



PRESFIELD
HIGH SCHOOL

Secondary Special Schools

Name of School: Presfield High School

School Number: 3437004

School/Academy Name and Address	Presfield High School		Telephone Number	01704 227831
	Preston New Road Southport PR9 8PA		Website Address	www.presfieldschool.org
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Autistic Spectrum Condition and associated learning difficulties	
		X		
What age range of pupils does the school cater for?	11 - 19			
Name and contact details of your school's SENCO	Mrs Leeanne Elston			

SEND Information Report Lead Name of Person/Job Title	Mr Tony Fay Head teacher		
Contact telephone number	01704 227831	Email	tfay@presfieldschool.org

I confirm that our **SEND Information Report** has now been published on the school website.

Please give the URL for the direct link to your school's SEND Information Report	https://www.presfieldschool.org/wp-content/uploads/2020/04/SENDInformationReport.pdf		
Name	Tony Fay	Date	30th September 2021

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

Presfield High School is fully accessible with ramped wheel chair access in all buildings and has two accessible toilets. There are no internal staircases. Outside there are two identified disabled parking spaces close to the main entrance. The school has a Premises development plan and is fully committed to an ongoing programme of improvement in this area.

School policies and key information can be found on the school website and school admin drive. Each pupil has a home/school diary for parents and carers to liaise and pass on information daily. Where parents have requested email communication or SMS from the school MIS system are employed. The school also has a parent and carer support advisor (Karen Gray) who is available to communicate with and assist any parents and families with additional needs.

The school is committed to providing a total communication environment for all. We use Boardmaker to create consistent symbol- supported resources throughout the school and pupils, parents and families have access to symbols and pictures to support our learners at home if required. We will in partnership with parents compile social stories for students using symbols were relevant.

The school also has its own sensory room, chill out room and identified safe spaces.

All activities within school are presented in a variety of alternative ways to engage the different types of learners. We offer a range of technology, including chromebooks that have voice recording facilities and communication support applications. We have reader pens and Google classroom is utilised which enable students outside of a lesson to access the lesson content.

The whole school environment is specific to learners with ASC and creates a low arousal atmosphere. There is a high level of visual structure. We are an NAS accredited school.

The furniture is designed to offer a range of social groupings and individual workstations.

Social rules and the use of the Alert programme/zones of regulation are promoted in classrooms.

Information can be made available on request in different formats including, where necessary, other language formats. The school will seek to provide an interpreter to attend meetings for parents or carers whose first language is not English.

School aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate.

Students undertake a sensory assessment and have access to a range of equipment to support them. This includes, ear defenders, visual timers, wobble cushions, stand up table and fiddle toys.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

The school has an identified Special Educational Needs Co-ordinator (SENCO) who acts as a point of contact for parents and carers for up to date information on SEND provision in the school. All pupils have an Education Health Care Plan (EHCP) and a diagnosis of ASC. Each student's needs are targeted by individualised Learning support plans (LSP's) which refer to the specific needs of each individual child. We also use The Autism Education Trust (AET) show progress targets to monitor all social progress within the school and help support social, emotional and communication needs. All pupils have access to a form teacher, specialist subject teachers, a (subject specific Teaching Assistant) and a form based teaching assistant. Our designated class sizes are 8 but we are oversubscribed and so have classes of 9 with a teacher and 2 TA's in each class.

The school has access to a multi-disciplinary team including a School Nurse, Educational Psychologist, OT (5 days a week specialising in Sensory and Mental Health) who deliver programmes on site, working closely with the pupils when required. The school is fortunate to have a Speech and Language therapist who is based on site 5 days a week; she works very closely with pupils and staff. All school staff are experienced in working with pupils with ASC and undertake on-going in house and specialist training. Our staff are trained to deliver lessons which contain specific ASC strategies. We are also a National Autistic Society (NAS) Accredited school for Autistic Spectrum Condition. Additionally, we have key staff with specialist qualifications in ELKLAN, ASC and dyslexia training.

The school is committed to offering regular continued professional development and all staff attend annual appraisal meetings and have on-going training in order to meet the differing needs of all children.

We offer a broad and balanced curriculum during Key Stage 3 and 4. Pupils are able to access a variety of subject areas and associated qualifications. In addition to the standard curriculum pupils also access a hidden curriculum which addresses aspects of social awareness, independence, self-awareness. This allows pupils to explore what it means to have a

diagnosis of ASC. Pupils are also supported with community access, to experience real life contexts and apply what they have learned, this helps prepare them for later life and increase employability.

In Key Stage 4 pupils receive an appropriate level of support to enable them to access external accredited qualifications which include GCSE's, BTEC's, Open College and Entry Level qualifications. Support arrangements include access to word processing technology, smaller examination rooms, readers and scribes are in place.

Pupils in Sixth Form access a wider range of subject areas and qualifications in order to tailor the curriculum to meet the individual needs of the student and their personalised path to college, apprenticeship or work (Destination focus). There is an emphasis on preparation for later life enabling a greater degree of independence, life skills and social and emotional understanding through both explicit and discrete teaching, along with the opportunity to practice skills in real life situations.

We use KS2 scores were available to baseline our students and set KS4 flight path targets. Further progression is monitored each term and reported to parents. Pupils are set individualised academic and social targets each year which are communicated with parents termly.

The school shares educational progress through yearly parent and carers evenings, 2 short reports, a full annual report and an annual EHCP review. The school has a Facebook account to ensure parents are updated with current school news.

We have a commitment to learning outside the classroom and all pupils have access to regular educational class visits into the local community. Pupils are fully supported at all times to safely engage in all off site learning. Residential experiences take place in years 7, 9 and Sixth form.

Our work experience facilitator co-ordinates a work experience programs for KS4 and KS5 students where appropriate and other opportunities are available throughout school for pupils to gain other life skills experiences.

Pupils in year 11 also access college to develop awareness of options and the college environment.

We have a detailed provision map that clearly identifies the pupil's needs and level of support which has been put into place and the impact of that support. Individual pupils and groups with additional learning needs have access to supplementary resources and interventions.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

The school holds annual review meetings arranged at a suitable time for parents/carers to attend at school or at home via video link. The Head or deputy chair annual review meetings which are attended by the class form teacher and where possible the class TA.

Many students have co conditions to their autism. Staff are able to access training to enable targeted support to be offered.

Student progress is assessed termly which provides a level of evaluation. We analyse external academic achievement annually and social progress continually. Our students

and parents are quick to inform us if we are not getting things right and we move swiftly to resolve any situations. We survey our students, staff and parents annually to gain up to date and relevant feedback. We have an open door policy and enquires from parents are expected to be returned with a 24 hour time lapse. Our best advocates in terms of assessing our success our students and parents

Data is compared to national data and shared termly with our governing body

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- What handover arrangements are made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

The school has in place all statutory risk assessments, based upon LA model risk assessments and guidance adapted to the circumstances of the school. The school has a rigorous system for risk assessment which is carried out as follows:

Travel

- School liaises with the local authority transport to ensure safe travel for pupils to and from school.
- There are clear hand-over arrangements at the start and end of the school day with designated parking areas on the school car park for transport requiring disabled access.
- The local authority transport department liaises with school to carry out any pupil transport risk assessments.

Autism awareness training is provided for travel companies.

Educational visits

- All outdoor learning is assessed individually e.g. gardening, PE, swimming, and other events.
- All risk assessments follow the local authority guidelines. We follow the Sefton model policy for educational visits and all visits are risk assessed, using EVOLVE, by visit leaders and approved by one of the two trained Educational Visit Co-ordinator's.
- Teachers are responsible for completing the necessary risk assessments for all their individual class educational visits.
- Pupils are well prepared for external trips, clear expectations and visuals are regularly used by staff.

School premises

- During breaks and lunch times a positive play system is in place and allows the pupils to choose different activities and experiences including lunchtime clubs. There is a high staff ratio supervising the school yard.

Antibullying policies can be found on the school website and regular anti-bullying including cyberbullying sessions are included during weekly assemblies and Life Skills sessions.

The school has in place all statutory risk assessments, based upon County Council model risk assessments and guidance adapted to the circumstances of the school.

The school has a rigorous system for risk assessment which is carried out as follows:

- Health & Safety checks are completed regularly.
- Playground inspections are carried out termly with an additional annual inspection, including any outside play equipment, seating and fences.
- Individual area specific risk assessments are available.

Individual pupil risk assessments

- Pupil risk assessments are written at the start of the year by the class teacher and regularly updated, as required, throughout the year. These will include any medical issues, medication and behaviour information such as Learner Support Plans (LSP) Positive Handling Plans (PHP) and Healthcare plans.
- A risk assessment will be done for any pupils needing a PHP. These will be written by the Senior Leader responsible for behaviour and safety in conjunction with class staff.
- School premises undergo ongoing rigorous Health & Safety checks.
- Annual safeguarding and Team Teach training and refresher courses are delivered for all staff.

Health (including Emotional Health and Wellbeing)

- How do you manage safekeeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

Presfield High School is mindful of the need to safeguard the well-being of all pupils, staff and visitors to the school and will ensure, as far as is reasonably practicable, that first aid arrangements will be managed in compliance with the management of Health and Safety regulations. Management of first aid arrangements are undertaken in such a way as to ensure there are adequate arrangements for training and retraining of first aid staff, provision of first aid equipment and facilities and for the recording of first aid treatment.

All parents are asked to send in any medication in clearly marked boxes with instructions for administration. All medication is stored securely in a lockable container. The school encourages parents to contact the school to discuss any concerns they may have regarding their child's health. We will administer medication as appropriately arranged with agreement with parents.

The governing body review matters of Health and Safety on a regular basis and delegate the responsibility for ensuring the policies are put into practice. Designated areas in school have fully equipped first aid boxes, as do both school mini buses. Classes take first aid boxes with them when going out of school on organised visits and sporting events.

In all cases of medical emergencies and/ or hospitalisation one or both parents/carers will be contacted and requested to go directly to the hospital where they will be met by a member of the school staff. The nearest hospital to the school is Ormskirk Hospital where there is an Accident & Emergency Unit. The school will keep records of all accidents and injuries and has a procedure in place for ensuring that they are reviewed regularly in order, where possible, to minimise the likelihood of recurrence. The school will keep a record of any first aid treatment, prescription medicines or treatment given to a pupil. The school will always contact parents if a pupil suffers anything more than a trivial injury, if they become unwell, or if the school has

any worries or concerns about their health.

All staff in school are expected to do all they can to safeguard the welfare of pupils, other staff and visitors. The school nurse provides regular updates on pupil care plans and staff receive regular basic first aid training including the use of an EpiPen, Asthma awareness, Diabetes Awareness, the administration of epilepsy rescue medication and defibrillator use. School liaise closely with health professionals to complete care plans and ensure relevant training and information is shared. Pupil care plans are shared with school staff to ensure continuity of care. Key Medical information including photos is shared in staff areas.

We have numerous health and therapy services accessing the school premises e.g. Occupational Therapy, Educational Psychologist, School Counsellor, Speech & Language Therapy, Physiotherapists, School Nurses, Inclusion Disability Support Service,

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?
- How can parents make a complaint?

What the school provides

We are fully committed in ensuring that parents are carers are offered the comprehensive services they need in order to support themselves and their children.

Parents of students new to the school are encouraged to visit the school as part of the transition and meet with either the Head or Deputy. To ensure parents and carers know who to contact regarding concerns we hold “meet and greet” sessions for our Year 7 enabling them to meet the staff team and class “share in our learning” sessions.

Our school website includes a ‘meet the staff team’ and ‘meet the governors’ and is updated regularly. We have a Facebook page in which communication is encouraged.

Individual communication diaries offer named contacts for students

Parents and Carers are welcome into school and we have an open door policy however it is sometimes not possible for class staff to leave a classroom unattended or short staffed during the day. Teachers will deal with any queries that arise as soon as possible at a suitably convenient time. A member of the SLT may be available if parents need to speak to them or the office staff will be happy to make an appointment or pass a message on.

Parents and carers are kept updated with their child’s progress via yearly parent and carer evenings, 2 midyear reports, a full annual report, annual reviews and regular AET progress updates. Regular phone calls/emails SMS messages keep parents informed students difficulties and successes.

Parents and carers give feedback to the school during annual reviews (held with Head or Deputy), parents evening (what we are doing well, what can we do better board), Parental survey and in person or via email through our school website.

Parents are able to make a complaint following the complaints procedure policy available on our website and accessible from the school office.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides

Pupil voice is very important to us and pupils have the opportunity to have their say via the school council. Pupils also complete a pupil survey to share their thoughts and ideas and contribute to the annual review process.

The school council has representation from each class voted for by the pupils in that class. The council meets twice each half term and is facilitated by a link teacher and teaching assistant.

Parents/carers have the opportunity to have their say about their child's education at annual reviews or via our annual parent questionnaire. Parents and carers are also invited to attend yearly parent and carer evenings and are encouraged to contact the Headteacher with any concerns. We also encourage feedback from parents at all events held at Presfield using a Feedback board.

Family participation is encouraged and parents and carers have the opportunity to get involved in school life through our fundraising events held at school. We encourage all our parents/carers to be involved in school life and apply to be a parent governor if and when a vacancy arises.

We have regular coffee mornings and parent's events to support our parents and carers and provide an opportunity to meet and share information. We hold an annual family Christmas Fair and Summer barbeque to encourage communication with families and host celebration of ASC evenings for families and the local community to raise awareness of ASC.

We also have a parents group meet on Wednesday called "play@presfield" in which the local community can access our playground and meet to support each other.

The parent support advisor has an office in school and regularly hosts events for parents. There is also a lending library of ASC specific self help books which parents can access.

We value our home school partnership that continues to develop the full potential of every child. As part of this partnership we like to hear parents and carers views of our school. We endeavour to use annual parental questionnaires, annual home/school agreements, annual data collections, annual reports, annual attendance information and termly LSP's and AET's to support families of children with SEN.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?

- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

Presfield High School is fully committed to investing in and supporting parents and carers. At Presfield school we have a designated Parent Support advisor (PSA) who is available to support parents with a variety of issues signposting them to the correct agencies and offering support as an impartial party. Parents can arrange a meeting with the PSA in school or at home during the day or early evening. The PSA supports families with the completion of paperwork or accompanies those that require it to appointments.

We have a library of help books and a range of leaflets to support parents. We also work closely with Parent Partnership and PSS who work hard to support our families. The local offer is advertised in the reception.

We offer pastoral support, consisting of a Parent and Carer Support link who provides individualised support for our pupils and their families. Regular coffee mornings are held for parents and carers with informative guest speakers. These are an excellent opportunity for parents and carers to chat with each other and gain information often following specific requests for a topic by parents.

Our approachable and committed staff team ensures the continual provision of support and guidance is given to each parent and carer.

The school works in collaboration with the Sefton travel team to support the students travel arrangements. Some students are supported through travel training to travel independently.

We often act as a conduit for parents when dealing with outside agencies including social workers and travel.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

The School offers without prejudice visits, transition meetings, home visits and taster days for parents and pupils considering Presfield High School. A member of the transition team will visit prospective Year 7 pupils in their primary setting and attend Year 6 reviews in order to create a smooth transition. We have a very careful handover process to ensure the best possible start for new pupils that is bespoke to meet the individual's needs.

In year transitions are supported with a bespoke programme developed with the family and students needs in mind including those needs of the students in class who will be experiencing anxiety due to a new student starting.

Once a pupil place is agreed we offer an individualised transition program in collaboration with the current school and parents. We also have a whole school approach to ensure positive transitions. All new pupils transition at the end of the academic year to enable them to settle and adjust to their new surroundings and build a rapport with new adults. We offer a primary based teaching model during Year 7 to support transition to the secondary school model. Year 7 also take part in a comprehensive OT assessment which allows them to build on their teamwork skills and their social and collaborative working.

When preparing to transition from school, our students receive independent careers information, advice and guidance, access to work experience and visits to college. Sefton

transition team also attend the Year 9, 11 and 14 annual reviews.

Within our life skills programme we support students with transition into puberty and adulthood.

To assist young people and their parents and carers in preparing for higher education, employment and independent living we offer support by hosting our own, bespoke Pathway events, College taster sessions and by attending college open days. Our Parent and Carer support link will support pupils with various visits.

Our curriculum has been developed to support student employment prospects and increase their employability. This is through the acquisition of qualifications and skills and knowledge. We support our students to develop the confidence to advocate for themselves, the knowledge of self to regulate, the resilience to face change and independence to access employment opportunities.

We have an immersive studio which supports students who have difficulty transitioning to new places or environment. We can video any locations and play them back in the immersive studio to help ease anxiety.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

Presfield High secures regular funding for a wide range of After School Clubs which take place throughout the year and are offered to all students. Transport home is offered to ensure it is accessible to all.

The school also has a well-attended breakfast club which runs parallel to morning form time.

Lunch clubs are available and run each day of the week. There is no charge to parents and carers for any clubs. Staff endeavour to cater for all interests and needs during the clubs.

All of our pupils are actively encouraged to take part in regular sporting events and we host a sports day every year.

Annual residential holidays are offered to year 7, year 9 and Sixth Form pupils with specialist activities. The Duke of Edinburgh Bronze award is completed in year 9 with the opportunity to complete the silver award in Sixth Form.

Due to the nature of our pupils a lot of work is carried out to encourage friendships and understanding yourself and others in social situations. Pupils are encouraged to mix and socialise during break and lunch times as well as during classes. The school runs a 'House System' for rewards and the houses consist of different year groups. During special theme days' pupils are encouraged to socialise with other classes and year groups and enjoy weekly, celebratory lunches and Annual trips out for the winning teams.

The school has its own house which is used to support friendship work and socialisation opportunities by offering "sleep over" opportunities.