



## Prince William School SEND Information Report 2024-25

### **What provision does Prince William School make for students with Special Educational Needs and Disabilities?**

Prince William School is part of the East Midlands Academy Trust. As an inclusive school we aspire to meet the needs of all students with SEND through classroom based High Quality First Teaching (HQFT), where students are taught by skilled teachers and learn alongside their peers with access to the same broad and balanced curriculum offer as all other students. We also offer a range of interventions for students who need a greater level of support.

We make and adapt provision for students with SEND attending PWS across all four broad areas which include;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

### **Who are the PWS SEND Team?**

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>
SENDCo	Alex Pearson	Alex.pearson@pws.emat.uk
Referrals and Review Coordinator	Rachel Montgomery	Rachel.montgomery@pws.emat.uk
SEND & Exams Administrator	Hannah Taylor	Hannah.taylor@pws.emat.uk
Student Mental Health Practitioner	Aimee Stone	Aimee.stone@pws.emat.uk
Student Mental Health Assistant	Jo Dalziel	Jo.dalziel@pws.emat.uk
ASDAN and Support	Deanna Leigh Brown	Deanna.leigh-brown@pws.emat.uk
HLTA	Tina Dodd	Tina.dodd@pws.emat.uk

HLTA	Ellie Edis	Ellie.edis@pws.emat.uk
HLTA	Helen White	Helen.white@pws.emat.uk
Teaching Assistant	Ruth De Veuve	Ruth.deveuve@pws.emat.uk
Teaching Assistant	Layla Kidner	Layla.kidner@pws.emat.uk
Teaching Assistant	Emma Burrows	Emma.burrows@pws.emat.uk
Teaching Assistant	Kimberley Appiah	Kimberley.appiah@pws.emat.uk
Teaching Assistant	Tania Leach	Tania.leach@pws.emat.uk

## **How does Prince William School identify and assess Special Educational Needs and Disabilities?**

All students have access to High Quality First Teaching (HQFT) across a broad and balanced curriculum. Subject teachers make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected academic progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers

When a concern is raised by a subject teacher, they will work with the Head of Department, in collaboration with parents, to see if they can identify a particular barrier to learning and put in place classroom strategies to support the learner.

Subject teachers will complete a ‘SEND Initial Concern’ Form to inform the SENDCO that this process is underway. If after six weeks, there are still concerns then the SENDCO will intervene to collect evidence across all subjects and use a range of screening tools to identify barriers to learning with reference to Northamptonshire SEN Descriptors.

Once further evidence has been collected the SENCo, along with the permission of parents, we may decide to make a referral for further assessment to either a Local Authority provider e.g., Community Paediatrician, ASD/ADHD Team, Specialist Support Services, or commission an outside agency e.g., Educational Psychologist or Speech and Language Therapist to undertake further assessment.

School staff also assess progress in areas beyond academic subjects including whether a pupil is making appropriate progress in social skills, emotional well-being, or their physical development. Where there are concerns, these will be referred to either the SENDCO or

Pastoral / Welfare team who will investigate further to identify underlying needs and put in place suitable interventions.

### **How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?**

We have a system of monitoring, evaluating, and reviewing our provision with subject teachers, SEND staff, Heads of Year, the SENDCo, SLT (Senior Leadership Team), the Welfare Team and Governors all involved in this process. We set ambitious targets in our annual SEND Development Plan and monitor the effectiveness of our provision through internal and external SEND Reviews. Individual student progress is closely monitored using our termly data tracking systems and the SENDCO works with Heads of Department to identify students with SEND who need additional provision.

### **How do I know how well my child is doing at school?**

Where an area of need is highlighted as a cause for concern, by your child's subject teacher, they will contact you directly either by phone, email or through Arbor. In addition, all students receive a termly progress report with information about their ATL (Attitude to Learning) and progress against target grades. If more information is needed, you are welcome to contact the subject teacher and arrange to meet to discuss their progress.

Furthermore, if you have any wider concerns about either the progress your child is making or any questions relating to SEND, please contact the SENDCO or the Referrals and Review Coordinator. Contact details can be found on the school website.

If your child has an Education Health and Care Plan (EHCP), you will be invited to attend two Interim and one Annual Review against EHCP Outcomes.

### **How will the curriculum be adapted to meet the needs of my child?**

Our aim is to provide a curriculum that is relevant, broad, and balanced to help students to become lifelong learners and as independent as possible in an environment that promotes positive learning experiences.

All students with SEND have a Pupil Passport which outlines their need(s) and a range of strategies to support them in the classroom. This guidance is informed by parental and student input as well as professional reports and recommendations. Subject teachers use this information to inform planning to ensure all learners have full access to a challenging and diverse curriculum with sky high expectations for all learners. We believe in responsive adaptive teaching (as opposed to planned differentiation which makes assumptions about student capabilities) which is responsive to actual need within the classroom.

### **How is the decision made about the level of support my child receives?**

We constantly review your child's needs using our systems of monitoring, evaluating, reviewing, our experience and the expertise of any other professionals involved. This helps identify what, when and where additional support may be needed. We have three 'Waves of Provision.'

*Wave 1 provision* – student needs are met through HQFT (High Quality First Teaching)

*Wave 2 provision* – student needs are met through HQFT and interventions (both within and / or beyond the classroom) which meet needs 'additional to or different from' other students.

*Wave 3 provision* – student needs are identified as complex and are met through an Education Health and Care Plan (EHCP) with significant school-based interventions alongside external professional involvement. A minority of students without an EHCP will also be identified as needing Wave 3 provision.

### **How will my child be included in extracurricular activities and school trips?**

Every student is offered equal access to extracurricular opportunities and school visits including residential trips. Risk assessments are completed for all activities which take place outside the normal curriculum offer with specific risk assessments completed for individual children where necessary. All students are also invited to join in with the variety of lunchtime and after school clubs that are available. Data is monitored and reviewed regularly to ensure that all members of the school community, including students with SEND, are proportionately represented and any barriers to participation can be removed.

### **What support is there for my child's well-being?**

Appropriate safeguarding policy and systems are in place, together with a staff training programme, to ensure all students are kept safe at school and that their wellbeing is prioritised. Our Pastoral Team, Welfare Officers and SENDCo consult with all members of staff, parents, and other agencies to support your child. We also have our school Bridge with two full time members of staff who are trained Mental Health First Aiders and trained ELSA's (Emotional Support Literacy Assistants). The Bridge offers a variety of individual and group, time specific, interventions to support students identified with Social Emotional and Mental Health (SEMH) needs. We also have access to external counsellors and youth group counselling services.

## **What training have staff had to support children and families with special educational needs?**

Staff professional development is on-going and matched to the needs of the students. All staff are qualified and whole staff SEND teaching and learning programmes are embedded within the annual departmental and whole school calendar. Teachers, Teaching Assistants and Administrative staff have undertaken specialist further training in areas such as Autism, Attachment Awareness, SEMH, Attention Deficit Hyperactivity Disorder, British Sign Language, Epilepsy Awareness and Sensory Processing training. We also have staff who are trained to provide therapies for children including Drawing and Talking, Anger Management, Healthy Relationships and Restorative Justice.

## **Accessibility - How accessible is our school?**

Our school is fully accessible with ramps and lifts in all but one building. In addition, staff in all buildings are trained in the use of Evacuation Chairs in the event of a fire when lifts would cease to operate. There is a disabled toilets and a medical room with specialist equipment including a hoist and shower.

## **How will school communicate with me so that I am fully involved with the education of my child?**

The SEND team are available to meet parents/carers and to answer questions about SEND provision at Prince William School during the Year 6 Open Evening and school tours at the beginning of the Autumn Term and during Transition visits to Primary schools in the summer term.

The SENDCO is available at every parent's evening, and we hold a termly Parent Forum with invitations extended to the parents / carers of all students with SEND.

Alternatively, you are welcome to contact the school offices at any time during the school year to make an appointment to meet with a subject teacher, SENDCO or Head of Year.

## **How are children with special educational needs involved in their education?**

All students participate in creating and reviewing the strategies on their Pupil Passport. We encourage them to contribute towards the 'Voice of the Child' to identify their needs and what helps them to access learning in lessons. We also ask for their contributions towards the Wider Interests / Careers section of Pupil Passports to support relationship building with teachers. Student panels made up of students with SEND form a key part of our interview process and student forums give us vital feedback to help us inform the future of SEND provision.

### **What do I do if I have a concern about my child's progress or well-being?**

In the first instance we would encourage you to contact either your child's form tutor or the relevant subject teacher. If you continue to have concerns, then contact the SENDCo or the Head of Year. In the unlikely event that the situation remains unresolved, then contact a member of the Senior Management Team (SLT).

### **What specialist SEND services and expertise are accessed by school?**

We collaborate closely with the following individuals and organisations to support your child's needs:

- Community Paediatricians
- Occupational Therapists (from Blossom Therapy)
- Speech and Language Therapy (from Blossom Therapy)
- Educational Psychologists (Mosaic Psychology)

We also consult with specialist services including The Sensory Impairment Service, Visual Impairment Team, Virtual Schools, Specialist Support Services, CAMHS (Child and Adolescent Mental Health Services) and Social Services.

### **What transition support is in place to help my child settle into Prince William School?**

We collaborate very closely with the local feeder Primary schools and meet with SEND staff during the summer term before students in Year 6 join us. Transition visits and information sessions are arranged for both parents and students pre-transfer. There are two induction days in the summer term with activities arranged to allow pupils to become familiar with their new school. We also offer extra transition days with accompanied visits arranged for some pupils who need additional time to prepare for the move to secondary school.

### **What is The Local Offer?**

All local authorities are required to have a Local Offer which details information about services available for children and young people (aged 0 to 25) with SEND.

The Local Offer for Northamptonshire can be accessed at [What is the Local Offer? - Local Offer \(northamptonshire.gov.uk\)](http://www.northamptonshire.gov.uk) Free and impartial SEND advice for parents in Northamptonshire can be accessed through IASS (Information Advice Support Service) [www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

**What is the complaints procedure?**

In the first instance, contact the SENDCo via email at [Alex.pearson@pws.emat.uk](mailto:Alex.pearson@pws.emat.uk) If you do not receive a satisfactory response within 10 working days, contact the Head Teacher.

Should your complaint remain unresolved you may wish to follow the Trust complaints process as set out in the EMAT Complaints Policy, available via the academy website or the school office.