



SEND INFORMATION REPORT (Special Educational Needs and Disabilities) 2025-2026

Policy Approved:
Policy Renewal:

Reviewed by the LGB Governors

Maghull High SEND Information Report

School name and address	Maghull High School Ormonde Drive Liverpool L31 7AW
Website	https://maghullhigh.com/
Telephone number	0151 527 3955
School details	Secondary Comprehensive Mixed 11-18
Name and contact details of SENCO	SENCO: Mrs H Corrigan – corriganh@maghullhigh.com AST. SENCO Mrs F. Rivers Riversf@maghullhigh.com AHT for Inclusion- Mrs H. Howe Howeh@maghullhigh.com

Our Approach as a School:

Maghull High School is an inclusive school where every child is valued and respected. Through our school ethos of *Aspire, Achieve, Enjoy* we are committed to the inclusion of all of our SEND students and support them in their learning and well-being. This is outlined in our SEND and Disability policy.

At Maghull High School, we promote high standards of quality first teaching and deliver additional interventions to support the emotional and social development of our students. A person-centred and whole school approach is taken to ensure that SEND pupils have high aspirations and desire the best possible outcomes for themselves. The SEND department works closely with parents, teaching staff and other stakeholders to ensure that SEND pupils are offered a broad and balanced curriculum, which caters for their individual needs. Their well-being is supported by a robust pastoral team, and all Maghull High students have access to learning opportunities without discrimination in accordance with the Equal Opportunities Act 2010 and The Children and Families Act 2014.

1. How are Special Educational Needs defined?

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2014).

Some students may have a diagnosis or learning difficulty that means they need extra support to make progress and fully take part in school life. When this happens, we provide special educational provision – this means support or interventions that are different from, or additional to, what other students receive.

We use a graduated response (Assess – Plan – Do – Review) to make sure support is effective. If needed, we work with external experts to give the right help. Progress and

targets are reviewed regularly, and support is updated in line with **SEND Code of Practice and Department for Education guidance**.

<https://www.education.gov.uk/schools/pupilsupport/sen>.

Types of Need

The SEND Code of Practice identifies four broad areas of special need, under which SEND can be classified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

Category of Need	Examples of Need	Examples of Provision.
Communication and Interaction	<ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD) • Speech and Language Communication Needs (SLCN) • Tourette Syndrome 	<ul style="list-style-type: none"> • Access to the sensory room • Communication groups • Bespoke strategies tailored to individual needs • Support from outside agencies such as OSSME and Together Trust • Extra-curricular clubs such as Debate Mate to improve confidence in communication • Targeted SALT intervention
Cognition and Learning	<ul style="list-style-type: none"> • Dyslexia • Dyspraxia/Developmental Coordination Disorder (DCD) • Dyscalculia 	<ul style="list-style-type: none"> • Use of overlays • Dyslexia friendly teaching resources. • Use of a laptop for extended writing • In-class support • Literacy intervention, such as Lexia • Reading intervention such as Paired Reading or Reading Plus • Referral to Educational Psychologist • Printed written instructions • Access arrangements such as extra time
Social and Emotional Mental Health	<ul style="list-style-type: none"> • Anxiety • Depression • Eating disorder 	<ul style="list-style-type: none"> • Referral to Learning Mentors and counsellors in our Phoenix Centre • Use of the sensory room • Time Out pass

	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) 	<ul style="list-style-type: none"> • Use of external agencies such as Together Trust • Referrals to external services, such as CAMHS • Increased pastoral support
Sensory and Physical needs	<ul style="list-style-type: none"> • Hypermobility • Cerebral Palsy • Hearing impairment • Sight impairment • Sensory Processing Disorder 	<ul style="list-style-type: none"> • Adaptation of work spaces, such as adjustable desk heights • Bespoke TA support • Uniform adjustments • Use of subtitles on all video or audio resources • Careful seating plan to alleviate physical demands

Some students may have learning needs in more than one area of SEND. At Maghull High School, our priority is to ensure that every student is supported to achieve and enjoy school, whatever their needs or diagnosis.

We use a graduated response (Assess – Plan – Do – Review) to identify the right level of support for each child. Early identification is very important, so that the right provision, interventions, and access arrangements can be put in place quickly.

The school also meets its responsibilities under the Equality Act (2010), the Disability Rights legislation, and the DfE guidance on Supporting Students with Medical Conditions (2014).

Further details about admissions and accessibility can be found in:

- Maghull High SEND and Disability Policy
- Maghull High Accessibility Plan
- Maghull High Equality Policy

2. How do we identify students with SEND?

At Maghull High School, we use a range of strategies to identify students with SEND. For example:

- Year 6 transition data and information provided by Primary Schools
- Information collected during Year 6 transition visits to Primary Schools
- Student voice and concerns
- Parental feedback
- Staff feedback

- Information provided by the Local Authority Inclusion Consultants during transition meetings
- Data from assessments such as Cognitive Ability Tests (CATS), New Group Reading Test (NGRT), and New Group Spelling Test (NGRT) as well as internal assessment data.
- Letters and assessments from professionals, such as GPs and educational psychologists.

Once identified as having suspected or confirmed SEND, students are supported according to their needs and presentation. Some students are adequately supported through in-class strategies implemented by teachers, whereas others require a range of interventions and a key worker. Such information is included in students' SEND profiles.

At Maghull High we have a three-tiered approach to supporting SEN learning.

Universal (*class-teachers make minor adaptations*)

Targeted (*bespoke intervention*)

Specialist (*involving the use of external professionals*).

Depending on their level of need, student with SEND will fall under one of the following categories and will access one of the three tiers of support:

- Education and Healthcare Plan (EHCP)
- SEND Support Plan
- Monitoring of SEND need.

It is important to note that the level of support offered to students is not fixed and will change according to their presentation and progress across school, alongside parent and student feedback.

For some, this additional support may not be enough to make adequate progress. Maghull High School can then, in consultation with parents/carers and external agencies, request further investigation from an Educational Psychologist or ask the Local Authority (LA) to consider the initiation of an Educational Health Care Plan (EHCP).

How do we support students with suspected or diagnosed SEND in lessons?

Underpinning ALL our provision in school is the graduated approach cycle of APDR- Assess, Plan, Do, Review.

All staff are responsible for the planning, identification and teaching of students with SEND and use the following approach:



Assess:

All staff are responsible for tracking the progress of calendar of assessment this and each student is points throughout the place in all subject areas.

recorded on Arbor and communicated to parents/guardians in the form of a written report. All students are set achievable yet challenging targets which have high expectations for progress. These are based on Fisher Family Trust 20 (FFT20) target-setting data.

assessing, monitoring and students. The school's points provides a structure for formally assessed at various school year. Assessments take Results of assessments are

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets. Additionally, students are informally assessed regularly through formative assessment strategies, such as questioning or teacher observations of peer discussions. Such formative assessments are used to swiftly address misconceptions and further support students towards fulfilling their potential.

Maghull High School provides students with reasonable adjustments and access arrangements, such as alternative methods of recording assessments or the use of a separate venue, where needed. Such information is added to students' SEND profiles, where appropriate.

Plan: A wide range of staff across school, such as subject teachers, Heads of Departments, form tutors, Heads of Year and the Inclusion Team regularly review the progress of students and concerns are raised if students are not making expected progress. Subject teachers utilise adaptive teaching strategies to ensure the needs of each student are met in lessons. If a student is not making expected progress, intervention strategies are put in place immediately and this information is communicated to parents/guardians. Intervention strategies vary and are bespoke to the individual needs of students. Students who have high needs and require specific equipment or facilities to support them are eligible for high needs funding. In such circumstances, the SENCO will apply accordingly.

Do: Staff at Maghull High School strive to provide High Quality Teaching for all our students. Teachers and Heads of Departments prepare Schemes of Work and lessons which support the learning and progress of all students. Teachers utilise a variety of methods, creative teaching techniques, and the use of a diverse range of resources. Once areas of concern are highlighted through the assessment cycle, staff adapt their

teaching and resources to support the learning of all students. These adaptations are dependent upon the needs of the student.

Review: As per the assessment calendar, staff review the progress of students continuously during the year. Any concerns regarding a student's needs or their potential barriers to learning are supported through adaptive teaching and High-Quality Teaching strategies before being referred to the Inclusion Team. The SENCO is responsible for the co-ordination of SEND provision within the school.

It is their responsibility to provide strategic leadership for the vision and implementation of SEND support in the school. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils. Additionally, we offer a range of reasonable adjustments to support the learning of students. For example, the use of a 'Time Out' pass to allow students to regulate in lessons if needed. Passes are awarded on a needs basis. Any guidance or strategies advised by outside agencies will be passed onto staff via the weekly SENCO Briefing.

Maghull High School adheres to the Local Authority's Graduated Response in providing for students identified with SEND. We work collaboratively to ensure that we meet the needs of all pupils and that they make good progress in line with other children of the same age.

To see Sefton's local offer please click on the following link:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0> To see Liverpool's local offer please click on the following link:

<https://liverpool.gov.uk/localoffer/#:~:text=Liverpool's%20local%20offer%20provides%20information,for%20you%20or%20your%20child.>

4. How do we support students with SEND in the wider school environment?

At Maghull High School, we believe it is essential that all students, regardless of need, are encouraged and are able to access our wider school offering. Supporting students to engage with the wider school community and extracurricular activities is crucial for their personal development, social inclusion, and well-being.

We utilise a range of support to allow all students to access extra-curricular activities. For example, key worker adults attending activities such as Duke of Edinburgh Award to offer support for specific students. Where appropriate, we modify sports, arts, and other clubs to accommodate physical, sensory, or cognitive needs. Additionally, we provide clubs and groups specifically designed for (but are not exclusive to) students with SEND, such as Circle of Friends, and quiet spaces at the Inclusion Team break and lunchtime club.

Furthermore, all staff are provided with training and resources, if needed, to ensure inclusivity of extra-curricular activities. School trips and curriculum-based activities are inclusive of all students and are staffed according to the needs of students in attendance. Activities are risk-assessed and planned carefully to ensure they are accessible for all. Staff ensure adequate representation of students with SEND across

wider school opportunities and make adaptations to enable all students to access such opportunities.

5. Working in partnership with parents, carers and pupils

Involving parents, carers and pupils in dialogue is central to our approach at Maghull High. This is done in the following ways:

Action	Who is involved	Frequency
Pupil Profile	KEY WORKER/PUPIL	TERMLY
Key worker contact	KEY WORKER/PARENT	AS AND WHEN NEEDED
Parental meeting	SENCO/INCLUSION TEAM/PARENT	AS AND WHEN NEEDED
Parents Evening	PARENTS/TEACHING STAFF	ANUAL
External Professional reports/meetings	EXTERNAL PROFESSIONALS/SENCO/AST SENCO	AS AND WHEN NEEDED
Pupil questionnaires	PUPILS/ INCLUSION TEAM	THROUGHOUT THE SCHOOL YEAR
Parent Questionnaires	PARENTS/INCLUSION TEAM	THROUGHOUT THE SCHOOL YEAR
Parent Coffee Mornings	INCLUSION TEAM	TERMLY
Parent Transition events	INCLUSION TEAM	ANUAL
EHCP Reviews	SENCO/AHT	ANUAL REVIEW

The SENCO and wider Inclusion Team are available to discuss individual students at any point throughout the school term, either by telephone or by appointment, to ensure privacy and confidentiality. Staff are contactable via email, and we welcome communication regarding students when needed.

Student voice is an integral consideration for how we support the learning and wellbeing of students with SEND. There are a range of opportunities for students to offer their input and feedback for what their educational journey looks like moving forward. Students are encouraged to attend EHCP reviews, have scheduled meetings with their key worker (should they have one), and are regularly given opportunities to provide feedback in a more informal manner. Additionally, we take into consideration any student feedback that is communicated to us through parents/guardians, class teachers, form tutors, the wider pastoral team, staff from outside agencies such as OSSME, and external professionals such as GPs or CAMHS workers. This feedback is used when reviewing how to best support students moving forward.

Quality First Teaching provided to all pupils

All teachers follow the Graduated Approach in their teaching (APDR) and cater for the needs of our students. The strategies listed below reflect the reasonable adjustments that can be offered by Maghull High School. They are indicative of good, inclusive teaching and will benefit a range of learners, whether they have been identified as requiring SEND

support or not. The strategies have been grouped to reflect the types of need identified by the Code of Practice.

Communication and Interaction

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teacher able to access and employ method of communication appropriate to pupil's need
- Clear and simple instructions

Social, emotional and mental health (SEMH)

- Tactile sensory objects to calm student
- Adult directed time out and time away strategies
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Personalised rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies
- Clear and understood Behaviour for Learning policy
- Solution focused approaches
- Approaches that develop emotional literacy
- Positive peer models
- Consistent use of language and expectations

Cognition and learning needs

- Differentiated Curriculum, pertinent to pupils' level of attainment or development – through presentation and / or outcome
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Sensory and / or physical needs

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources • Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

SEND Support

Once a pupil is identified as having Special Educational Needs and Disability, an appropriate support plan will be put into place to achieve targeted outcomes.

SEND support is approached in waves:

Wave 1

- Quality First inclusive teaching approaches are identified to enhance the pupil's learning.
- Creation of a Pupil Profile that includes the voice of the child and targeted teaching strategies.
- Focused in class support from a teaching assistant (where needed) to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independent learning.
 - Interventions that have been identified to achieve specific targets. These will be delivered and monitored
- Direct teaching, SEND support groups and in years 9-11 Option SEND groups.
- Resources to ensure full access to the curriculum.
- Liaison with the parent / carer, pupil, staff and all other relevant agencies in the implementation of the individual's support plan.

Wave 2

- Targeted Support for Pupils who need additional help.
- Literacy and numeracy interventions
- Use of the LEXIA reading program.
- Targeted 1;1 Reading support.
- Adaptations to timetables and support.
- Liaison with the Inclusion officer.
- Inclusion in a Study Support group.
- Use of outside services e.g. OSSME, EAL
- Use of school mentors.
- Further assessment and tracking of individual pupils.

Wave 3

Targeted support for pupils who require additional intervention to that provided in Waves 1 and 2:

- Application for High Needs Funding.
- Application for an Educational Health Care Plan.
- Use of the School Counsellor
- Use of an Early Help Assessment Tool- EHAT

- Liaison with Complimentary Education.

Tracking Progress

All pupils will have their academic progress tracked as outlined in the school's Assessment, Recording and Reporting policy. This includes:

- Base line assessments
- Standardised assessments
- Use of KS2 data
- Learning walks and book scrutiny cycle.

Children with Special Educational Needs will in addition, have support plans identifying their individual progress targets. These will be drawn up with the pupil and the parent and will be reviewed termly.

Use of the school Educational Psychology Service .

As a Trust, we work with *Applied Psychology* educational psychology services to support our teachers and promote effective, nurturing teaching and pastoral practices. At times, this support includes solution seeking discussions about individual students, as well as whole classes and support systems in school.

Before in-depth consultation regarding individual named students, informed parental consent will be sought. If you have any concerns about discussions with educational psychology services in school, please contact the SENCO Mrs H Corrigan at corriganh@maghullhigh.com

Roles and Responsibilities

What specialist staff are available to support students with SEND?

Although it is the responsibility of all staff to support the learning and wellbeing of students with SEND, we have a dedicated Inclusion Department consisting of staff whose roles are specific to supporting students with SEND:

Staff Member	Role/Area of Expertise	Qualifications
Mrs H Howe	AHT for Inclusion	<ul style="list-style-type: none"> • BA Hons History and Politics • National SENCO Award, • Level 7 Assessor. • Previous Regional Deputy Lead for NASEN and associate lead

		on NASENDCO NPQL
Mrs H Corrigan	SENCO	<ul style="list-style-type: none"> • Undergoing NPQ SENCO • BA (hons) Secondary Education English with QTS • Level 3 Award in SEND Teaching Methods • Level 5 award in SEN Higher Advanced
Mrs F Rivers	AST.SENCO	
Mrs L Towers	HLTA 3	
Mrs K Adams	HLTA 3	<ul style="list-style-type: none"> • Level 7 Degree - Postgraduate Certificate in Specific Learning Difficulties (Dyslexia). • BA Teaching and Learning Support (2:1) • Foundation Degree in Teaching and Learning Support
Ms. L. Stewart	Intervention Manager	<ul style="list-style-type: none"> • BA HONS Sports Science • Diploma in Midwifery and infant development. • First aid/ PEG feeding trained
Mrs D Woolley	HLTA 3	<ul style="list-style-type: none"> • BA Hons Health and Human Development • CERT ED in Higher Education as I taught Health and Social Care at Hugh Baird College age from 16+ • ASW level 2

Mrs A Murphy	Inclusion Hub Coordinator	<ul style="list-style-type: none"> • BA HONS Sports and Science with Special Educational needs. • Masters in Social Science • ELSA Training
Mr E. Harris	TA 2	<ul style="list-style-type: none"> • BA in English Literature • Training for readers, scribes, EAA Invigilators and other facilitators in Exams
Ms B. Barton	TA2	<ul style="list-style-type: none"> • BA Hons in Sociology with Psychology • MSc in Psychology.
Mr. W. Brade	TA2	<ul style="list-style-type: none"> • Applied Science Level 3 Extended Diploma • BA (Hons) Children and Young People's Learning and Development • Invigilator/Scribe/Reader - Training
Ms. S. Hodgkinson	TA2	<ul style="list-style-type: none"> • Securing foundations Year 7 Maths
Mrs S. Wareing	Phoenix Learning Mentor	•
Mr. P. Brady	Phoenix Centre Mentor	•

SEND Staff CPD. Courses completed:

- Trust led EBSA Training
- Cerebral Palsy Level 2 Online CPD Course

- Childhood Bereavement
- Preparing Autistic and SEND children for going back to school
- DSU User • An Introduction to ASD Module 1
- An Introduction to ASD Anxiety in Children and Young People during Covid
- Promoting Emotional Regulation in Autistic children
- Understanding Autism, Aspergers and ADHD

10. How do we utilise support from external professionals?

At times, students require specific, targeted support, or assessments and observations from practitioners from outside agencies, such as OSSME and Together Trust. If staff at Maghull High School feel such intervention is needed, we will contact parents/guardians to explain the rationale behind this and seek consent for the named intervention.

Once consent is gained, the interventions or assessments can take place. Feedback from any assessments and interventions are shared with school and parents/guardians as per the policy of each agency/provider.

All external professionals are required to follow the school safeguarding protocols. Maghull High School has links with a number of external agencies, which include:

- Sefton SEN and Inclusion Service - www.seftondirectory.com
- SENIS
- SENDIASS
- Educational Psychologists
- Inclusion Consultants
- Complex Needs Inclusion Consultant
- Specialist Teachers for SEND
- Specialist Teachers for Visual Impairment
- Specialist Teachers for Hearing Impairment
- Sefton Autism and Social Communication Team
- www.seftondirectory.co.uk/autism
- Liverpool SEN and Inclusion Service
- Knowsley SEN and Inclusion Service
- Health Care Professionals – www.alderhey.nhs.uk • Community Paediatrician

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- Social Care Professionals o <https://www.sefton.gov.uk/childrens-services/> - Sefton
- www.liverpool.gov.uk/careline - Liverpool
- www.knowsley.gov.uk/residents/care - Knowsley
- Specialist Providers • CAHMS: www.youngminds.org.uk/about-us
- YPAS: www.ypas.org.uk OSSME
- <https://www.autism.org.uk/directory/a/autism-initiatives-outreacheducationsupport-ossme>
- SWACA: www.seftondirectory.com
- VENUS: www.venuscharity.org 11.

How will Maghull High School support students through any transition phases?

Transition -

Key stage 2 / 3

To support a smooth transition, our SENCO and Inclusion Team visit primary schools to meet pupils and gather key information before they join us. This allows students to meet familiar staff in advance and helps us prepare personalised SEND Support Plans or Student Profiles ready for their first term. The SENCO also works with Sefton Inclusion Consultants to collect additional documentation and guidance for pupils with SEND.

All Year 6 pupils are invited to a whole-school transition day, and those who may be more vulnerable are offered an extra transition morning for further support.

Students with SEND also receive a transition pack by post, which includes:

- Photos of key areas of the school site
- Introductions to important staff such as their form tutor and key worker

To further support families, we hold a dedicated SEND Transition Evening for parents and carers of Year 6 pupils with SEND. This event outlines our provision, introduces the Inclusion Team and external agency partners, and provides an opportunity for parents/carers to ask questions and share information about their child. Our hugely successful summer school also provides an excellent opportunity for our SEND students to have an enjoyable transition experience

Post 16

The SENCO liaises with the Learning Support departments in Colleges of Further Education once a written request for pupil information is received. Permission from pupil/parent is sought before information is exchanged. All SEND pupils receive careers advice from the school career's advisor and are encouraged to participate in college 'taster' days and Careers Guidance.

All students transitioning from KS3 to KS4 are invited to attend an options evening where they have the opportunity to discuss options with class teachers. A meeting will be arranged for pupils and parents to speak to a member of staff regarding their options and advise accordingly. Parents who have any concerns regarding GCSE options are encouraged to contact staff such as students' key workers, form tutors, Head of Year, or the SENCO to discuss potential alternative arrangements. Careers and options advice are given by Mrs Wallis, our Careers and Transition Coordinator, who meets each Year 11 student individually to have a bespoke conversation regarding next steps. For KS4 in to KS5, open evenings are available and all pupils attend an open day depending on what path they chose to take post 16.

Building Capacity

The SEND department is under the leadership of the Assistant Head teacher for Inclusion and the SENCO. The SENDCO attends Director of Learning Meetings and Pastoral Committee meetings, SEND being on the agenda for both. The department has a good working relationship with many external agencies that can support the range of special needs in our school community.

These include:

- Special Educational Needs Integrated Support Service (SENISS)
- Sefton Educational Psychologists Service
- Autism Initiatives Outreach Education Support (OSSME)
- Speech & Language Therapy
- Children's Occupational Therapy Service
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Complementary Education
- LILA – EAL Support Service
- A Careers Advisor and an Educational Psychologist are commissioned by the school.

- Training related to the individual needs of SEND pupils features regularly in the school's professional development programme.

12. What measures are put in place to prevent bullying of students with SEND?

At Maghull High School, we take a proactive approach to preventing bullying and creating a safe, inclusive environment for all pupils, including those with SEND. We promote the following:

- **Inclusive culture** – We raise awareness of SEND across the school community, promoting empathy, respect, and understanding. Differences are celebrated through assemblies, the Headteacher's Award, and the school newsletter.
- **Zero tolerance** – Bullying in any form is not accepted. All reports or observations of bullying are investigated promptly by our safeguarding and pastoral team.
- **Clear expectations** – Our standards of respect are communicated to students, staff, and parents/carers, and consistently reinforced.
- **Staff training** – All staff receive safeguarding training, including how to recognise subtle signs of bullying that may affect vulnerable pupils, and how to respond effectively.
- **Supervision and support** – Staff are visible during lesson transitions and in key areas such as the canteen and toilets at break and lunchtimes, ensuring enhanced supervision. Lunchtime clubs and safe spaces are also open for SEND students.
- **Peer support** – We run structured peer groups to encourage positive friendships and social skills in a safe setting.
- **Student wellbeing** – When bullying incidents occur, support is offered to all students involved to safeguard wellbeing and reduce the risk of further incidents.

Students, parents, and carers can also report concerns directly through our school website: [Report a Concern | Maghull High School](#).

13. What if a parent/guardian wants to make a complaint about the provision for students with SEND?

As a reflective setting, we are always looking to improve and welcome any parental feedback. Should a parent/guardian wish to make a complaint, our complaints procedure can be found here: [SLT-Complaints-Procedure-4.pdf](#) 14.

How do we evaluate the effectiveness of our SEND provision?

At Maghull High School, we regularly review how well our SEND provision is meeting students' needs. This is achieved through:

- *Quality assurance activities* such as lesson observations, learning walks, and work scrutiny, with a focus on how teaching and support are adapted for students with SEND.

- *Monitoring progress* on both a lesson-by-lesson and termly basis, ensuring additional provision is effective and matched to individual needs.
- *SEND Support Plans*, which are updated termly (or more frequently if needed). These highlight the support each student receives, evaluate its success, and identify areas for improvement.

If a student is not making expected progress, they move through the school's Graduated Approach (Assess–Plan–Do–Review), in close liaison with parents/carers. Where provision is not successful, adjustments are made and more suitable support is put in place.

This review process is fully embedded within the school's Quality Assurance calendar, ensuring SEND provision is continuously improved.

Quality of Provision

The quality of teaching for all pupils is monitored and reviewed regularly through the faculty system under the leadership of the Assistant Head teacher for Teaching and Learning. Data on all pupils is readily available on Arbor. Pupil's progress, including those with SEND, is reviewed termly using the school's Pupil Individual Progress Report by Subject teachers, Directors of Learning, and Heads of Year.

SEND pupils' individual targets will be reviewed in meetings with the SEND department, pupils and parents. Learning walks, lesson observations and TA observations are also conducted by the SENCO to ensure quality of provision. The SENCO will also report to governors about the performance of the school's SEND population.

Disability and Accessibility

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled students, staff and trustees, parents/carers and other people using the school, are treated equally. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for students.

Please refer to the school's Public Sector Equality Scheme and Accessibility Plan, which are available on the school's website.

Reporting Concerns

Our complaints procedure can be found in our Complaints Policy on the school website.

Relevant School policies that underpin this school offer include:

- SEND Local Offer see <https://www.sefton.gov.uk/localoffer>
- Equal Opportunities Policy
- SEND and Disability policy
 - Accessibility policy

Legislative Acts taken into account when compiling this offer include:

- The Children and Families Act 2014
- The Equality Act 2010
- The Mental Capacity Act 2005

Acronyms:

- SENCO: Special Educational Needs Coordinator
- TA: Teaching Assistant
- SENISS: Special Educational Needs Inclusion Support Service

- CAMHS: Children and Adolescent Mental Health Service
- EHCP: Education Health and Care Plan
- CP: Child Protection
- CIN: Child in Need
- LAC: Looked after child(ren)
- PLAC: Previously looked after child(ren)
- EHAT: Education, Health and Care Plan