



West Kirby Grammar School SEND Information report

West Kirby Grammar School is a selective, but fully inclusive mainstream school serving the Wirral and West Cheshire and North Wales. Staff and governors are committed to ensure that all students reach their full potential. We are committed to celebrating diversity within our school community and creating an environment where everyone can flourish and progress. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs.

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.**

This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

| Required information | Question | Response |
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| The kinds of SEND that are provided for | What kinds of SEND do pupils in your school have? | <p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at WKGS have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p> |
| Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO) <i>(mainstream schools only)</i> | How do you know if a pupil needs extra help? | <p>When your child first joins WKGS, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at WKGS will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND or Additional Needs registers which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p> |
| | Who is the school SENCO | At WKGS our acting SENDCo is Mrs Alexandra Duffey who can be reached using e-mail aduffey@wkgs.net |

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| <p>How the effectiveness of the provision made for pupils with SEND is evaluated</p> | <p>How do you evaluate provision?</p> <p>How well do SEND students do at school?</p> | <p>If a student has been identified as needing SEND support and a PCP has been put into place we follow the system of 'Assess, Plan, Do, Review' thereby evaluating the effectiveness of a particular intervention.</p> <p>Year 10</p> <p>At the end of Year 10, from examinations of the 9 SEND students , six are in line with national expectations and should achieve at least seven GCSE's at grades 4-9 including English and Maths. The three students that are currently under performing all have action plans in place to support them</p> <p>GCSE EXAMINATION RESULTS 2019</p> <ul style="list-style-type: none"> • 90% of SEND students achieved grades 9-4 in 9 or more subjects, one student was particularly unwell and under-performed in all her subjects. • There were 10 students on the SEND register in total, seven had prior attainment data and are included in the progress calculations. • Progress 8: there were no gaps in attainment between the SEND cohort and the rest of the year group. In fact, SEND students performed slightly better on average than the rest of the cohort. <p>A-LEVEL EXAMINATION RESULTS 2019</p> <ul style="list-style-type: none"> • 100% of SEND students achieved grades A*- E in 2 or more subjects • Of the 12 SEND students nine made better than expected progress • Only three students fell below the whole school L3VA score. |
| <p>Arrangements for consulting parents of children with SEND and involving them in their children's education</p> <p>Arrangements for consulting young people with SEND and involving them in their education</p> | <p>How am I involved in my child's education?</p> <p>How is your child involved?</p> | <p>If a student is identified as needing SEND support then a Person Centred Plan (PCP) is written, this is written in consultation with teachers, support staff, parents, outside agencies if applicable and the student themselves. It is a process that involves gathering all parties' feelings and views in relation to learning and the environment and can involve meeting in person using email or telephone a conversation.</p> |

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| <p>The approach to teaching pupils with SEND</p> | <p>How do you teach students with SEND needs?</p> | <p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs through the use of a Person Centred Plan and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.</p> |
| <p>How adaptations are made to the curriculum and the learning environment of pupils with SEND</p> | <p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p> | <p>At West Kirby Grammar School we offer a broad curriculum. This allows flexibility for students who experience a range of additional needs to progress and flourish. Flexibility can take the form of curriculum choices; it can, for example, be seen in terms of the range of option choices available in Years 10 and 11 and Sixth Form, where it is possible for students to develop a curriculum that gives emphasis to their particular strengths and skills. Flexibility also exists in terms of the opportunity for students to have a bespoke curriculum, which may mean a reduction in the number of subjects taken, in order for students to cope better with the demands of their subjects.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.</p> <p>We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website.</p> |
| <p>Additional support for learning that is available for pupils with SEND</p> | <p>Is there additional support available to help pupils with SEND with their learning?</p> | <p>Specific interventions are provided by the SEND team, which may require students to be withdrawn from certain lessons to receive the interventions, such as Literacy or Numeracy. Some withdrawals may come out of the student's related subject curriculum time, e.g. Numeracy and Mathematics lessons; some withdrawals may involve students coming out of unrelated subjects. Should this be the case, we endeavour to ensure that a student is not withdrawn from the same subject all the time. Withdrawal can also be during form time on a particular day.</p> |

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| | How are the school's resources allocated and matched to children's special educational needs? | Resources are allocated based on evidence of need and effectiveness. Students with a Statement / EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents / carers. |
| The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured | What training have the staff supporting children and young people with SEND had or are having? | <p>Within Learning Support we have a team we have staff who have a range of experience and training covering various SEND needs including the National SENCo Qualification; Diploma in Therapeutic Counselling, NVQ 3 in Advice & Guidance; BSc (Hons) Substance Misuse Studies, PG (Dip) Youth and Community Studies, MA Youth Work, City & Guilds Level 4 Working with Parents, PG (Cert) Education. Mindfulness and wellbeing.</p> <p>Training is provided to all staff, including teachers and TAs, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p> |
| How equipment and facilities to support children and young people with SEND will be secured | What happens if my child needs specialist equipment or other facilities? | As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact Alex Duffey or discuss the issue at the next review / parents evening. |
| How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND | <p>What social, before and after school, and other activities are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p> | <p>A large range of academic and hobby / interest clubs are available at WKGS. They are open to all students, including students with SEND. Details of these clubs are available from form teachers.</p> <p>Additionally, we run a House system in school which provides the opportunity for your child to be involved a diverse range of activities and represent their house in doing so. Activities range from Bake-off and photography to House music and Sports Day. Students are able to choose the areas that they have most interest in. Details of these are available from House assemblies and on our website.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school.</p> <p>Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p> |

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| <p>Support for improving emotional and social development.</p> <p>This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying</p> | <p>What support will there be for my child's overall well-being?</p> | <p>At WKGS we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students. In addition each from in lower school is assigned a sixth form helper to be available twice a week to provide support to that class should they need it.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Heads of Year; Wellbeing Manager; Learning Mentors; and jigsaw reps (sixth form supporters). We also have excellent relationships with a number of external agencies, for example: Butterflies; Child and Mental Health Services (CAMHS) and Health Services in Schools (HSIS).</p> |
| <p>How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families</p> | <p>What specialist services and expertise are available at or accessed by the school?</p> | <p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Targeted Prevention Team; Service Six; Speech and Language Service; Education Entitlement and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Wirral Borough Council.</p> <p>If you believe your child needs support from a specialist, please contact Alex Duffey or discuss at the next review / parents evening.</p> |
| <p>Arrangements for handling complaints from parents of children with SEND about the provision made at the school</p> | <p>Who can I contact if I have a complaint?</p> | <p>Please contact our Assistant head teacher Mrs Karen Cliffe. The WKGS Complaints Policy is available on the school's website</p> |
| <p>Contact details of support services for parents of pupils with SEND</p> | <p>Who should I contact to find out about support for parents and families of children with SEND?</p> | <p>Wirral Borough Council: https://www.wirral.gov.uk/</p> <p>Autism Concern: http://www.autismconcern.org/</p> <p>CAMHS: www.youngminds.org.uk</p> |

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| <p>Named contacts within the school for when young people or parents have concerns</p> | <p>Who should I contact if I want to find out more about how WKGS supports pupils with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p> | <p>The SENDCo is Mrs A Duffey available at Contact details- aduffey@wkgs.net or on 0151632 3449</p> <p>Or Assistant Headteacher Mrs K Cliffe Contact details – kcliffe@wkgs.net</p> <p>Or SEND Governor Lesley Broadbere Contact details – Available from the school on 0151 632 3449</p> |
| <p>Information on where the Local Authority's local offer is published</p> | <p>Where can I find out about other services that might be available for our family and my child?</p> | <p>Wirral Borough Council local offer information: https://localofferwirral.org/</p> |