer:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

SENDIAS Parental Support: <https://www.iasmanchester.org/>

## 18.SEND Index of Acronyms

ADD Attention Deficit Disorder  
 ADHD Attention Deficit Hyperactivity Disorder  
 ASC Autistic Spectrum Condition  
 AWPU Age Weighed Pupil Unit  
 C&YP Child&Young People and Young People  
 CAMHS Child and Adolescent Mental Health Service  
 CIN Young People in Need  
 CME Young People Missing Education  
 CP Child Protection  
 CSE Child Sexual Exploitation  
 E3F Element 3 Funding  
 EAL English as an Additional Language  
 EET Education, Employment and Training  
 EHA Early Help Assessment  
 EHC/ EHCP Education Health and Care Plan  
 EHP Early Help Partnership  
 EP Educational Psychologist  
 FASD Foetal Alcohol Syndrome Disorder  
 FSM Free School Meals  
 GCSE General Certificate of Education  
 GLD General Learning Difficulties  
 HI Hearing Impairment  
 HLTA Higher Level Teaching Assistant  
 HOL Head of Learning  
 HST Hearing Support Team

KPI Key Performance Indicator

KS1 Key Stage 1: National Curriculum Years (NCYs) 1 and 2, ages 5-7

KS2 Key Stage 2: NCYs 3, 4, 5, and 6, ages 7-11

KS3 Key Stage 3: NCYs 7, 8 and 9, ages 11-14

KS4 Key Stage 4: NCYs 10 and 11, ages 14-16

LA Local Authority

LAC Looked After Child (Young People)

LADO Local Authority Designated Officer

LDD Learning Difficulty or Disability

MLD Moderate Learning Difficulties

NCY National Curriculum Year

NEET Not in Education, Employment or Training

OFSTED Office for Standards in Education, Young People's Services and Skills

OFSTED Office for Standards in Education

PA Persistent absence

PD Physical Disability

PEEP Peer Early Education Partnership

PEPs Personal Education Plans

PEX Permanent Exclusion from school

PMLD Profound and Multiple Learning Disabilities

PRU Pupil Referral Unit

PSHE Personal, Social and Health Education

PSP Pastoral Support Plan

QA Quality Assurance

QFT Quality First Teaching

SALT Speech and Language Therapy

SEMH Social, Emotional and Mental Health

SEN/SEND Special Educational Needs (and Disabilities)

SENCo Special Educational Needs and Disabilities Coordinator

SENDIASS Special Education Needs and Disability Information, Advice and Support Service

SIMS Schools Information Management Systems

SLCN Speech, Language and Communication Needs

SLD Severe Learning Disability

SMART Specific, Measurable, Agreed upon, Realistic and Time-based (used for targets)

SMT Senior Management Team

SpLD Specific Learning Disabilities

SRE Sex and Relationship Education

VST Vision Support Team

YOS Youth Offending Service