



West Kirby
Grammar School

SEND Policy

Administration Use:	
Statutory/Non-Statutory:	Statutory
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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.

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

3.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

3.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

4. Roles and Responsibilities

4.1 The SENDCo

The SENDCo Gemma Ravenwood (gravenwood@wks.net)

They will:

- Inform any parents/carers that their child/ward may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN receive appropriate support and high- quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- 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, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification

of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

4.2 The SEND governor

The SEND governor is Mrs Katie Shorrocks

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 SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- 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:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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

4.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

4.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

4.6 Thrive

Thrive forms part of our graduated response to supporting emotional wellbeing and removing barriers to learning.

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 SEN. 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 SEN 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)

* Level 0 is not part of the statutory SEND register. It reflects targeted classroom support and monitoring where additional needs have been identified but SEND criteria have not yet been met.

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 graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor / Edulink and will be made accessible to staff in a Pupil Centred Plan (PCP).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

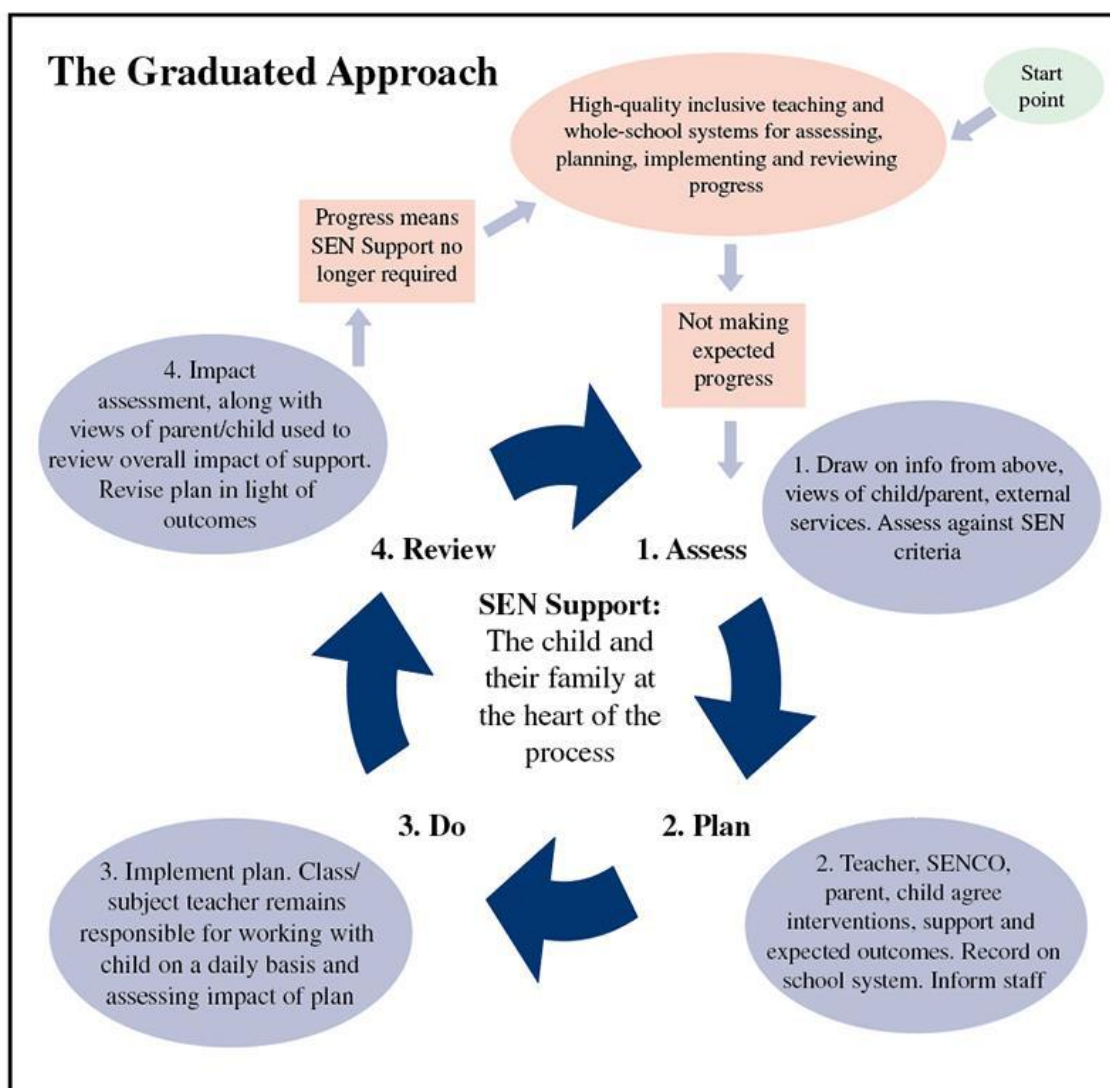
4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.



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 SENCo 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.

8. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- Behaviour policy
- Equality policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy