The Birkenhead Park School

SEND Policy 2022 - 23

BePART Educational Trust

Adopted by LGB: February 2023
Review Period: Annual
Review Date: September 2023
Person responsible for policy: Clerk

Section 1 - Key Staff and Contact Details

SENCO – Ms Weekes wek@birkenheadparkschool.com

Assistant SENCO – Mrs Canham mcm@birkenheadparkschool.com

Section 2 - References

This policy complies with the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2015). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Equality Act 2010: Advice for Schools DfE Feb 2013
- Teachers' Standards 2021
- Statutory Guidance on Supporting pupils with Medical Conditions December 2015

Section 3 – Aims and Objectives of SEND Provision at The Birkenhead Park School

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to make a successful transition into adulthood.
- To ensure access to a broad, well planned and effectively sequenced curriculum
- To ensure that all students can access high quality teaching where teachers use a considered repertoire of teaching strategies that can be used flexibly in response to individual needs, and that have relatively strong evidence for their effectiveness in supporting students with SEND
- To promote the idea that every teacher is a teacher of SEND
- To fully adopt the graduated approach to ensure that all students with SEND are identified early and that appropriate reasonable adjustments are put in place.
- To devise effective lines of communication between all involved: staff, parents, students, governors and other agencies.
- To ensure that structures for managing behaviour are positive and proactive, and align with structures for supporting students with SEND to avoid direct or indirect discrimination
- To promote positive relationships, emotional wellbeing and ensure strong pastoral support for students with SEND, and appropriate deployment of support staff

Section 4 – Identifying Special Educational Needs

The school recognises the definition of SEND as stated in the SEND Code of Practice 2015 (p83):

> '**A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age'.**

The four broad areas of need and support identified within the SEND Code of Practice 2015 (p86) are **'Communication and Interaction'**, **'Cognition and Learning'**, **Social, Mental and Emotional Health'** and **'Sensory and/or Physical Needs'** and the school works within these definitions.

The identification of SEND is built into the whole school approach to monitoring the progress and development of all students.

The SEND Code of Practice 2015 (p83) states that the benefits of the early identification of SEND are widely recognised and, when combined with effective provision, lead to improved outcomes for young people. The school uses a variety of whole school screening on entry to accurately assess students' skills and attainments, including GL assessments, CATs, and an analysis of KS2 SATs levels.

For some young people, SEND difficulties may only become evident as they develop and the school aims to be alert to emerging difficulties. School staff will always listen and respond when parents express their concerns around their child's development or learning needs. Likewise, concerns expressed by students themselves are noted and acted upon.

The SEND Code of Practice 2015 (p 85) states that 'persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND'. The school staged behaviour systems and processes are fully integrated into SEND provision and concerns will be referred to the SENCO by pastoral staff. This may result in additional assessments to determine any causal factors, such as undiagnosed learning difficulties or mental health needs. In the case of family or environmental circumstances which may be contributing to the presenting behaviours an Integrated Front Door (IFD) referral is made to access additional services to support the family.

Section 5 – A Graduated Approach to SEND Support and High Quality Teaching

The rationale for SEND provision at the school follows the principles outlined in the SEND Code of Practice 2015 (p88) which states that, **'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching'.**

High Quality Teaching is defined as teaching staff who:

- Are knowledgeable and well informed about supporting individual needs, i.e. who can identify barriers to learning, identify levels of prior knowledge, identify strengths and abilities, match need to appropriate support and effectively monitor and review progress
- Are adept at adapting and weaving specific approaches into everyday whole class teaching to meet individual needs – inclusive by design
- Prioritise adaptive teaching in a responsive way and provide targeted support to students who are struggling
- Use the graduated approach of 'assess, plan, do review' for students with SEND to ensure that they receive appropriately tailored support and interventions
- Take responsibility for and have high expectations for SEND students in terms of progress, achievements and outcomes
- Support students with SEND to develop independence and resilience, and to transition into adulthood

As suggested in the EEF research, teachers are encouraged to prioritise familiar but powerful strategies, such as explicit instruction and scaffolding, to support their students with SEND. Teachers use a range of responsive teaching strategies to collect data within the lesson and identify and address misconceptions immediately. This will include live conversations with students and additional unpacking and explanation of the material and concepts. All students should have the opportunity to do something that they find really hard, and teachers aim to scaffold learning to allow students with SEND to work beyond their current capacities.

The intent is to ensure that all students can access the curriculum content. Due to missed prior learning or unmet needs, some students with SEND may not have some of the required foundational knowledge and skills or been given the chance to master basics before moving forwards. When this occurs, students with SEND are likely to continue to experience difficulties, gaps in their understanding will widen and they will then not have the best chance to succeed in the future. This highlights the importance of teachers having strong subject knowledge so they can understand how best to develop and teach the curriculum to support pupils with SEND. Curriculum content needs to be prioritised effectively so that pupils with SEND can master what they most need to know before moving on.

The curriculum emphasises the development of literacy skills and interventions such as the Frayer model, disciplinary literacy and phonics for the weakest readers are embedded into classroom teaching. For years 7 ,8 and 9 and 10, all students participate in the 'Big Read' during tutor time to ensure that they experience guided reading and vocabulary work every day.

Teaching Assistant support in the school is directed towards those students who have a statement or Education Health and Care Plan (EHC Plan) or PFA (Personal Funding Agreement). Teaching Assistants have a clearly defined role in the classroom and use the EEF scaffolding framework to support their interactions with students and develop independent learning skills. Teaching Assistants focus on supporting access to the curriculum rather than delivering interventions to reduce the risk of social exclusion and over-reliance on a single adult.

All students with SEND have a personalised plan which teachers use to gain a clear understanding of the needs of their students, and to be able to use and evaluate distinctive teaching approaches to engage and support them. The plan is collated from specialist external assessments and is shared with parents for their input and feedback. It highlights potential barriers to learning and an overview of personalised strategies to provide support, and teachers are expected to select those most relevant to their subject and observations of the student.

Section 6 - Managing Students on the SEND Register

The initial response to any concerns around progress would be classroom based and led by the teacher. They may review the personalised plan for the student and utilise a different strategy or seek support from the SENCO.

For students with potential SEND, or those who are not making progress despite additional support, the SENCO will consider referrals to external agencies for specialist assessments. This is agreed in partnership with parents and they are part of the decision-making. Referrals may be made to the Speech and Language service, Child and Adolescent Mental Health Services(CAMHs), Community Paediatricians, Occupational Therapy, Sensory Service, Educational Psychologist (EP), Autistic

Spectrum Condition Specialist Team or the Special Educational Needs Advisory Team (SENATT). The outcomes of any specialist assessments are incorporated into the personalised plan for the student.

Students may exit the SEND Register if they are no longer meet the threshold for SEND Support.

Section 7 – Supporting Students and Families

The Wirral Local Offer is available at www.localofferwirral.org. This website provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other, local, support services. It intends to enable parents to have more choice and input into the support that their child receives.

For transition between KS2-3, students with SEND are identified through the whole school induction process which starts in the spring term. Any student who may be vulnerable around transition is then offered an enhanced transition which may involve additional visits to the school and individual meetings with key staff. The SEND team attend transition meetings and meet with the primary SENCOs to exchange information.

Year 11 students with SEND are supported with their post-16 planning and transition to further education, apprenticeships or training providers by their Year Leader In addition, Careers Connect staff offer enhanced information and guidance to students with SEND and support is available at lunchtimes and form times to complete application forms.

Section 8 – Supporting Students at School with Medical Conditions

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

A Teaching Assistant is the identified Healthcare Co-ordinator within the school. The role involves generating Healthcare Plans for individual students with input from health professionals and families, sharing information with staff, providing specialist training on particular health needs and determining school policies. They are part of the SEND team and works closely with Ms Weekes.

The school follows the DfE guidance on administering medication in school and this is managed the Teaching Assistant team. Parents are advised of the requirements for a signed consent form detailing the medication to be administered, timings, dosages and possible side-effects.

Section 9 – Monitoring and Evaluation of SEND

The SEND policy is monitored and reviewed annually. The SENCO works with Heads of Faculty to monitor and support the provision of high quality teaching and teachers' understanding of their students' individual needs.

Section 10 – Training and Resources

The delegated SEND budget is used primarily to fund enhanced staffing within the SEND team. The school has a team of Teaching Assistants and an Assistant SENCO who are line-managed by the SENCO. Funding is also allocated to buying in specialist services where necessary.

The CPD plan for this academic year is linked to the School Improvement Plan and focusses on teachers planning for Quality First Teaching and ensuring that all students, including those with SEND, are engaged and supported.

Section 11 – Roles and Responsibilities

The SEND Governor is Professor Aspinall, Chair of the Local Governing Body. Her role is to support Ms Weekes in determining the strategic development of SEND at The Birkenhead Park School and ensuring that the Local Governing Body is informed and up-to-date on SEND provision within the school.

Section 12 – Dealing with Complaints

The school has a Complaints Policy which is available on the school website. Initial complaints relating to SEND in school would generally be resolved by Ms Weekes, SENCO and a meeting offered to parents. The Local Authority also provides an independent resolution service, Wirral SEND Partnership. Their website is www.wired.me.uk..

Ms Weekes
Assistant Headteacher/SENCO
November 2022