

SEND Information Report 2023 - 2024



**Parrs Wood High School
and Sixth Form**



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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

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 these 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
- 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 affecting performance
- 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, school and the Local Education Authority

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 differentiated and scaffolded work. The teachers will do their best for the Young Person, in order for them to access the curriculum at their level. This is called Quality First Teaching. 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 weekly. There may be an observation by one of the Inclusion team and feedback will be given to staff, giving actions of Wave 1 and Wave 2 interventions for those Young People
4. The Inclusion team will monitor progress and create a bank of ideas for the teachers to work with
5. A document will be created and shared with staff to give Young Person voice and strategies to use. This is from the Manchester Inclusion Strategy – “About Me!”
6. Wave 3 Long Term targeted provision (eg personalised curriculum / Lego therapy / sensory circuit / access arrangements etc) to be arranged. EHA considered and initial meeting planned
7. The Inclusion team will then, if necessary, access information from external agencies and professionals for more specialist advice and guidance
8. The Young Person may then be assessed by the Speech and Language therapist and/or Educational Psychologist
9. 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. 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.

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.

5. Teaching and Learning

In the first instance, all staff deliver Quality First Teaching and Learning. 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 some training on SEND, more will be taking place throughout the year. This year it is 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. The 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.

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

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 Access Arranger) 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.

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 IThrive and 42nd street.

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 and social stories
- 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 G13b club (a quiet 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 or C Doherty. 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 space.

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 displayed in classrooms, 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:

- Lego therapy
- Scaffolded activities
- 1:1 sessions

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 contact teachers of Year 6 in primary schools to identify Young People who will need extra support. 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.

Year 7 'Transition' Classes

There are currently two Transition classes 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 it.

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 by posting the original documents to the person responsible for exam access arrangements. 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 child 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 13 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 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 our trust.

The SENDCo is supported by a Senior Learning Support Coordinator - Mrs Gott is the SEND Early Help Lead and is also on the safeguarding team. She works with external agencies to put together a package of support for both the Young People and families. Mrs Gott also works individually with the Young People and manages our in-class Learning Support Assistants.

The SENDCo is also 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 EHCP evidence gathering, Access Arrangements evidence gathering, holds annual reviews, parental meetings and supporting individuals as well as other Assistant SENDCo responsibilities.

Parrs Wood High School and Sixth Form has a dedicated team of Learning Support Assistants with a huge range of experience and expertise. Each LSA manages 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@parrswood.manchester.sch.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

Head teacher: Mr McElwee

Assistant Head teacher – Safeguarding and Inclusion: Mrs Dean

Safeguarding: Mrs Barrens (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

APS Average Point Score

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

EYFS Early Years Foundation Stage

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

HMCI Her Majesty's Chief Inspector

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
PI Performance Indicator
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)
SENDCo 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