



SEND Annual Information Report – November 2026

Name of SENDCo: Mrs S Payne

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Name of SEND Governor: Mrs Julie Johns



All students are entitled to a broad and balanced curriculum, suitably differentiated to meet individual needs. Our aim is to assist all our students to achieve their full social, emotional and academic potential, both within the school community and in wider contexts. Provision will be made for those whose needs are not easily met within the normal academic and pastoral curriculum so that they may remain as fully integrated as possible.

The Code of practice (2014) states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- . Have a significantly greater difficulty in learning than the majority of others of the same age; or
- . Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or maintained post-16 institutes.

Whole School Approach to Teaching and Learning:

- ✓ Quality First Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy
- ✓ **Our Graduated Response for Learners:**
- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children via termly TAC meetings.

- ✓ Identification of children/young people requiring SEND support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENDCO – via inclusion referral form
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangement for supporting the emotional and social development of all young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listened to the views of children/young people and their parents:

What	Who	When
Informal Discussions	All pupils	Daily
Parents’ Evenings/Reports	All pupils	3x a year
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	Termly
Questionnaires	Pupils and parents	Annually

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by Mrs Payne with Heads of Year in partnership with the child/young person, their parents and the subject teachers.

This year, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction – personalised timetable, calm place in A01, additional planning for transitions, ear defenders, outside agency support, individual risk assessments.
- ✓ Cognition and Learning – Screening, Educational Psychologist involvement when appropriate. Exam concessions applied for when appropriate.
- ✓ Social, Emotional and Mental Health – 1 learning mentor, access to counsellors and CAMHs worker, Jeramiah’s journey
- ✓ Sensory and/or Physical Needs – Advisory teacher support, school nurse, CAMHs.

- ✓ Counselling available via MAST
- ✓ Access to KOOTH online counselling

During the 2025/2026 academic year, we had 12 young people receiving SEND Support and 1 young people with an Education, Health and Care Plan.

We monitored the quality of this provision by lesson observations and drop-ins.

We measured the impact of this provision by student progress and by reviewing the curriculum.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ 1: 1 Provision including access arrangements for exams
- ✓ Small group intervention
- ✓ Lunchtime support
- ✓ First Aid
- ✓ Support for medical needs

We monitored the quality and impact of this support by line management meetings/appraisal.

Distribution of Funds for SEND:

SEN funding was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Well-being provision
- ✓ Staff training
- ✓ Counselling

Continuing Development of Staff Skills:

Individuals' CPD this year:

Area of Knowledge/Skill	Role of Staff undertaking CPD	Training Received from
SENDCO hub meetings	SENDCO	Plymouth City Council
Hearing awareness	Targeted Staff	Advisory teacher
Autism awareness	All staff	Advisory teacher CIT
ADHD awareness	All staff	Educational Psychologist
General SEN needs	SENDCO/ support staff/teachers	Various providers via Webinars or in person

Partnerships with other schools and how we managed transitions:

We have worked with several schools in the area in the following ways:

- ✓ Enhanced transitions
- ✓ Primary visits
- ✓ Zoom/Teams, in person meetings
- ✓ In school Careers lead available for 1:1 appointment
- ✓ Year 10/11-the school will continue to help exploration of specific post-16 options and assist with the application process.
- ✓ Information regarding the needs of the student will be shared with the next educational provided and support for transition visits will be facilitated where required.

Young people making decisions about their Key Stage 4 subjects have been supported by support plan meetings/learning mentor/careers interviews.

We worked with Sixth Form staff to ensure that young people are prepared for transition from school to further education or training. We did this by 1:1 career appointments, personal statement and CV writing assistance and contacting support services at universities.

Parents were included in this process through inviting them to be part of the above process.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan. This can be found on the school website.

Our complaints procedure:

Anyone wishing to make a complaint regarding SEND support and provision should write to the Head teacher/Chair of Governors.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs S Payne

The Designated Children in Care persons in our school are Mrs F Banks/ Mrs S Payne

The Local Authority's Offer can be found at

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer/about>

Plymouth PIAS provides advice and support relating to Special Educational Needs and Disabilities for parents, carers, children and young people within the Plymouth Local Authority area.

[Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support \(plymouthias.org.uk\)](http://plymouthias.org.uk)

The school accessibility plan can be found on our website here: [Plymouth High School for Girls - Policies.](#)

Or by clicking this link: [E8932E12542E95B377D51D6F3185552D.pdf](#)

The school SEND policy can be found on our website here: [Plymouth High School for Girls - Policies](#)

Or by clicking this link: [3CAFGD3B29CA97EEF1DDC45307DE181A.pdf](#)

The School Development Plan can be found on our website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed from the link on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEND Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014

An invite for feedback

This information report is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information please email sam.payne@phsg.tsat.uk

With thanks to the parents who contributed to the updating of this document

The Governing Body approved this SEND Information November 2026