SEND POLICY

2023/24

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Governing Body – September 2023	
Date of next review	September 2024

SOUTH WIRRAL HIGH SCHOOL
SEND POLICY

OBJECTIVES

➢ An entitlement to a broad, balanced and relevant education.

➢ Age, gender, race, creed or individual needs should not constrain any educational entitlement.

➢ To assist staff in the delivery of educational entitlement.

➢ To promote independence, respect for others and the development and maintenance of self-esteem which are integral to the entitlement.

➢ Thoughtful, negotiated, sympathetic assessment and testing should be used for the benefit of the students.

➢ The atmosphere of the school should promote a happy, sensitive and secure environment to ensure the most effective learning.

➢ The school should encourage parents as partners in the learning process for their children.

➢ Teaching strategies should be responsive to different learning styles to facilitate meaningful and effective learning for all students.

➢ Achievements should be recognised and rewarded.

VISION AND VALUES

A vision for our school where each student's progress is remarkable. We focus on the whole educational experience for each student, aiming for success in examinations and the other aspects of school life, sports, the arts, leadership and extra-curricular activities.

The confidence and skills students gain, ensure pathways to university and the world of work. This can only be achieved by working with families and a range of community partners.

It is leadership that delivers the culture and the vision, so we came together as a staff and defined the qualities we expect from each other.

So each member of staff makes a commitment to:
- Promote South Wirral High School's values and beliefs
- Demonstrate vision and inspiration

- Demonstrate good interpersonal skills
- Being a learning professional
- Involving supporting and developing colleagues
- Being active and creative
- Being organised and strategic

The personal qualities of leadership define the culture that delivers our vision.

LEGISLATION AND GUIDANCE

➢ This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

DEFINITIONS

➢ A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

➢ They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

➢ Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

ROLES AND RESPONSIBILITIES

➢ The named person responsible for the day to day running of the Special Needs Department is the SENCO, Miss V Goode who can be contacted on the school telephone number 0151 327 3213.

➢ The responsible person relates to the Headteacher or designated Governor, Mrs A Barr.

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have an EHCP
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN Governor will:
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN INFORMATION REPORT

The kinds of SEN that are provided for
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

ADMISSION ARRANGEMENTS

- ➢ Coordination and liaison with the feeder Primary Schools prior to the students transfer.
- ➢ All staff to be notified of all students identified by the Code of Practice.
- ➢ It is the responsibility of the SENCO to arrange additional support outlined in the existing EHCP.

➢ Students without EHCPs but identified by the Code of Practice are noted on the Special Needs Register.

➢ Those students requiring a Pupil Passport are identified to all staff and a Pupil Passport profile written.

➢ SEND students are identified to staff on the school's management information software system, Arbor using code 'K' or 'E' code for EHCP.

➢ Appropriate in-class support will then be provided by the Special Needs Department if possible or felt desirable by the school.

➢ All EHCP/PFA students have a Pupil Passport.

IDENTIFICATION PROCEDURES

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

➢ It should be noted that under achieving students in one subject will not necessarily be under achievers in all curriculum areas.

- It is the subject teacher's initial responsibility to make ordinary adapted provision as identified in the Code of Practice to meet those needs.

- A register of students identified as having SEND should be kept. This should include all students at Additional SEND support or Single Plan status and also existing Individual Pupil Funded Status as laid down in the Code of Practice. The school's management information software system, Arbor also identifies these students.

The following information is used to identify needs, implement strategies and evaluate progress.

- Information is gathered through liaison with the feeder Primary Schools.

- Information identified by the Code of Practice for Special Educational needs.

- Informal assessment (conferences, classroom observations, shadowing, subject teacher / pastoral staff comments).

- Formal Assessment (standardised, criterion-referenced and/or diagnostic) administered by the Special Needs Department.

- Use of records, medical, academic etc. from other agencies/institutes.

- School assessment procedures.

- In some cases is may be that at the request of a parent etc. certain information on a student should not be broadly available. However, the information should be made known to a core group of staff (Head Progress Lead, SENCO, member of the Executive Leadership Team).

- In some cases it will be necessary to inform outside agencies e.g. Educational Psychologist and Educational Welfare Officer.

ASSESSMENT/TESTING ARRANGEMENTS

- Assessment is an integral part of teaching which enables to meet the individual needs of students. All students in Year 7 will be assessed on entry using the CATs (Cognitive Ability Tests) and reading and spelling tests.

- In September all students are assessed on their reading and spelling and then a cohort of identified SEND students are tested twice more throughout the academic year.

- Individual Testing should be diagnostic so that suitable future targets may be agreed.

➢ Assessment should not make unreasonable demands nor expose students to undue emotional or physical stress.

➢ School assessment procedures should take into account professional judgement as well as students' and parents' own perception of their progress.

Number of SEND Students on Roll	
SEND – K	182
EHCP	18
IPFA	3
Teaching Assistants	6 Full Time 3 Part Time

These figures are subject to change

HEALTH AND SAFETY OF OUR SEN STUDENTS

The effective management of health and safety in a school with students identified with Special Educational needs must be as stringent as those for any other student.

This management must include:

1. Staff awareness of identified students and their specific needs.
2. Thorough planning of lessons and risk analysis.
3. Close liaison.
4. The implications of that Special Education Need on their learning and behaviour.

All these must be evident in both special classes for identified students and mixed ability groupings where the students identified as having specific needs have been integrated.

Categories

1) Cognition and Learning

a) Low ability/low level literacy scores.

b) Specific Learning Difficulties – dyslexia, dyscalculia, dyspraxia, dysgraphia.

c) Speech and language difficulties.

d) Low self-esteem, low levels of concentration and/or under-developed social skills.

Precautions

i) Close supervision of these students is always necessary.
ii) Constant revision and reminding of classroom rules and procedures in the case of specialised work rooms. e.g. Science Laboratories, Design and Technology areas, Sports Hall etc.
iii) Checks should be made to ensure that students with low literacy scores take notice of and are aware of health and safety notices, labels on containers, bottles and warning notices on machinery.
iv) Remove all hazards - this is good classroom management - supervision is crucial.
v) Students are aware of and understand evacuation notices and procedures in case of fire or other emergencies.
vi) Ensure that poor behaviour is not as a result of avoiding reading and writing for example.
vii) Adapt as appropriate to allow access to the curriculum.

2) Communication and Interaction

3) Social, Mental and Emotional Health

2a)   Problems in one or more of speech, language and communication.

2b)   Problems with communication as a result of specific learning difficulties.

2c)   Poor social skills.

3a)   Difficulties with emotional and social development.

3b)   Lack of appropriate social skills.

3c)   ADD, ADHD, attachment disorder, autism, anxiety disorder, disruptive disorder.

3d)   Students with a vulnerability due to emotional/mental health issues.

Precautions

i) Close supervision of these students.
ii) Constant revision of subject/classroom/workshop rules.
iii) If there is any doubt to the safety of the identified student or the others in the group at any time, the student should be removed.
iv) Staff need to be aware in grouping of these students.
v) Ensure that these students are not becoming socially excluded/isolated.
vi) Assist in the administration of medication when required.

3) Medical

Asthmatic	Physical exertion/contact with various substances.
Eczema	Contact with various substances. (Allergies)

Epilepsy	Problem with flashing lights/computer monitors.
ADD/ADHD	Behaviours can display as unpredictable.
Dyspraxia	Student presents in a clumsy manner.
Hearing Impaired	Needs to sit in a suitable position.
Vision Impaired	Should sit in a suitable position.
Physical Disabilities	

Precautions

i) All staff should be aware of students' identified medical problems that are likely to have an effect upon them in school.
ii) All staff should be aware of procedures laid down in the school's medical policy.
iii) Advice concerning individuals should be sought from Pastoral Team, SENCO, Assistant SENCO and School Nurse.

DISABILITY DISCRIMINATION ACT AND PROVISION

In accordance with the Disability Discrimination Act Code of Practice for Schools (2002) the school is able to include all pupils. Staff at South Wirral High School value pupils of different abilities and support inclusion. Within the school, staff and students will be constantly involved in the best ways to support all pupils' needs within the school. Within each subject teaching and learning styles and organisation will be flexible to ensure effective learning.

➢ Ramps to all buildings.

➢ Specially adapted toilet facilities.

➢ Lift to all floors.

Working with disabled parents and carers
South Wirral High School recognises that there will be a number of disabled parents/carers of pupils within the school and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings that are accessible and offer BSL interpreters to our deaf parents.
When a pupil starts at the school we ask the parents/carers about their access needs and then send notes/letters home in the required format e.g. large print etc.

Disability equality and trips or out of school activities
South Wirral High School tries to make all trips inclusive by planning in advance and using accessible places.

PARENTAL/EXTERNAL AGENCY PROCEDURES AND INVOLVEMENT

➢ An active partnership between the school, parents and other external agencies is the most effective way to ensure a full understanding of each student's needs.

➢ The 1993 and 1996 Education Act, the 2014 Code of Practice and the Disability Act 2001 obligate the school to involve and inform parents at every stage of the multi-professional assessment procedure. We should encourage those parents to be partners in decision-making using a person-centred approach.

➢ Parents should be given the support and guidance from school in order that they may help to offer their child the best possible education.

➢ Information for parents is available to illustrate some of the help and guidance available.

➢ All relevant agencies, including students and parents, should be involved in the process of identifying individual needs, planning support and the evaluation of that support.

➢ The role of the external agencies is broad and varied. They have a crucial part to play in the full integration of students into mainstream education.

➢ We will formally notify parents when it is decided that a pupil will receive SEN support

➢ INSET should be provided for staff, where necessary, of the nature of relevant external agencies and their procedures.

➢ The Governors of the school have a responsibility to be aware of the Special Needs Policy and the implications of that Policy. The named Governor should take responsibility and play an active role in the support provision of South Wirral High School.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

➢ We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
➢ The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data

- The views and experience of parents

- The pupil's own views

- Advice from external support services, if relevant

➢ The assessment will be reviewed regularly.

➢ All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

PROCEDURES FOR ADDITIONAL SUPPORT

➢ A whole school approach demands that every member of staff takes responsibility for every student they teach or come into contact with. Teaching Assistants will provide advice, guidance and support where necessary.

➢ Teaching Assistants are there to provide support for students and members of staff in their teaching and learning/meeting individual needs (see Job Description – Teaching Assistants – School Handbook).

➢ A process should exist where we, as a school can:

Review practice.

Agree policy.

Reshape strategy.

Make effective use of resources.

➢ Once a potential special educational need is identified, four types of action should be taken to put effective support in place. This is known as the graduated approach i.e. Assess, Plan, Do and Review.

➢ Teaching Assistant Support provision must be monitored and reviewed so that delivery is effective.

➢ Provision for students includes:

Access to all areas of the curriculum.

In class support when necessary and possible.

Curriculum adaption.

Application of learning resources e.g. Prepared Reading / Spelling, Paired Reading, Literacy Intervention, Outreach Support, delivery of programmes of work.

➢ Any students with an EHCP will have the benefit of a Pupil Passport. All staff must be aware of their responsibility in meeting the success of Pupil Passports and use of the school's management information software system, Arbor.

Staff Awareness of Identified Students with Special Educational Needs

➢ All students who have been identified as having a Special Education Need are included on the school's Special Needs Register. This will include:

- The student's name.
- Category of Special Educational Needs.
- Stage at which the student is at on the Code of Practice.
- This list will be updated every half term.

➢ All staff should have access to the school's management information software system, Arbor for each child if required. These will include; targets, strategies and Specific Needs.

➢ Staff to be updated on identified students through Newsletters and half termly faculty meetings 'LINK'.

➢ The school's management information software system Arbor is to be updated as and when necessary.

STRATEGIES FOR DELIVERY

➢ There should be effective co-operation between the Teaching Assistants and the specified faculty to ensure a planned strategy that will adapt their curriculum to suit the ability of all students.

➢ Directed time should be utilised for the Teaching Assistants and the nominated faculty representative to meet and develop strategies using a common format.

➢ INSET should be provided in order that all staff within each faculty may be made aware of the range of strategies, which can be provided, and also how these strategies may be utilised.

➢ The SENCO as part of 'new staff induction' should take responsibility to ensure that all new staff and trainee student teachers are familiarised with the policy and practice of the Special Needs Department within the school. It is the responsibility of each faculty to identify their own INSET requirements in liaison with the Special Needs Department.

ADMISSIONS

Admission arrangements for prospective pupils with SEN or a disability can be found in our Admissions Policy.

INSET

➢ The Governors recognise and acknowledge the importance of INSET for both teaching and non-teaching staff involved with students with SEND and will use their best efforts to allow resources to enable this to occur.

➢ The SENCO and INSET Coordinator will liaise over the planning for and provision of INSET. This may involve the whole school or an individual programme may be designed according to the needs of staff following reviews and appraisals.

➢ Staff training also happens informally through day-to-day contacts between staff and formally in the following ways:

Faculty Link staff meetings.

Induction of new staff and ECTs and Initial Teacher Trainees.

Training of Teaching Assistants.

INSET led by the SEND Department.

➢ It is an on-going policy of the school that Learning Support is well resourced and keeps abreast of current practices and new approaches to assisting students with SEND.

MAINTAINING AND RECORDING PROVISION

➢ Recording for students with individual needs, which have been identified via the SEN Code of Practice, should bring together a number of people's views. These views must be coordinated through the SENCO. It will then be the responsibility of the SENCO to disseminate this information to subject coordinators.

➢ Recording will take into account the notion of confidentiality. Nothing will be recorded which cannot be substantiated. Recording will be negotiated to ensure the ultimate benefit for the student.

➢ All students coming within the remit of the Special Needs Department with an existing Individual Pupil Funding Agreement or a Single Plan will each have a personal file in which diagnosis, planned action and progress will be recorded, also parent partnership, pupil participation and outside agencies.

MONITORING AND EVALUATING THE SUCCESS OF THE POLICY

➢ The nominated Governor for SEND is Mrs Amy Barr who links the Governing Body with the Special Needs Department. Effective monitoring and review is dependent upon the maintenance of accurate and up to date records. The criteria by which we will monitor and evaluate are described thus.

Parents:
1. The number of parents of students with an existing IPFA who attend or respond to Review meetings.
2. The degree to which students and parents have been consulted during Annual Reviews and Transition Plans.
3. Any pertinent feedback from students and parents.
4. Regular updating of information for parents.
5. Person-centred approach to provision.

Students:
1. Student achievement e.g. increases in reading ages and/or awards/recognition from extra-curricular activities, external examinations on school tracking systems.
2. Numbers of students who go on to Post 16 education.
3. Attendance data.
4. Student feedback to Special Needs Department.
5. Student voice booklet from existing IPFA students.

INSET:
1. Evidence of the provision and value of SEND INSET.
2. Involvement of all staff in SEND INSET issues.
3. Senior Management involvement.

External:
1. Evidence from external inspection by OFSTED.
2. Evidence from Whole School Review.
3. Any relevant reports/critiques from pertinent bodies.

This policy and information report will be reviewed by Miss V. Goode, SENCo **every year**.
It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

COMPLAINTS PROCEDURE

The Governors have agreed the following arrangements for the treatment of complaints from parents of students identified on the SEND Register or concerning the provision made by the school.

➢ In the first instance, all complaints should be directed to the SENCO, Miss V. Goode. The aim is to respond to each complaint within three working days of receipt of complaint.

➢ If the complaint is not resolved to the satisfaction of the parent or the SENCO, it will then be directed to the Headteacher.

➢ If the complaint is still not resolved it may be necessary and parents have the right to ask for an examination of the complaint by the Governing Body.

➢ If the complaint is still not able to be resolved it may be necessary to involve an independent facilitator.

➢ Parents/Carers to be provided with details of local Parent Partnership Services (WIRED).

The local authority local offer

➢ Our contribution to the local offer is: http://southwirral.wirral.sch.uk/send/

➢ Our local authority's local offer is published here: https://localofferwirral.org/

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:
- Accessibility plan
- Attendance Policy
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions