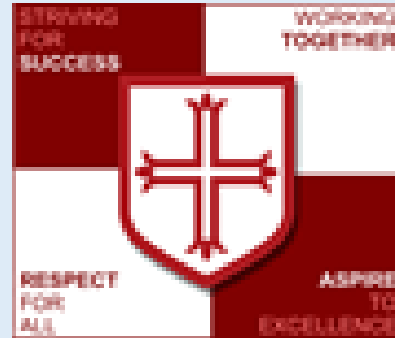
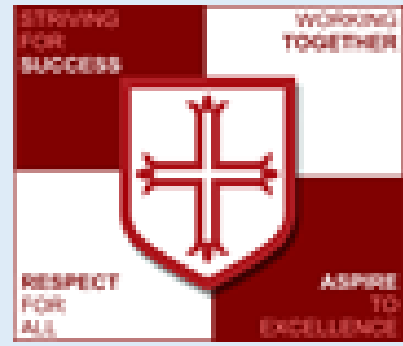


# What does the Graduated Approach look like at PHS?



# Transition



Pastoral and Learning Support staff lead on transition visits to primary schools.

We meet with parents and carers.

Enhanced transition is provided when needed, including additional visits.

Baselines assessments are completed with all students, so that we are able to identify students who would benefit from interventions.

We complete a reading age assessment with our pupils on induction day. This gives us additional data and helps us to identify students who may need to be monitored or if further screenings are required.

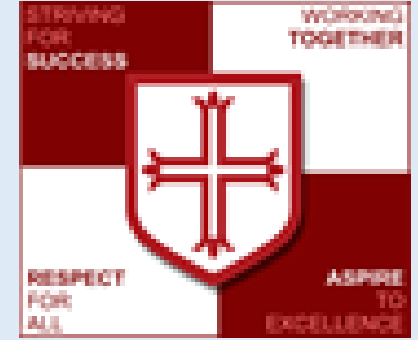
# Our pre-graduated approach

- Transition information is collated about pupils joining us in year 7 through visits to primary schools, meetings with school staff and parents. Staff attend reviews and planned meetings. Information about SEN and Safeguarding is passed on as part of transition, but we also ask for information about pupils that we may need to monitor.
- There are regular pastoral and form tutor meetings, so that's staff can be updated and share any concerns they have noticed.
- Form tutors complete activities with pupils in their form groups and are asked to assess the pupils based on their engagement and feedback, this allows us to identify pupils who would benefit from early intervention to support their mental health or anxiety- e.g a morning check in; taking part in group work and those that require further support- Place2Be Support- Early Break, CAMHs referrals.
- Our baseline assessments allow us to identify pupils that we need to monitor on transition.
- EAL pupils are identified and assessed. They are either monitored by our EAL Co-ordinator or allocated for additional intervention.

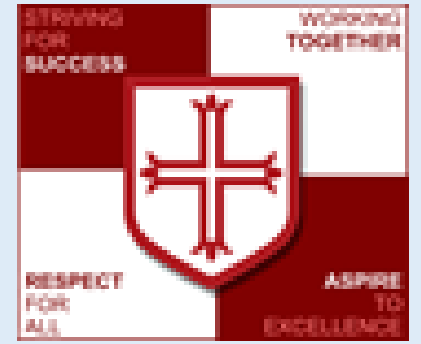


# Initial referrals (notice- check and try)

- Staff complete an initial concern form if they need advice or have concerns about a young person they teach.
- As part of the form, staff are asked to provide information about strategies and interventions that have been used already as part of their practice.
- The referrals come to the Learning Support department and are then actioned. This might include; observations focused on need, further screenings or assessments may be completed, collating information from other teaching staff.
- We are then able to offer staff advice about how to support pupils in their lessons.



# How do we communicate with staff?

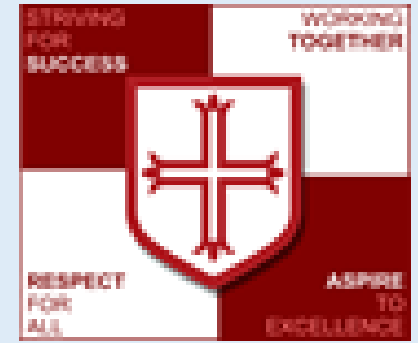


- When pupils are being monitored or have an identified SEND staff need to be able to access information easily.
- We provide staff with pupil passports, these include information about the pupil, their strengths, needs and what staff should do to support them. We also provide a booklet of strategies for staff to refer to for each area of need.
- All teaching staff are expected to include information about pupils on their seating plans- SEN, Medical and also reading ages. This is helpful for them to refer to but also when there are cover teachers taking lessons.

# How do we involve parents?

- We value the views of parents and the information we can gain from them.
- There is a high level of pastoral contact from Heads of Year, key workers and SENCO.
- Our pastoral evening is held at the start of the Autumn term. This is an opportunity for them to meet with form tutors and discuss any concerns.
- Pupils that join us mid year meet with our pastoral or learning support team.
- We keep records of meetings and contact with parents so that this can be reviewed over time.
- We involve parents in planning to support their children in school.

# What works for us at PHS?



- Our Pastoral and SEND systems work together. Our Deputy Head teacher line manages the SENCO and the Pastoral teams.
- The SENCO and the Deputy Head teacher meet regularly with pastoral staff (Heads of year, mentors, key workers). We are able to discuss pupils in need of support.
- We are lucky to have Place2Be and have a project manager who works in school and co-ordinates a group of counsellors. As part of this pupils can self refer and staff can refer pupils to access support.
- We have staff working in school as part of our Cadets and Manchester United Foundation. They mentor pupils and run group work and activities.
- We have worked hard to develop our staff and provide training opportunities.
- We value advice and support from the Bury partnership (Nick Bell) and other outside agencies that school work with.