



**West Kirby**  
Grammar School

## SEND Policy

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	Full Governors
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### **1. Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

#### **1.1 Our Vision**

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.

At West Kirby Grammar School, all pupils, regardless of their additional needs, are provided with inclusive teaching which aims to allow each student 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.

#### **1.2 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

## 2. 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 SEND and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

## 3. 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 pupil has SEND if they have a learning difficulty or disability that 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 the 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 provision that is '**additional to, or different from**', that made generally for other children or young people of the same age by mainstream schools.

Early identification of pupils with SEND is crucial in overcoming barriers to learning and ensuring their wellbeing. The SENDCO works closely with teaching staff and school leaders to ensure that early identification occurs. At West Kirby Grammar School we use a number of indicators to identify students with special educational needs:

- Teacher, pastoral or support staff concerns.
- Parental concerns
- Transition information from previous schools
- Information provided from outside agencies
- Analysis of data including CAT4, reading ages, subject assessments.
- Analysis of the impact of short-term interventions

## 4. Roles and Responsibilities

### 4.1 The SENDCo

The SENDCo is Lavelle Windle ([lwindle@wks.net](mailto:lwindle@wks.net))

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high- quality teaching
- Advise on the graduated approach to providing SEND 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 (LA) and its support services
- Liaise with potential next providers of education 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 SEND up to date.

### 4.2 The SEND governor

The SEND governor is Mrs Katie Shorrock

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### 4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

and/or a disability.

#### **4.4 The class teacher**

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 SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5. Process of Referral and Intervention**

Subject 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.

The SEND Code of Practice identifies 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.

#### **5.1 Identification, Information Gathering and Review**

West Kirby Grammar School's particular arrangements for assessing and identifying students as having SEND also form a part of our published Local Offer, which was produced in consultation with parents/carers in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

We recognise the definition of SEND as stated in the Code of Practice 2015: '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' (p. 94 para 6.15).

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**

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

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.

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.

**Important:** By defining a child or young person as having SEND does not mean that they will automatically be placed on the SEND register 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.

## **5.2 What is not SEND but may impact on progress and attainment.**

This includes:

- Attendance and punctuality
- Health and welfare
- Disadvantaged students
- Looked after children
- Being a child/young person of servicemen/women
- EAL
- Being a young carer
- Certain medical conditions

The SEND categories we use are:

- Level 0: Non Register Support (M)
- Level 1: Additional SEND Support (K)
- Level 2: EHCP Levels 2 and 3 (E)

## **5.3 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' 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), 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.

#### 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

#### **5.4 The process of individual planning**

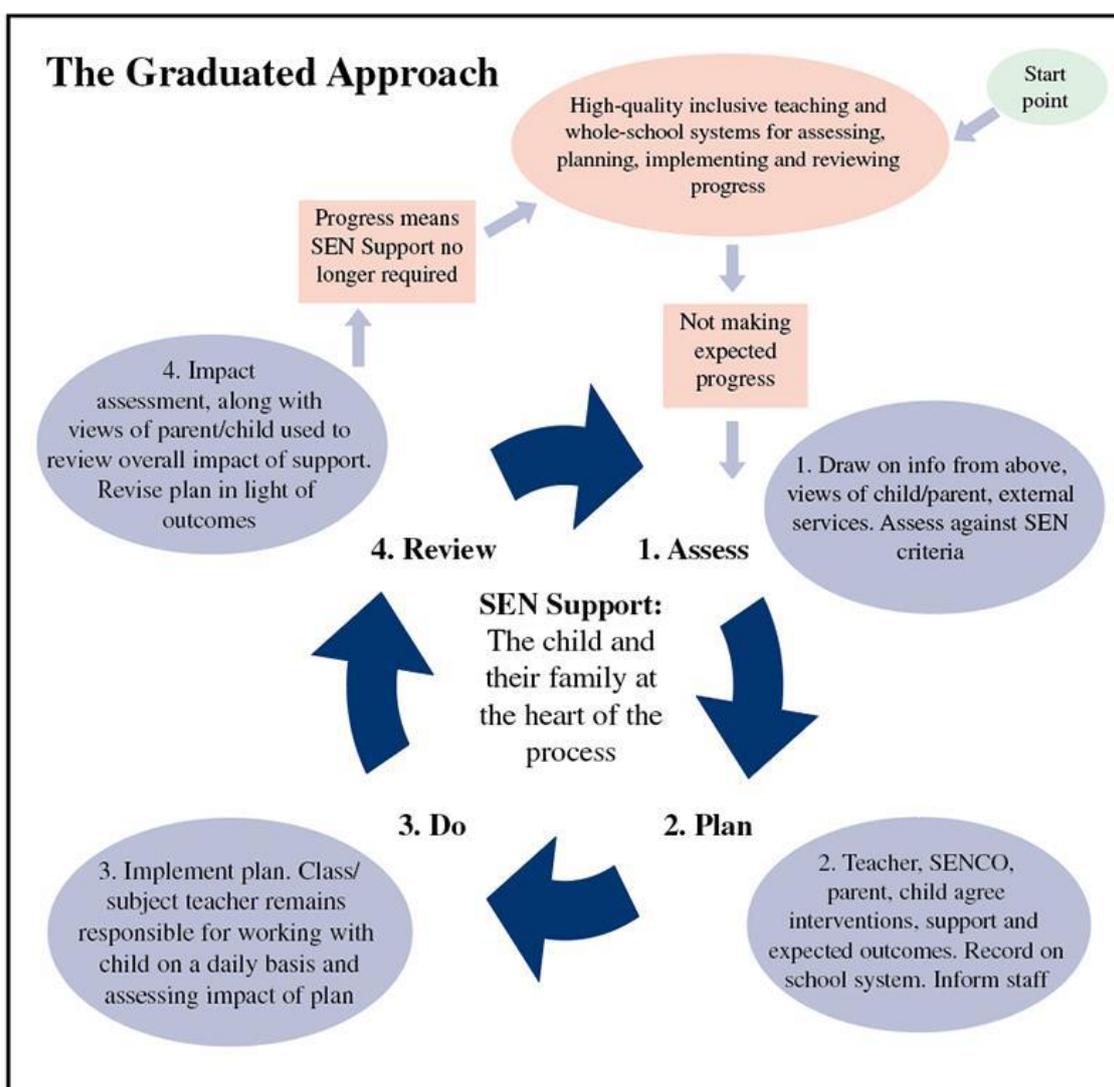
High-quality teaching is a priority for all students including those with SEND. Where a student is identified as having SEND, adaptations are made to remove barriers to learning and to put effective special educational provision in place. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

**West Kirby Grammar School uses the graduated approach when assessing and reviewing the progress of students with special educational needs.**

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 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.

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

A key element of the SEND Code of Practice 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).

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo yearly. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **7. 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.

### **7.1 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.*

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