



SEND Policy 2020-2021



The
Birkenhead Park
School

Adopted by LGB: November 2020
Review Period: Annual
Review Date: November 2021
Person responsible for policy: Clerk

SEND Policy 2020-2021

Summary

Assessment and Identification

- The school believes that every teacher is a teacher of SEND. All students with SEND will have their needs met through a broad, balanced and accessible academic and social curriculum. Students with SEND are fully included in all aspects of school life.
- 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. These areas exemplify the range of need for which the school is able to identify and provide support within the school's provision.
- The identification of SEND is built into the whole school approach to monitoring the progress and development of all students.

Teaching and Learning

- 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'**.
- SEND provision is structured around the 'assess, plan, do, review' model suggested in the SEND Code of Practice (p89-90) and this process is fully integrated into the whole school teaching and learning policy. All faculties follow highly structured Learning Programmes which focus explicitly on the required skills, knowledge and understanding that students need to acquire in order to make progress.
- The curriculum is modified and adapted to meet student needs and ensure that student needs are catered for within classrooms.
- Teachers are provided with detailed information and individualised strategies for SEND students.
- There is a focus on developing vocabulary and literacy skills across the curriculum.
- Students in years 7 and 8 take part in the 'Big Read' every morning to develop their reading skills.
- SEND training is included in the whole school CPD programme, and is linked to developing pedagogy and a range of evidence-based strategies.

Pastoral Support

- The school has integrated the safeguarding, pastoral and SEND teams to ensure that all aspects of a child's needs are supported.
- The Pastoral Leader / Year 7 Pastoral Leader manage the pastoral team and discuss any emerging concerns on a weekly basis.
- Students in KS3 take part in fortnightly 'Character' lessons, which focus on developing the skills of respect, kindness and tolerance.

SEND POLICY 2020 - 2021

The Special Needs Coordinator (SENCO) at The Birkenhead Park School is Ms Weekes. She can be contacted on 0151 652 1574 or offices@birkenheadparkschool.com. Ms Weekes is a qualified teacher with a PGCE in Geography and SEND and she has attained the National SENCO Award and the National Professional Qualification for Headship (NPQH). Ms Weekes is an Assistant Headteacher and works closely with the Headteacher to determine the strategic priorities for Special Educational Needs (SEND). Mrs Canham has been newly appointed as Assistant SENCO in September 2020 in order to add capacity to the team.

Compliance

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
- School SEND Information Report Regulations (2014)
- Teachers' Standards 2013
- Statutory Guidance on Supporting pupils with Medical Conditions 2014
- The Birkenhead Park School Safeguarding Policy
- The Birkenhead Park School Accessibility Plan

Section 2 – An Overview

Aims and Objectives of SEND Provision at The Birkenhead Park School

- To create an ethos and educational environment that is person-centered and focuses on the views and needs of the students and their families.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the Code of Practice (2015) in emphasising that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. (p86). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all students with SEND and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a 'person-centered approach' fostering and promoting effective collaboration with children/young people, families and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for students with special educational needs and/or disabilities.
- To be proactive in enabling full access for students with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.
- To provide a Special Educational Needs Co-ordinator who will lead SEND provision within the school and provide support, advice and training for staff.

Section 3 – 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. These areas exemplify the range of need for which the school is able to identify and provide support within the school's provision.

The identification of SEND is built into the whole school approach to monitoring the progress and development of all students. Low attainment and relatively slow progress are not indicators of SEND. The school recognises that whole school planning should focus on two categories of students – a target group of those who are underachieving and less-experienced learners and those who have SEND. In addition, the school identifies other areas of vulnerability which may impact on progress and

attainment, for example, disability, attendance, Free School Meals (FSM), English as an Additional Language (EAL) and Looked After Children (LAC).

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, MidYiS, NFER reading test and an analysis of KS2 SATs levels.

The purpose of identification is to inform the action that the school needs to take, rather than to categorise the student. The school considers the need of the whole child and may focus assessments on areas other than academic attainment, for example, social needs or behavioural issues. 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. The school has developed an approach to focus on the student's risk and protective factors and inform referrals to other agencies. 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. A Common Assessment Form (CAF) may be completed to initiate support at Team around the Family (TAF).

Section 4 – A Graduated Approach to SEND Support

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**'.

SEND provision is structured around the 'assess, plan, do, review' model suggested in the SEND Code of Practice (p89-90) and this process is fully integrated into the whole school teaching and learning policy. All faculties follow highly structured Learning Programmes which focus explicitly on the required skills, knowledge and understanding that students need to acquire in order to make progress.

Summative assessments are analysed and diagnostic feedback is provided in books which generates a dialogue with the student through their written response. This process is underpinned by the SEND Code of Practice 2015 (p88) which states that, '**schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement**' and that, '**information on student progress should include high quality and accurate formative assessment**'. Teaching staff use a range of responsive teaching strategies to identify and address misconceptions and to further adapt their planning.

Teachers follow a process of planning high quality teaching using a range of evidence based strategies which are useful for students with SEND, and then increase the level of differentiation and personalisation for those learners with SEND that need more individual planning. All staff have been trained by the SENCO to make use of the 'curriculum adaptations' document as a reference and planning tool to enable inclusive teaching approaches with a range of SEND. This approach is suggested by the SEND Code of Practice 2015 (p88) which recommends that teachers have an understanding of strategies to support vulnerable students and high-incidence SEND. Teachers are encouraged to have person-centred conversations with students to agree on the barriers to learning and support strategies and ensure that students participate in decision making.

The curriculum is modified to meet student needs and ensure that student needs are catered for within classrooms. The English curriculum emphasises the development of literacy skills and interventions are embedded into classroom teaching. For years 7 and 8, all students participate in the 'Big Read' during tutor time to ensure that they experience guided reading every day. This approach is designed to minimise excessive withdrawal and wave three interventions as reading and writing skills are part of the wave one curriculum. As stated in the SEND Code of Practice 2015 (p14), 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

Teaching Assistant support in the school is directed towards those students who have a statement or Education Health and Care Plan (EHC Plan). The deployment of Teaching Assistants is focussed on the SEND groups in each year where smaller teaching groups allow more targeted differentiation and a slower pace of learning. Teaching Assistants work in a keyworker role and work closely with the relevant pastoral teams. They will also attend multi-agency meetings, LAC reviews and annual reviews. The principles of Teaching Assistant support are outlined in the document 'Effective Deployment of Teaching Assistants' and include a focus on student progress and developing independent learners.

Children with a statement or EHC Plan are supported by a Person-Centred Plan (PCP) which summarises their aspirations, an overview of their needs, what is important to them and the specialist advice generated through the assessment. The school does not use Individual Educational Plans (IEPs) or additional SEND targets – all outcomes are focussed on the aspirational curriculum targets. Progress towards these targets is reviewed on a half termly basis alongside attendance and behaviour data.

Managing Students on the SEND Register

Assessment data is shared with parents on a termly basis so that they know the progress that their child is making and their expected outcomes. All assessments generate written teacher feedback which students are expected to respond to so that they know the 'next steps' in their learning. In addition, time is built into the Learning Programmes for review and reflection at the end of each Learning Programme. In addition, annual parents' evenings allow subject teachers and parents to have detailed discussions on student progress. Assessment data is regularly reviewed by the SEND team to review the criteria for inclusion on the SEND register.

The initial response to any concerns around progress would be classroom based and involve modified teaching strategies developed in dialogue with the student. If a child does not respond to a wave one intervention then the subject staff would deploy wave two faculty interventions in the first instance, for example, additional scaffolding in lessons. There may also be a consultation with the SENCO. If

concerns persist or worsen then the SENCO would consider referring to external agencies after consulting with parents.

For students with higher levels of need, or those who are not making progress with school resources and interventions, 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 school support for the student and are shared with staff. Some children with complex difficulties are supported through regular multi-agency meetings which focus on issues around SEND.

In addition, some students with SEND may be supported by Social Care or Looked After. In these cases, the Safeguarding Officer attends multi-agency reviews and planning meetings and information is shared with the SENCO so that all barriers to a student's learning can be considered. The SENCO or a Teaching Assistant keyworker will attend multi-agency meetings with Social Care if there are particular concerns. The Safeguarding Officer is line-managed by the SENCO to ensure that the approach to SEND and other vulnerabilities is cohesive and integrated into school systems.

Section 5 – Criteria for Exiting the SEND Register

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

Section 6 – 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.

The SEND Policy and SEND Information Report are available on the school website www.birkenheadparkschool.com in the 'parents' section under the 'SEND School Offer' tab.

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.

Students with particularly complex needs are offered a 'SENCO-led' transition which may involve classroom observations, Person-Centred Planning and attendance at multi-agency meetings. The admissions policy is available on the school website.

Year 11 students 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. Visits to post-16 placements to meet key staff are available

and key information is shared with SEND teams. The Teaching Assistant team will arrange and support individual visits to build confidence and allow students to make informed choices. Parents are involved through the annual review process. Students who have support from Social Care as they are Looked After or at Child Protection are directed to the Pathway team through multi-agency meetings with Social Care.

Access arrangements for external exams are provided for those students on the SEND Register who meet the criteria. The school buys in specialist support from the Special Educational Needs Advisory Team to enable the relevant documentation and assessments to be completed.

The school has integrated the safeguarding, pastoral and SEND teams to ensure that all aspects of a child's needs are supported. Daily pastoral care is provided by the form tutor who ensures that all students are 'ready to learn'. The Year Leaders are non-teaching staff and their role involves daily classroom visits and availability at break and lunchtimes. The Pastoral Leader / Year 7 Pastoral Leader manage the pastoral team and discuss any emerging concerns on a weekly basis. The Safeguarding Officer role provides additional in-school support for children with social vulnerabilities and will also sign-post families to outside agencies that may address family or environmental issues. The school has an 'in-house' Educational Welfare Officer (EWO) who supports students and their families with attendance issues. The school has access to a School Nurse, a Youth Worker through the Health Services in School programme and a qualified counsellor from Brook.

Section 7 – 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. Students with medical conditions may also have SEND and may have a statement, or Education, Health and Social Care Plan which brings together health and social care needs, as well as their special educational provision. EHC Plans are managed in line with the SEND Code of Practice (2015).

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 Healthcare Co-ordinator recently attending training on the updated DfE guidance on 'Supporting Students at School with Medical Conditions' and updated school processes accordingly.

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 8 – Monitoring and Evaluation of SEND

The monitoring and evaluation of the quality of provision for students with SEND is integrated into whole-school quality assurance processes. The academic progress of students with SEND is analysed at termly review meetings between Heads of Faculty and the Senior Leadership Team to ensure that the curriculum meets the needs of all students. Similar meetings involving Pastoral Leaders focus on

attendance and behaviour. The quality of teaching for students with SEND, and the effective deployment of Teaching Assistants, is a focus of these reviews. These processes ensure a continual review and focus on outcomes for all students, including those with SEND.

Section 9 – Training and Resources

The delegated SEND budget is used primarily to fund enhanced staffing within the SEND team. The school has a team of 4.8 full time equivalent Teaching Assistants and 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 high quality teaching and learning for all students as part of the 'Ambition Institute' approach. Training on curriculum adaptations and the barriers to learning for students with SEND is considered within a focus on pedagogy and evidence based strategies.

Training on SEND issues is linked in with whole-school priorities and the School Improvement Plan. In addition, training would be planned if a student has a low incidence need and staff need specialist support. SEND training is included in the induction process for new teachers and support staff so that they are aware of school policy and approaches.

Section 10 – 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.

The team of Teaching Assistants is line-managed and deployed by the SENCO.

The Designated Safeguarding Lead for child protection and safeguarding in the school is Ms Weekes. Mr Mee, Deputy Headteacher, and Mrs Bentley, Safeguarding Officer, are also trained as a Designated Safeguarding Leads.

The Pupil Premium budget is managed by the Headteacher. The Pupil Premium Report can be found on the school website.

The Healthcare Co-ordinator is line-managed by Ms Weekes.

Section 11 – Storing and Managing Information

Information and all documentation on students with SEND are stored in filing cabinets in a locked SEND office. All practice complies with the school's data protection and data retention policies.

Section 12 – Reviewing the Policy

The SEND Policy will be reviewed annually by the Local Governing Body.

Section 13 – Accessibility

The Disability Discrimination Act, as amended by the SEND and Disability Act 2001, placed a duty on all schools to increase over time the accessibility of schools for students with disabilities and to implement their plans. The school Accessibility Plan is available on the website.

Section 14 – 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. This is an impartial, independent and confidential service which gives free information, advice and support about matters related to SEND for parents and carers of children aged 0-25. The service gives practical, factual and impartial support to enable parents and carers to participate fully in decisions around education, health and social care. Their website is www.wired.me.uk. The school works closely in partnership with Wirral SEND Partnership and ensures that they are regularly briefed on our SEND provision.

Section 15 – Bullying

The school recognises that SEND and/or disability may make a student vulnerable to bullying and discrimination. The school actively promotes tolerance and understanding through direct work on spiritual, moral, social and cultural provision in form-times and assemblies.

Ms Weekes

Assistant Headteacher/SENCO

September 2020