



# West Kirby Grammar School

## SEND Policy

### SEN Policy: Introduction:

Staff and Governors of West Kirby Grammar School are committed to ensure that all students reach their full potential. We emphasise social, emotional and academic inclusion. We have a commitment to celebrating diversity within our School community and creating an environment where everyone can flourish, progress and reach their true potential.

All students will be supported to ensure their learning needs are identified and met.

### Definition of Special Educational Needs (SEN) and Disability (SEND):

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years (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.' Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

'A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 mainstream post-16 institutions.'

### Key Roles and Responsibilities

The SENDCO, Mrs Alexandra Duffey, is responsible for the co-ordination of SEND provision within the school.

Mrs Karen Cliffe, Assistant Headteacher (Pastoral) is the member of the Leadership Team who oversees SEND matters.

SEND Governor is Mrs Lesley Broadbere. She has the responsibility for monitoring policy implementation and liaising between the SENDCO and Governing body.

The Designated Safeguarding Lead (DSL) is Mrs Karen Cliffe, Assistant Headteacher:

### Aims

At West Kirby Grammar School, all pupils, regardless of their particular needs, are provided with inclusive teaching, which will enable them to make the best possible progress and to feel that they are a valued member of the wider School community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them using national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst ensuring that they have access to a broad and balanced curriculum.



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Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

### Objectives of the Policy:

To provide an education that enables all children and young people to make progress so that they:

- achieve their best
- become confident, resilient individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The SEND code of Practice identifies four Categories for Special Educational Needs and Provision:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

(See Appendix for more detailed information)

### Process of Referral and Intervention:

Our teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, the SENDCO, teachers and parents should, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual students.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. *The majority of our students can make progress through such teaching.*

### Identification, Information Gathering and Review:

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

At West Kirby Grammar School, we carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.



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Important: By defining a child or young person as having SEND does not mean that they will automatically be placed on the SEND register (see below) and it may be the case that should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the register at some future point.

### The SEND Register and Categories:

The SEND categories we use are:

- Level 0: Non Register Support (e.g. EAL support, etc.)
- Level 1: Additional SEND Support
- Level 2: EHCP Levels 2 and 3

### The SEND Register:

The SEND register comprises of two categories. The highest category of need is represented by students who have an Education, Health and Social Care Plan (EHCP). These students require additional resource, provided either out of the School's own funding (EHCP Level 2) or via a combination of the School's funding plus 'top-up' funding provided by the Local Authority (EHCP Level 3).

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having 'SEND Support' (K) and they form the second category of students whom we place on the SEND register. Students in this category receive a Person Centred Plan (PCP), a key element, which is drawn up and monitored in a similar way to that within an EHCP, but which has a lower level of resource attached to it.

Note: In addition to the two categories above that appear on the register, we also have identified groups of children who may require extra support but who do not appear on the register (SEND Level 0).

These students will receive targeted support in the classroom from their teachers. They may also receive an individual plan in the form of a Support Plan, a document which serves to indicate their needs to teachers as well as summarise the key aspects of their needs and strategies that can usefully be adapted in the classroom.

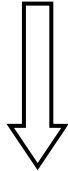


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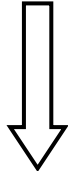
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### Determining the Level of Support Required:

Student Identified as Cause for Concern by referrers, who will be either teachers, other school professionals, parents or outside agencies and referral form must be completed.



Information Gathering



**Decision:** Is the student SEND or not? If so, at what level?

Level 0: Classroom based awareness and support where necessary

Level 1: Additional SEND Support and student placed on the register

Level 2: Education, Health Care Plan



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### **SEND Level 0 Support:**

Support Plan to raise awareness, where appropriate and advise on classroom strategies

### **SEND Level 1 Support:**

Person Centred Planning with parental involvement  
Additional SEND Support Plan  
SEND Interventions (Small group learning and progress support)  
Medical/physical support to enable access to school facilities

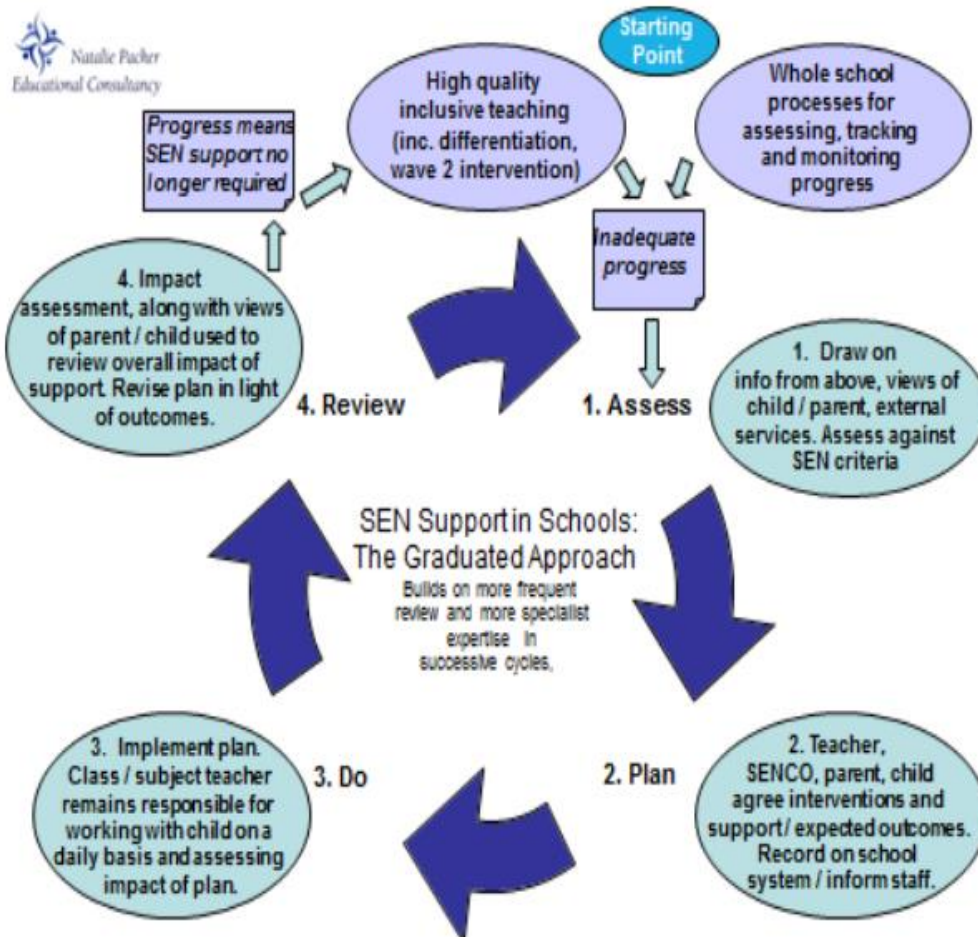
### **SEND Level 2 Support:**

Person Centred Planning with parental involvement  
Education Health Care Plan (Level 2: Internal Process) or Education Health Care Plan (Level 3: External Process requiring additional funding)  
SEND Interventions planned in conjunction with External Agencies (where appropriate)

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### The Process of Individual Planning:



#### The four part cycle:

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEND Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets



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for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support. This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

### **Person Centred Planning and Consultation with Parents and Students:**

A key element of the 2014 legislation is to ensure that children, young people and their families and carers are central in the process of creating both forms of plan. At West Kirby Grammar School, we will ensure that this is the case by adopting a Person Centred Planning (PCP) approach to the creation of plans.

This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents, carers and, where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families. Our staff follow a structured approach to this process and our aim is to write a structured plan that properly reflects the key views, concerns and wishes of the young person and their family.

In the case of EHCP's, the planning process will often cover provision within education but also, where needs dictate, provision within health and social care. Clearly when this is the case, we operate a multi-agency approach to support. (Depending on the specific nature of the young person's needs, West Kirby Grammar School may be the lead agency when organising the creation of the plan, or in some cases it may be an external health or social care agency that takes on this role).

For students on a Level 0 support plan the process of creating the plan is essentially the same, in that it seeks to gather the young person's feelings and views in relation to their learning and needs, as well as their parent's/carer's views. The essential difference in comparison to EHCP's is that these plans are completely internal and focus entirely on educational provision and support within West Kirby Grammar School.

### **Admission Arrangements:**

West Kirby Grammar School will admit students with already identified SEND, if they pass the 11+ test, as well as identifying and providing for those not previously identified as having SEND.



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### **Facilities for SEND Students or Students who are disabled:**

The School works with students with physical disabilities and their parents and carers to enable them to participate in School life as fully as possible.

The School has full wheelchair access and works with relevant organisations and agencies to adapt the environment and curriculum to ensure continuing access.

### **Complaints Procedure:**

The School aims to be sensitive to the needs of the students and their parents. The SENDCO is able to meet parents at mutually agreed times to discuss the needs of their children and the School's provision for them, including aspects such as health, progress, behaviour at home and at School; factors contributing to difficulties students may be facing and further steps the school might take.

Should any concerns or complaints arise, the School's Complaints Policy is available on the website or on request from the Headteacher's PA and outlines how to raise these concerns and how they will be addressed.

### **Parents' Right of Appeal:**

Following a statutory assessment of SEND by the LA parents, have a right to appeal about the decision to the Special Needs Tribunal.

The following reasons may be used by parents to appeal:

- Refusal to make a formal assessment of the child's SEND
- The LA has refused to issue a Statement or EHCP

Parents may value independent advice and support when their child is being assessed for a possible Statement or EHCP. This can be sought from Parent Partnership.

*This policy has been written in light of the Children's and Families Act 2014 and the SEND Code of Practice that is contained within The Act. SEN policy at West Kirby Grammar School is also guided by the demands and guidance contained within the Disability Equality Act 2010.*





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### Appendix 1: Further Information about the Four Areas of Special Educational Need:

#### 1) Communication and Interaction:

Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

#### 2) Cognition and Learning:

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to



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support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

### 3) Social, mental and Emotional Health:

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. **Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their students and students with emotional, social or mental health difficulties. This should be described in their**



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published SEND policy and schools should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

#### 4) Sensory and/or Physical Needs:

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties and further details can be found later in this section.

Some children and young people require special educational provision. It is this group that should be identified as having a SEND.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

#### Disabled Children and Young People:

Many disabled children and young people also have a SEND. Where this is the case, access arrangements and other adjustments should be considered as part of SEND planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

The specific duties that schools, early years providers, post-16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010 the key elements are as follows:

- They **must not** discriminate against, harass or victimise disabled children and young people;
- They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is



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anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

The duties on early years providers that are not schools cover discrimination in the provision of services: the terms on which services are provided; the termination of a service; and any other detriment. Early years providers that are not schools are required to make reasonable adjustments to procedures, criteria and practices; by the provision of auxiliary aids and services; and by physical alterations.

The duties on schools cover discrimination in admissions; the provision of education and other benefits, facilities and services; exclusions and any other detriment. Schools are required to make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Schools **must** also publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access, for disabled students, to the curriculum, the physical environment and to information. Plans and strategies **must** be reviewed and revised every three years.

Governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

The duties on Further Education Institutions within the Post-16 sector cover: admission; the education, course or qualifications offered to the student; and access to recreational or training facilities. Further Education Institutions **must** make reasonable adjustments to procedures, criteria and practices, by the provision of auxiliary aids and services and by physical alterations.

Further Education Institutions, local authorities and maintained schools, maintained nursery schools and academies and free schools are covered by the public sector equality duty and must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

The Department publishes detailed guidance for schools on their duties under the Equality Act 2010 which is available on [the Department's website](#).

The Equality and Human Rights Commission also provides technical guidance for school and FE institutions and guidance on reasonable adjustments.



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### Appendix 2: Contact Details of Support Services:

Key support services with whom we work in close conjunction are:

Agency	Contact Details
Child and Adolescent Mental Health	Adcote House, Oxton 0151 670 0031
Community Paediatrics	St Catherine's Health Centre 0151 514 2500
The Speech and Language Therapy Service	0151 514 2334
Occupational Health	0151 514 2500
Physiotherapy	0151 514 2500
Wirral LA Sensory Service	0151 346 6608
Wirral Educational Psychology Service	Hamilton Building, Conway Street, Birkenhead, Wirral, CH41 4FD 0151 666 4377

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	Full Governors
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Review:	Annually
Date Reviewed by Committee:	9 September 2019
Reviewed Document Adopted by FGB:	9 September 2019
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