

Special educational needs (SEN) information report 2025

Approved by: Mr S Clarke

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Dear parents and carers,

At West Kirby Grammar School (WKGS) we are committed to ensuring that every student – including those with Special Educational Needs and Disabilities (SEND) – is supported to achieve their full potential academically, socially and personally.

This report explains how we identify and support students with SEND, and how we work with parents, carers and external professionals to ensure every student flourishes within our inclusive community.

If you would like to know more about our arrangements for SEND, please refer to our SEND Policy on the school website or contact our SENDCo directly.

1. What types of SEN does the school provide for?

Students are identified as having SEND when they experience a significantly greater difficulty in learning than others of the same age or have a disability that hinders their access to education (SEND Regulations 2014).

WKGS provides support for students with a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC), speech and language difficulties, social communication needs, auditory processing difficulties
Cognition and learning	Dyslexia, dyspraxia/DCD, dyscalculia, moderate learning difficulties, severe learning difficulties
Social, emotional and mental health	ADHD, attention difficulties, anxiety-related needs, emotional regulation difficulties
Sensory and/or physical	Sensory processing differences and difficulties, hearing impairment, visual impairment, physical disabilities

2. Which staff will support my child, and what training have they had?

At West Kirby Grammar School, our SEND provision is delivered by an experienced team who work closely with students, families and staff to ensure that every young person receives the support they need to thrive academically, socially and personally.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs G Ravenwood (Senior Assistant Headteacher) – gravenwood@wkgs.net

Mrs G Ravenwood is an experienced practitioner and Senior Leader who added the role of SENCo in 2024, recently completing the National Award in Special Educational Needs Co-ordination.

SEND Manager

Our SEND Manager is Debbie Lidgett and our Student Support Coordinator is Miss J Macaulay

This role provides day-to-day support within the SEND team, including coordinating Person-Centred Plans (PCPs), liaising with teachers, and supporting assessment and transition work.

Subject teachers

Every teacher at WKGS is a teacher of SEND. Staff are trained to deliver high-quality, adaptive teaching and to use PCPs to plan effectively for individual needs. Ongoing training includes:

- Strategies for autism and communication and interaction needs
- Supporting students with ADHD and SEMH needs
- Approaches for literacy, dyslexia and specific learning difficulties
- Effective scaffolding, pre-teaching and vocabulary instruction
- Understanding and implementing JCQ access arrangements
- Regular SEND updates delivered through briefings, CPDL and departmental guidance

Whole-school Quality Assurance includes learning walks with a focus on inclusion and SEND practice and provides timely feedback to ensure that inclusive practice is embedded across the curriculum.

Pastoral and Wellbeing Team

We have a strong pastoral team who work closely with the SEND department to support students with their emotional, social and mental health needs. This includes:

- Wellbeing Manager – Ms D. Lidgett
- Pastoral Support Assistants (PSAs)
- Heads of Year (Years 7–13)

Students also have access to the Thrive Hub, a calm and supportive environment where they can seek one-to-one support, self-regulate or access guided wellbeing interventions. Pastoral Support Assistants (PSAs) and the Wellbeing Manager support students with issues ranging from anxiety and emotional regulation to peer relationships and organisation.

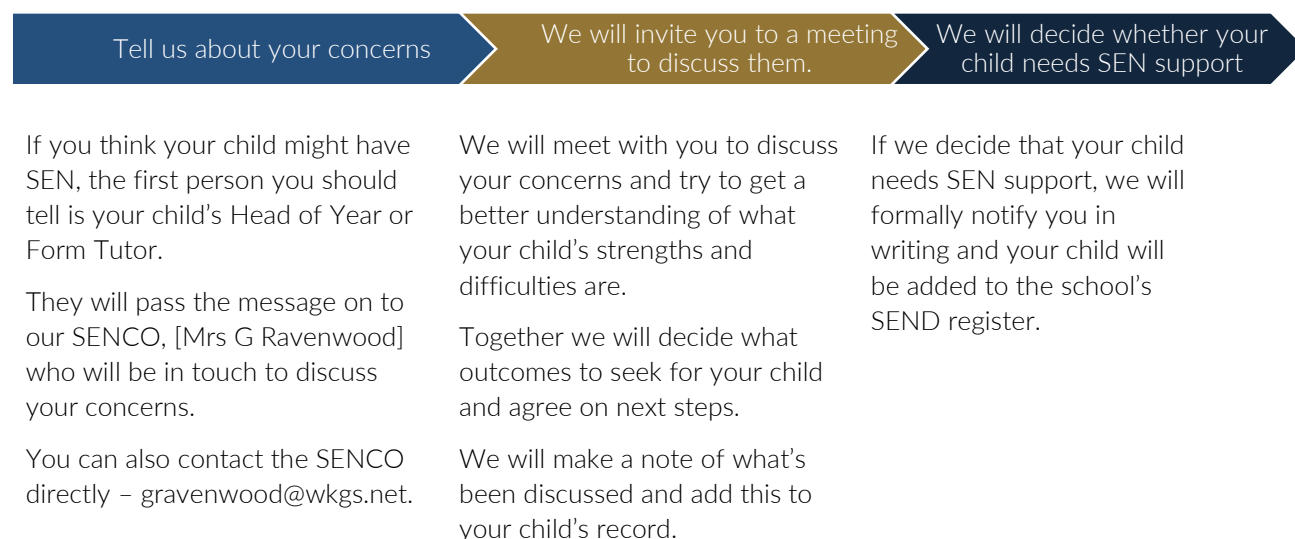
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
 - Educational psychologists
 - Occupational therapists
 - GPs or paediatricians
 - School nurses
 - Child and adolescent mental health services (CAMHS)
 - Education welfare officers
 - Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you believe your child may have additional needs, please contact their Form Tutor or Head of Year in the first instance. They will liaise with the SENDCo to review progress and discuss next steps. You can also contact the SENDCo directly to arrange a meeting.



4. How will the school know if my child needs SEN support?

When pupils join WKGS, we gather information from parents and carers, primary schools and external professionals to build a clear picture of their needs. Throughout their time at the school, staff monitor progress closely through assessment, observation and review.

If teachers notice that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teachers, to discuss progress, attainment and behaviour.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

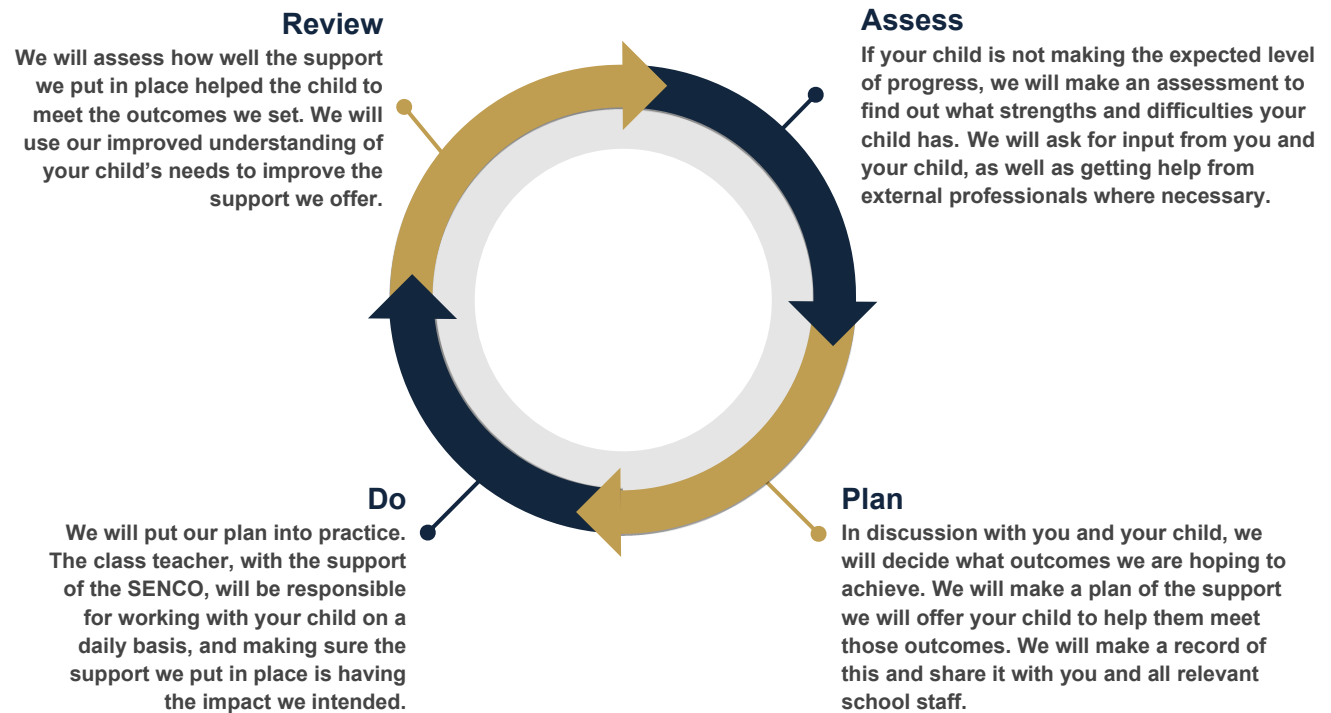
If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

We follow the graduated approach – Assess, Plan, Do, Review – to identify and support students with additional needs. Students who require support are placed on the SEND or Additional Needs register, and teachers use this information to inform lesson planning and targeted intervention.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress in the form of progress reviews or progress evenings.

Our SEND Team will review your child's PCP at least annually with you, although if adaptations are needed as a result of staff concerns in school or families concerns this will be as needed and meetings will take place when necessary to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's Head of Year.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible for their progress, and high-quality teaching is always our first response to any additional need. At WKGS, we use adaptive teaching to ensure that every student can access a broad and balanced curriculum.

We take a case-by-case approach, adapting teaching, resources and the learning environment to suit individual needs. The school's Accessibility Plan sets out how we increase access to the curriculum for students with disabilities, improve the physical environment and ensure information is available in accessible formats.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

9. How will the school evaluate whether the support in place is helping my child?

At WKGS, we use the Assess–Plan–Do–Review cycle to ensure that support is effective and responsive to your child’s needs. We evaluate the impact of provision regularly and make adjustments where necessary.

We will evaluate the effectiveness of support by:

- Reviewing progress towards agreed outcomes each term, including academic progress, behaviour for learning and wellbeing
- Assessing the impact of interventions after an appropriate period (typically 6–12 weeks, depending on the intervention)
- Using student and parent voice, including feedback gathered during PCP reviews
- Monitoring by the SENCO, including learning walks, book looks and staff feedback
- Tracking provision through SEND registers and provision maps
- Holding an annual review for students with an Education, Health and Care Plan (EHCP), involving families and external agencies as required

These ongoing evaluations help us refine support so that students make strong academic and personal progress.

Examples of support may include:

- Visual timetables and schedules
- Pre-teaching and overlearning
- Scaffolded resources
- Assistive technology
- Reading and writing supports
- Access to laptops
- Movement breaks
- Emotional regulation support
- Social communication support
- Specialist advice from external agencies

10. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips and take part in the extensive extracurricular provision. All pupils are encouraged to take part in at least 2 extracurricular activities per week in Key Stage 3 and 1 per week in Key Stages 4 and 5. Participation is monitored and, where barriers are identified, the school will work with students to remove these.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

West Kirby Grammar School is a selective but fully inclusive school, and we are committed to ensuring that our admissions process is fair, transparent and compliant with the SEND Code of Practice and the School Admissions Code.

Admissions for pupils with SEN or a disability

Pupils with SEN or a disability follow the same admissions process as all applicants. A child's SEND status does not disadvantage them in any way.

Where needed, reasonable adjustments (e.g., extra time, rest breaks) are made for pupils with disabilities during the 11+ assessment so they are not placed at a substantial disadvantage.

Pupils with an Education, Health and Care Plan (EHCP)

If a child has an EHCP, the Local Authority must consult the school about whether we can meet the child's needs.

If the LA names WKGS in the EHCP, the child must still meet the selective entry requirements of the school, including achieving the required standard in the 11+ assessment.

Oversubscription criteria

Where more pupils meet the required 11+ standard than there are places available, our oversubscription criteria are applied.

These criteria do not disadvantage pupils with SEN or disabilities and are based on objective factors such as:

Looked-after and previously looked-after children

Sibling links

Proximity to the school

SEND status, diagnosis or level of need never influences ranking or priority for places.

12. How does the school support pupils with disabilities?

West Kirby Grammar School is committed to ensuring that pupils with disabilities are fully included in all aspects of school life. We take active steps to prevent any pupil from being treated less favourably because of a disability and make reasonable adjustments so that all students can access our curriculum, facilities and wider opportunities.

Preventing less favourable treatment

We work to ensure that disabled pupils:

- Have equal access to teaching, learning and assessment
- Are included in enrichment, extracurricular clubs, house activities and school trips
- Receive appropriate adjustments in lessons, through adaptive teaching and personalised support
- Are supported through person-centred planning, pastoral systems and access arrangements

Staff receive guidance and training on relevant conditions, and information is shared through PCPs so that teachers understand each student's needs and how to meet them.

Facilities and adjustments

Our school environment includes a number of features designed to support accessibility, including:

- Multiple lifts giving access to all teaching areas
- Ramps and wide corridors
- Accessible toilets
- Quiet spaces, including the Thrive Hub and Sensory Room, to support regulation and wellbeing
- Equipment to assist pupils with sensory, physical or processing needs (e.g., visual aids, reading tools, larger print)

We also work closely with specialist services such as the Hearing and Visual Impairment Teams, Occupational Therapy and Health Services in Schools to ensure the right adjustments are in place.

Accessibility Plan

Our Accessibility Plan, available on the school website, sets out how we will:

- Increase participation in the curriculum for disabled pupils
- Improve the physical environment, ensuring it continues to meet accessibility needs
- Improve access to information, ensuring formats are adapted where necessary

This plan is reviewed regularly to ensure WKGS remains a safe, inclusive environment for all students.

13. How will the school support my child's mental health, and emotional and social development?

At WKGS, we place great importance on supporting students' wellbeing and personal development. Our pastoral and SEND teams work closely together to ensure that pupils with SEN receive the emotional, social and mental health support they need to thrive.

We support pupils in the following ways:

- Strong pastoral relationships, with a Form Tutor who usually remains with the group as they progress through a Key Stage, helping to build trust and continuity, as well as developing professional expertise in the needs of pupils in different phases
- Access to the Thrive Hub, where students can seek 1:1 support, regulate in a calm environment, or receive guidance from the Wellbeing Manager and Pastoral Support Assistants
- Opportunities to contribute, such as participating in the School Council or House activities, which help build confidence, teamwork and a sense of belonging
- Targeted wellbeing support for students who need help with anxiety, friendships, emotional regulation or personal challenges, including support from external partners such as CAMHS, Action for Children and HSIS where appropriate
- A nurturing, student-centred approach, with regular check-ins and tailored pastoral support for pupils who may be struggling socially or emotionally

Listening to pupils' views

We ensure pupils with SEN can express their views through:

- Their Person-Centred Plan discussions
- Regular review meetings
- Drop-ins with the Wellbeing Manager, SEND team or Heads of Year
- Opportunities to talk with trusted adults and contribute to decisions affecting them

Preventing and responding to bullying

At WKGS, bullying is not tolerated, and we take all concerns seriously. However, we also recognise that not all conflict between young people constitutes bullying, and we work carefully to understand the context so that the right support is put in place.

Our approach includes:

- Promoting respectful relationships through the curriculum, assemblies and tutor time
- Clear and accessible ways for pupils to raise concerns
- Early intervention to resolve issues and rebuild relationships
- Supportive conversations and restorative approaches to help students understand impact and repair harm
- Close communication between pastoral staff, SEND staff and families to provide consistent support

Our aim is always to help pupils feel safe, supported and able to learn confidently as part of our compassionate community.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitions can be exciting but also challenging, particularly for pupils with SEND. At WKGS, we provide carefully planned support at every stage so that students feel confident, prepared and well supported.

Between year groups

To help pupils move smoothly into a new year:

- Key information about your child's needs is shared with their new teachers
- Person-Centred Plans are updated and circulated so staff understand the strategies that work best
- Additional visits to new classrooms or meeting new staff can be arranged if needed
- Our pastoral team provides continuity, with Form Tutors staying with their form group as they progress through a Key Stage.

Transition from primary to Year 7

We work closely with primary schools to gather a full picture of each pupil's needs:

- The WKGS Pastoral Team visits primary schools to meet students and staff
- For some pupils, we offer enhanced transition, including additional visits, tours and opportunities to experience aspects of the school day before Induction Day
- The SENCO liaises directly with primary colleagues and families where pupils have identified SEND
- Transition toolkits or personalised booklets are used for pupils who may benefit from extra preparation, including those with autism

Joining WKGS in the Sixth Form

Students transferring into Year 12 are encouraged to alert the SENCO early so that records, access arrangements and additional support can be put in place. SEND information is transferred from their previous setting, and tailored support is planned to help them settle successfully.

Moving between schools or leaving WKGS

When a pupil moves to another school or college:

- We share SEND records promptly and securely
- We work with families to determine what information should be passed on
- Students can request copies of their SEND records once they are enrolled at their new setting

Preparing for adulthood (Years 10–13)

We support students to prepare for life beyond school through:

- Advice and guidance on pathways into higher education, apprenticeships or employment
- UCAS and careers support, including seminars and workshops delivered by Careers Connect
- Sessions on independent living, including finance education and practical life skills
- Support for students to complete applications, explore aspirations and develop confidence in next steps

Our aim is to ensure every student feels equipped, informed and supported as they move into the next stage of their education or life journey.

15. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO (Mrs G Ravenwood) and Wellbeing and SEND Manager (Ms D Lidgett) ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

The school's complaints policy can be found on the school website. Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy if the complaint cannot be resolved informally.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Wirral local offer. Wirral publishes information about the local offer on their website:

<https://www.sendlowirral.co.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages