



# **Personal Development and SEND Policies 2020 - 2021**

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## **West Kirby School and College**

### **Admissions Policy/ Arrangements**

#### **Overview**

West Kirby School and College is a non-maintained special school catering for young people with a range of difficulties from age 5 – 19 years.

All pupils have an EHCP or a Statement of Special Educational Needs. Approximately 80% of pupils have a diagnosis of Autistic Spectrum Condition often this is co-morbid with other conditions such as ADHD, ADD, OCD, Demand avoidant profile, Speech and Language difficulties, Sensory Processing difficulties and anxiety related conditions.

All staff are highly experienced and well trained in working with young people with a range of Special Educational Needs.

Referrals for placements come from Local Authorities, however, parents, carers and other interested parties are welcome to visit prior to a referral being made and request information about the school and its operations.

The range of services to children and young people can be found on the school website, in the school prospectus or by contacting us directly.

#### **Our admissions procedure is as follows:**

1. A referral for the consideration of a placement is made by the Local Authority Education Department. As the Local Authority must pay due accord to parental preference, parents may request the Local Authority to initiate this process.
2. On receipt of a referral the referring Local Authority will be expected to forward all relevant documentation to enable the school to consider the referral and make an informed decision as to whether the admissions procedure should continue.

Relevant documentation will include:

- Education, Health Care Plan / Statement of Special Educational needs and appendices.
- Recent school reports
- Recent assessments/ reports from other professionals e.g. Educational Psychology, Social Care
- Diagnostic assessments

3. A panel of Senior Staff will review the paperwork provided relating to the child or young person and make the decision whether or not to continue with the admission process. The Local Authority and parents/ carers are then notified of this decision.
4. The admissions process will not continue if it is felt a placement would **not** be appropriate.

A placement will be determined as not appropriate if:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources
- The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the admissions process does not discriminate against pupils or their families because of their protected characteristics:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation

5. The admissions process will continue if it is felt a placement may be appropriate.

The SENCO or other member of Senior Staff will request to visit/observe the young person in their current educational placement, if this is not appropriate a home visit will be arranged.

**The admissions process will not continue without the opportunity to visit or observe the young person.**

Contact will also be made with other agencies involved with the young person to develop a greater understanding of the needs of the young person.

6. Once all the information collated has been reviewed and visits completed the Local Authority will be notified of the decision whether to offer a placement or not. If a placement is to be offered costs will be provided to the Local Authority. If a placement is not to be offered reasons will be provided in line with the SEND Code of Practice (2014).
- 7. The Local Authority need to confirm in writing they wish to accept the placement at the costs provided for the admissions process to continue.**
8. Parents/carers, and the young person are then invited into school for a look round and discussion relating to expectations and level of support needs.
9. The school will provide the start date to parents/carers and the Local Authority including any transition/taster days which may be phased according to the needs of the young person. An induction pack is sent to parents/carers containing essential consent forms. **These must be completed and returned to school prior to the start date. A delay in returning completed forms will delay the start date.**
10. All key staff in school are notified of the placement start date, relevant paper work is shared and an induction programme is developed.
11. The Local Authority is responsible for providing transport for the child or young person and therefore should liaise with parents/carers to arrange this once WKS has supplied the start date.

The school is committed to make the admission process as transparent and as quick as possible.

Each referral received is considered on an individual basis. Start dates will be dependent on identifying the most appropriate peer group and consideration will be given to the impact on existing pupils of introducing new peers.

### **Reviewing provision:**

When children and young people start at WKS they will undergo baseline assessments from all departments as is appropriate. This provides a greater understanding of the young person's needs and enables school to adjust their approach and resources as needed.

Whilst every effort is made to match provision and resources to the needs of the young people prior to admission, there are occasions following admission when the provision available needs to change.

An induction meeting at school is arranged for all new pupils 10 weeks after the first full week of attendance. The Local Authority, parents/carers, external professionals and school professionals are invited to attend and reports are provided prior to the meeting. The purpose of the meeting is to provide updates regarding any assessments completed and to confirm the level of support and provision in place. A summary report following the meeting is circulated to all invitees outlining what was discussed and any outcomes.

If it is felt the level of support or provision in school needs to be changed to reflect the level of need of the young person, an evidence-based rationale will be provided including cost implications.

Provision and progress of the young person is reviewed annually through the Annual Review process as outlined in the SEND Code of Practice (2014).

If it is felt a placement at WKS no longer meets the needs of a young person the Local Authority will be informed in writing and an emergency Review meeting called.

## **Expectations:**

### **From School**

*Parents/ carers, Pupils, Local Authority and other interested parties can expect:*

- High quality education with work and tasks appropriately differentiated to support the needs of individual pupils.
- The delivery of a curriculum which allows progression, the opportunity for pupils to develop their culture capital and provide a positive contribution to society.
- High quality pastoral care with the individual needs of pupils recognised and appropriately catered for.
- High quality clinical input from clinical professionals in school as and when needed.
- High quality residential provision (for residential pupils) with a key worker identified.
- Good communication so parents/carers, Local Authority and other interested parties are kept informed of progress and all other relevant information regarding the young person.
- The opportunity to discuss pupil progress and any other concerns at parent's evenings, Annual Review meetings and other requested meetings.
- A commitment to work in collaboration with parents/carers, the Local Authority and other interested parties to provide the best provision for the young person.
- A commitment to providing a safe, purposeful, aspirational, engaging and enjoyable school experience for all pupils.
- Adherence to the responsibilities and duties outlined in the SEND Code of Practice (2014).

### **From Parents/ Carers**

*School, Pupils, Local Authority and other interested parties can expect:*

- Good communication so school is fully informed of changes in circumstance or any relevant information which may impact on a pupil's ability to manage or function in the school day (and/or evening if a residential pupil).
- A commitment to work in collaboration with the school to support the upholding of school rules and expectations including supporting pupil attendance in school of no less than 95%.
- Attendance at parent's evenings, Annual Review meetings, school events and other requested meetings.
- A commitment to ensure their young person arrives at school on time, appropriately dressed and ready to learn.

### **From Pupils**

*School, Parents/ Carers, Local Authority and other interested parties can expect:*

- A commitment to want to engage with school and attend every day.
- A willingness to communicate with key staff in school, parents/ carers or other key adults to enable the best provision and support to be in place.
- A willingness to follow the school rules and expectations.

### **From Local Authority**

*School, Pupils, Parents/ Carers and other interested parties can expect:*

- Good communication so school and parents are fully informed of any planned changes or decisions involving the provision for the young person.
- A commitment to work in collaboration with the school and parents/ carers to ensure the best provision is in place for the young person.
- Attendance at Annual Review meetings or other requested professional meetings.
- Adherence to the responsibilities and duties outlined in the SEND Code of Practice (2014)



# **West Kirby School and College**

## **SEND Policy**

### **Section 1: School beliefs**

At West Kirby School and College, we believe all pupils regardless of SEND have the right to an outstanding education and the opportunity to achieve their full potential. In addition to achieving the best possible educational outcomes their education at West Kirby Residential School should enable them to:

- Become confident.
- Be able to communicate their own views and needs effectively.
- Be ready to make a successful transition to adulthood (whether this is into employment, further or higher education or training).
- Make a positive contribution to society.

We recognise that whilst pupils may experience significant barriers to learning it is the duty of all staff members to find ways to overcome these barriers and enable all pupils to make progress. All staff members have high aspirations and expectations for all pupils and are committed to supporting pupils to achieve their goals and develop independence.

This policy has been developed in consultation with the Senior Leadership Team, School Governor's and Directors. It is available on the school website and reflects the SEND Code of Practice 0 – 25 guidance 2014.

West Kirby School and College is a non-maintained SEND school for pupils from primary age to post -16 who have a statement of SEND or an EHCP.

This policy should be read in conjunction with the other policy documents referenced throughout including:

- Admissions policy and procedure
- Behaviour policy
- Anti-Bullying policy
- Managing Medical Conditions of Pupils policy
- Data protection and confidentiality policy
- Complaints policy

This policy adheres to and reflects the guidelines outlined in the following Acts and reports:

- Disability Discrimination Act 1995 and 2005
- School Inspection Act 1996



- 'Excellence for all children' DCFS 1997
- School Standards and framework Act 1998
- Human Rights Legislation 2000
- SEND Code of Practice 2014
- SEN and Disability Act 2001
- Every Child matters 2003
- The Children's Bill 2004
- Aiming High for Disabled Children 2007
- 'Working in partnership with parents/carers' DCFS 2008
- Lamb Inquiry review of SEN 2009
- Education act 2011
- 'A Good Education for All' (Ofsted) 2012
- Equality Act 2010 and does not discriminate against pupils or their families because of their protected characteristics:
- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

## **Section 2: Aims**

At West Kirby School and College we aim to provide a broad and balanced curriculum which can be accessed by all pupils. This is achieved by the careful planning of activities and lessons so potential areas of difficulty can be addressed and barriers to pupil achievement removed.

The broader aims of this policy are to ensure that:

- Age, gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy, family circumstances or individual needs will not constrain any educational entitlement.
- The SEND Department will support all staff in the delivery of educational entitlement.
- Independence, respect for others and the development and maintenance of self-esteem are integral parts of the curriculum.
- Assessment and testing will be appropriate to the needs of the learner with clear outcomes. It will be delivered in an environment and in conditions to elicit the best response from the learner.
- The atmosphere in school will promote a happy, sensitive and secure environment to ensure the most effective learning.

- Equality of opportunity will be integral to the planning of educational provision.
- Parents and families are encouraged to engage in the learning process of their children.
- The views of young people, parents and their families are taken into account when decisions are made.
- Collaboration with partners in education, health and social care takes place to provide support.
- Young people are prepared appropriately for adulthood.
- Teaching strategies are responsive to different learning styles.
- It is recognised that achievement can be made by all learners and this is celebrated and recorded.
- A total commitment to the principles of education entitlement is the responsibility of all staff.

#### **Objectives:**

- To recognise, identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a whole school approach to the support and education of young people with special educational needs.
- To provide a Special Educational Needs Co-ordinator to work within the SEND policy.
- To provide support and advice for staff with the implementation of the SEND policy and deployment of SEN resources.

### **Section 3: Identifying Special Educational Needs**

All pupils who attend West Kirby Residential School have either a Statement of SEN (Wales) or an EHCP identifying their special educational needs.

The SEND code of practice describes a young person as having SEND where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age.

The broad areas of need, as identified in the SEND code of practice are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

When pupils start at West Kirby School and College due regard is paid to the assessments completed pre-admission. These assessments allow the school to identify if a young person is suitable for admission (see Admissions Policy and Procedure). In addition to this assessments are completed by Clinical Services and Education staff in house and baseline assessments recorded in core subjects (see appendix (i) for a complete list of current assessments used). This can lead to the

identification of additional needs and forms the basis for the provision and input in place for individual pupils.

As a school we recognise that other barriers to learning in addition to SEND may inhibit progress and provide support accordingly.

These may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child who is Looked After (CLA)
- Being a child of Serviceman/woman

Behaviour is recognised as a response to an underlying need. Changes in behaviour or challenging behaviour is identified and monitored through the whole school behaviour management system (Going for Gold); walk outs; individual monitoring sheets; incident reports and bullying reports (refer to behaviour policy and anti-bullying policy). When a pupil's behaviour is causing concern key staff analyse the reports and meet to determine the causes and identify solutions.

#### **Section 4: Graduated response to SEND provision**

All pupils at WKS experience high quality first teaching from an appropriately qualified teacher; small class sizes; the additional support of an appropriately qualified teaching assistant; speech and language input and OT input as appropriate. As an autism accredited school all staff use autism friendly strategies through the delivery of lessons and support provided to pupils.

All teachers are responsible and accountable for the progress and development of all the pupils they teach. All teachers have access to previous data where available (e.g KS2 SAT's results, baseline assessments where available), results of CAT 4 assessment and performance indicators.

Where a pupil is not making the expected progress for their cognitive ability the teacher is responsible for initiating an intervention and monitoring the success and impact of the intervention (this may be carried out by a teaching assistant but overseen by the subject or class teacher).

The standard of teaching throughout school is regularly monitored through formal lesson observations and informal observation (e.g. learning walks, whirlwinds). Pupil progress is monitored and challenged through regular pupil progress meetings between teaching staff and senior staff.

Where assessments completed internally or externally suggest additional support is needed Clinical Services will provide advice on the nature and level of additional support required and who will deliver it.

All school staff are able to make a referral to the Pupil Support Panel for additional support. This is an internal panel chaired by the SENDCo. It meets fortnightly and considers if additional support from SALT, OT, PCT or Clinical Psychologist is required.

The necessary provision needed will be discussed with the SENDCo, parents/carers, SLT, other key professionals involved and the Local Authority if additional funding is needed to provide the support.

### **Managing pupils needs**

All pupils have an Individual Education Plan which is reviewed regularly as a working document. Formal review of the IEP should take place as part of the Annual Review process.

Short-term outcomes are reviewed half-termly by the member of staff responsible for setting the outcome to ensure continued progress is made.

All IEP's are monitored by the SENDCo on a termly basis to ensure they have been reviewed and short-term outcomes are appropriate.

Outcomes and progress towards the short-term outcomes are discussed with pupils as appropriate half-termly and with parents termly.

The SENDCo provides training and advice on the writing and reviewing of IEP's.

### ***IEP for an Educational Health and Care Plan or Statement of SEN:***

The short-term outcomes listed in the EHCP or SSEN will form the basis of the IEP. If no short-term outcomes are listed, the key member of staff responsible for monitoring progress within the identified area of need (e.g. cognition and learning – teacher) should derive appropriate short-term outcomes which are achievable within a half-term from the long-term outcomes listed on the EHCP.

If the short-term or long-term outcome requires specific input from Clinical Services, an appropriate member of staff needs to be identified to take responsibility for allocating support/provision, monitoring, reviewing and feeding back progress with further suggested short term outcomes.

If the short term or long term outcome requires specific input from the Care staff, an appropriate member of staff needs to be identified to take responsibility for allocating support/provision, monitoring, reviewing and feeding back progress with further suggested short term outcomes.

The SENDCo is available to provide advice on the wording and monitoring of short term outcomes.

Pupils and their families should be aware of the short term outcomes, and where appropriate be involved in setting and monitoring them.

Provision and support needed to meet the short term outcomes should be recorded and progress reviewed regularly (at least once a term) by the class teacher and/or other identified staff.

Suggestions for short term outcomes for the following Annual Review cycle need to be prepared by the member of staff responsible ready for discussion in the Annual Review meeting.

### ***Pro-active Behaviour Plan***

All pupils have a PBP. This is initially drawn up from admission notes by the Pastoral Care Team. Amendments are suggested by key staff working with the young person (e.g teaching assistant, class teacher, care staff) as and when required. Suggested amendments should initially go to the class teacher who will pass them to the Pastoral Care Team for consideration. If agreed, amendments are formalised on the support plan by Pastoral Care Team.

The requirements of a PBP may have an implication on the level of support/provision needed by pupils.

PBP's are reviewed half termly by the teaching assistant for the class and updated, if needed, by the Pastoral Care Team. All staff have access to PBPs for pupils.

### ***Clinical Profile***

All pupils have a Clinical Profile. This is initially drawn up during the induction process based on assessment by SALT, OT,. It details the results of assessment and provides advice and strategies on how these can be addressed.

All staff have access to Clinical Profiles.

### ***One Page Profile***

A one page profile is an important element of a person centred plan. All pupils have and contribute to the production of a one page profile.

Parents are given the opportunity to see and contribute to their child's one page profile.

The one page profile details the aspirations of the young person, their strengths, likes and dislikes and how best to support them.

The one page profile is reviewed regularly by pupils, class teacher and teaching assistant.

### ***Annual Reviews***

All Statements of SEN and EHC plans are reviewed annually. The process at WKS is designed to be as person centred as possible.

Pupils, Parents, the Local Authority, School staff, other key professionals (including social workers and health professionals) are invited to attend and provide written contributions at least 4 weeks before the date of the meeting.

A report compiled by school including contributions made by the young person, parents, class teacher and other school professionals involved is sent out to everyone invited to the meeting at least 2 weeks before the date of the meeting.

The SENDCo will read the report prior to distribution and is available to provide advice to staff, parents or pupils asked to contribute.

The meeting is chaired by the SENDCo and the focus is on the child or young person's progress towards achieving the Long Term Objectives in a Statement of SEN or the outcomes specified in the EHCP and what changes may need to be made to support progress.

The appropriateness of current provision, future planning, preparation for adulthood and suggested outcomes and targets are also discussed. Where there is a perceived funding need (e.g. 1:1 support) this will be discussed post meeting with the Local Authority.

When the young person is nearing the end of their time for education at WKS the Annual Review will consider good transition planning.

The school prepares and sends a report of the review meeting to everyone invited within 2 weeks of the meeting. The report includes a summary of what was discussed at the meeting and set out recommendations for action or amendments needed to the Statement or EHCP.

Following an EHCP review the report will also include agreed short term outcomes for the next 12 months.

## **Section 5: Planned Transition**

When pupils are ready to move from WKS to an alternative provision a transition plan is put in place. This may involve transitional visits and meetings with staff from the new provision.

The plan will be individual to the needs of the young person and will involve close liaison between school staff at WKS, the staff at the new provision, parents/carers, the young person and the Local Authority with responsibility for the young person.

All relevant information about the achievements and needs of the young person will be passed onto the new provision as soon as is possible to aid a smooth transition.

## **Section 6: Early Transition**

Very occasionally there are times when despite the high level of support and provision at WKS a pupil continues not to make progress.

In these situations close liaison is maintained between parents, the Senior Leadership Team, other key professionals (e.g Social Workers) and the Local

Authority. When a solution that is in the best interests of the young person concerned is agreed upon, transitional arrangements are made.

The school is committed to make any transitions to another establishment as smooth and as positive as possible.

## **Section 7: Supporting pupils and families**

The school acknowledges the important role parents and carers have in the education of their children. As such close contact is maintained between home and school.

For a day pupil the main point of contact should be the class teacher and/or teaching assistant.

For a residential pupil, in addition to class teacher and teaching assistant regular contact should be available with the key worker.

All pupils who attend WKS have a Statement of SEN or an EHCP. Referrals are only taken from the Local Authority with responsibility for the education of the young person (refer to WKS Admissions Policy).

All new pupils follow an induction programme, which involves assessment and observations by teachers and other professionals within school. This helps determine the level of support and provision the young person will need to make successful progress. This influences the level of funding required.

Pupils follow externally accredited courses such as GCSE, Functional Skills, Technical Awards, ELC and ASDAN where appropriate. To make sure pupils have the best possible opportunities to perform at their full potential during external assessment, special access arrangements are arranged for pupils who need it.

This can include:

- Extra time
- Use of a laptop
- Modified language papers
- Reader
- Scribe
- Oral modifier

The SENDCo is responsible for collating information received from subject teachers, SALT, Educational Psychologist, Reading Support and other professionals along with information contained in the Statement or EHCP to support an application for special access arrangements with the Joint Council for Qualifications (JCQ).

As a school we recognise that there are many transition points that our pupils find difficult. We aim to reduce the anxiety caused by changes in class, changes in staffing, movement between establishments by using transitional documents.

New pupils are provided with induction booklets which includes pictures of key staff, the names of pupils in their new class and pictures of key rooms.

When pupils change class they are given a sheet with the names and pictures of their new staff and the names of pupils in their new class.

When pupils move to Post-16 or start at College they follow an induction programme supported by staff.

Micro- transitions are supported by the use of visuals within class and teaching assistants. Changes boards in class inform pupils of last minute changes and the Monday morning assembly focuses on any changes for the week.

Some pupils require more support than others with regard to transition. As part of our individual response to pupil's individual need this is catered for.

Refer to the Managing of the Medical Conditions of Pupils Policy for further information on how pupil's medical conditions are successfully managed within school.

Further information for parents can be found:

- in the School SEN report

[http://www.wkrs.co.uk/website/sen\\_report/68807](http://www.wkrs.co.uk/website/sen_report/68807)

- Wirral Local Offer

<http://localofferwirral.org/>

## **Section 8: Supporting pupils at school with medical conditions**

At WKS we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school complies with its duties under the Equality Act (2010) and the SEND Code of Practice (2014).

The School Nurse oversees the medical support and provision for all pupils at school with medical conditions. She is available to provide and/or organise training and guidance for staff working with pupils with medical conditions (refer to the Managing of the Medical Conditions of Pupils Policy).

## **Section 9: Monitoring and evaluating SEND**

SEND provision throughout the school is regularly monitored and evaluated. Ultimate responsibility for making sure the provision is appropriate for the needs of the young person lies with the SENDCo and SLT.

Monitoring takes place through:

- Lesson observations
- Pupil progress meetings
- Monitoring of IEPs
- Review of PBP



- Monitoring and moderating of teachers planning and marking
- Annual Review process
- Review of clinical profiles

Pupil, parent and staff views are sought through annual questionnaires.

Pupils have the opportunities to put forward their views and suggestions during school council and pupil voice meetings.

Parents and pupils are encouraged to contribute to the Annual Review process.

A school governor has responsibility for SEND, they are in regular communication with the SENCo and has observed Annual Review meetings and EHCP transfer reviews.

## **Section 10: Training and Resources**

As all pupils have identified SEND, all staff have expertise in working with young people with special educational needs.

Training needs of staff may be identified during the staff appraisal stage, or through audits of staff skills and knowledge.

Whole school training is provided if it is decided there is a specific need that is not being met.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school is Autism Accredited by NAS and has a minimum requirement for all staff to undertake online Autism training from NAS.

The school is a member of NASEN and staff regularly attend conferences and training hosted or recommended by NASEN.

The school is a member of the National Association of Special Schools (NASS) and senior staff attend conferences and training recommended by NASS.

The SENCo has close links with all the Local Authorities who place young people at WKRS and regularly attends any training provided.

The SENCo regularly attends and contributes to the SENCo cluster meetings arranged by Wirral Local Authority, this ensures the school is kept up to date of any national or local updates.

## **Section 11: Roles and responsibilities**

There is a named SEN Governor who is kept up to date with any changes in place relating to SEND provision. Regular meetings are held to discuss any issues and they have the opportunity to observe Annual Review meetings or examine the SEN paperwork.

The Designated Safeguarding Lead is the Vice-Principal with additional supporting designated safeguarding officers in the roles of: Home/School Liaison, Pastoral Care Manager and Residential Care Officer.

There is a member of staff with responsibility for Pupil Premium (available on request).

There is a team of staff with responsibility for CLA children (available on request).

There is a member of staff responsible for meeting the medical needs of pupils (the school nurse).

## **Section 12: Storing and managing information**

All staff are aware of the highly confidential nature of the information held on young people with SEND. As such all information is stored in line with the school policy on Data Protection and Confidentiality policy and GDPR.

## **Section 13: Reviewing the policy**

This policy will be reviewed annually from the date of writing and the date of subsequent reviews. This will be the responsibility of the SENDCo.

## **Section 14: Accessibility**

The school follows the statutory responsibilities placed on it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The accessibility plans and strategies are available on request.

The school operates a whole school inclusion ethos regardless of disability. The school recognises that each young person is different, and this demands a curriculum which is differentiated – a curriculum that meets the needs of the individual young person.

It is inherent to the delivery of this policy that all departments accept and carry out their responsibilities to ensure that all pupils have full access to the curriculum.

At WKS parents are able to communicate regularly with key members of staff through their preferred method of communication. This can be via home/school books, email, telephone conversations or face-to-face meetings at a time agreed by the member of staff so as not to disrupt their duties with pupils.



## **Section 15: Dealing with complaints**

WKS prides itself on having close communication with parents and other professionals.

In the unusual event that someone is not entirely happy with something related to school practice, initially the normal first point of contact should be informed (i.e. class teacher, teaching assistant or key worker). Alternatively if the concern raised is in regard to a staff member contact should be with the Assistant Head Teacher or Vice-Principal.

If they are unable to resolve the dispute then the complaints procedure should be followed (refer to Complaints Policy), this is available on request, or accessible through the school website.

## **Section 16: Bullying**

WKS operates a zero tolerance to bullying. It is recognised that bullying can take many forms including name calling, physical bullying, emotional bullying and cyber bullying.

Staff are also aware that the perception of being bullied is as real to the young person as being bullied.

All staff receive training on the signs of a pupil being bullied including being the victim of cyber bullying.

All incidents of bullying are recorded and reported to parents (refer to anti-bullying policy). The anti-bullying co-ordinators work with the victims and perpetrators of bullying to find a resolution.

The zero tolerance to bullying has a high profile throughout school, particularly during anti-bullying weeks.

School staff are available to provide advice about e-safety and staying safe on social media.

## **West Kirby School and College**

West Kirby School and College (Opened by West Kirby Residential School Charity)

Meols Drive, West Kirby, Wirral, CH48 5DH

Email: [schooloffice@wkrs.co.uk](mailto:schooloffice@wkrs.co.uk)

Telephone: 0151 632 3201

Website: [www.wkrs.co.uk](http://www.wkrs.co.uk)

Key contact for enquiries:

PA to the Principal, Samantha Stephens 0151 632 3201, [schooloffice@wkrs.co.uk](mailto:schooloffice@wkrs.co.uk)

### **Age range, gender and specialist provision:**

5-19 mixed gender

West Kirby School offers specialist provision for children who have an EHCP or Statement of SEN with communication and interaction difficulties such as Autistic Spectrum Condition. This can be co-occurring with other conditions such as ADHD, ADD, OCD, demand avoidant profile, speech and language difficulties, sensory processing difficulties, attachment difficulties and other anxiety related conditions.

Due to the vast range of specialisms present in the staff team a wide range of cognitive ability and need can be catered for.

However, the school is not suitable for PMLD (Non-ambulant) or severe learning difficulties (SLD).

### **Capacity:**

115 across KS1-4 and Post 16.

### **Contact details:**

<http://www.wkrs.co.uk>

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/105137>

Twitter - @westkirbyschool

Facebook – West Kirby School and College WKS

### **Any other important information:**

The school has continued status as an Outstanding Provider, Ofsted, 2016.

The on-site provision includes Education, Speech and Language Therapy, Occupational Therapy, Clinical Psychology, Reading Support, Learning Mentors, School Nurse led Medical Team and a Pastoral Care Support Team.

There is also a 24 hour curriculum provided by the Residential CareTeam (Monday to Friday, term-time only) through the residential provision. This is situated in the community house 20 minutes' drive away from the main school building. Residential provision can range from overnight to weekly stays.

The school has been awarded and retained the Autism Accreditation by the National Autistic Society and has been successful in gaining a commendation in recognition of the outstanding practice in place to support pupils on the Autistic Spectrum.

The school complies with the National Standards and Competency Framework of the Autism Education Trust and these frameworks are allied to the schools performance management structures.

In October 2019 the school achieved ADHD Foundation Friendly School status.



## **West Kirby School and College**

### **English as an Additional Language Policy (EAL)**

#### **Overview**

Everyone at West Kirby School has the right to an outstanding education.

This policy is a statement of West Kirby School's aims and strategies to ensure that all EAL pupils fulfil their true potential.

#### **Introduction/Mission statement**

All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes:

- Recognising and valuing their home language and background.
- Creating awareness that bilingualism can be a useful learning tool.
- Recognising that all EAL pupils can make a valuable contribution to their school community.

We take a whole school approach through the SMSC curriculum to support EAL pupils.

#### **Aims of the EAL Policy**

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures to meet the needs of pupils who have English as an additional language (EAL); therefore raising pupil achievement and aspirations.

The key principles are:

##### **1. Equality**

To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.

##### **2. Diversity**

To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.

##### **3. Belonging and Cohesion**

To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

## **Objectives of the EAL Policy**

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their cognitive abilities.
- To develop rigorous monitoring, evaluating and review systems.

## **Key Principles of Additional Language Acquisition**

- EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area.
- Meanings and understanding cannot be assumed, but must be made explicit.
- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

## **The Context of West Kirby School**

At our school, there are very few pupils where English is not their first language.

Through the admissions procedure, information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational experience

The SENCO has responsibility for ensuring the right level of support is in place to support a pupil where English is an additional language. The level of support in place will be determined by the stage of language acquisition the pupil is at.

## **5 Stage Model for Language Acquisition**

### **A. New to English**

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

## **B. Early Acquisition**

A child may;

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

## **C. Developing Competence**

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

## **D. Competent**

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language. They may still make grammatical errors and need support to develop their linguistic skills.

## **E. Fluent**

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

## **Assessment**



- All EAL pupils are assessed in line with the school's assessment procedures.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.



## **West Kirby School and College**

### **Speech and Language Therapy Policy**

#### **SaLT Department vision and ethos**

Our aim is to provide children and young people, with quality and clinically-effective specialist Speech and Language Therapy, through a holistic and individualised approach, to optimise learning and maximise positive outcomes. We do this through a child-centred approach, where Speech and Language Therapy is delivered as an integral part of education and a 24hr curriculum for residential children and young people. Included in this:

- Quality, evidence based practice, and clinical outcomes, underpin every decision
- Everyone's contribution counts
- Ensure quality and best use of resources are not considered in isolation, working together through collaboration and mutual respect
- Ensure our Service is responsive to the needs of our children, young people, and their families
- A commitment to continuous professional development
- Ensure the Service trains and supports our Education and Care colleagues
- To be recognised as a Service of excellence locally and regionally, in Service provision and outcomes for our children and young people

#### **Core Values**

At the heart of our SaLT Service provision are our values. These are the values that Therapists demonstrate every day in their working lives. This is what we expect our CYP, their families, our WKS colleagues and stakeholders to see, feel, and experience. Our core values are based on 6 C's:

- **Communication**
- **Creativity**
- **Compassion**
- **Competence**
- **Courage**

- **Commitment**

### **Service overview**

The WKS SaLT Department prides itself in providing quality and clinically-effective specialist Speech and Language Therapy, across both Education and Residential settings.

The SaLT Service is line managed by a member of the Senior Leadership Team, Deputy Head Teacher /SENDCo.

Members of the Governing Body bring diverse expertise from broad areas of public and business life. With the interests of the school, its staff, and every young person within it as their focus, our Governing Body give freely of their time.

The Speech and Language Therapy Service will be provided by qualified Speech and Language Therapists registered by their professional body, the Royal College of Speech and Language Therapists (RCSLT) and maintain their standards. They must also be registered with the Health and Care Professions Council (HCPC), who regulates health and care professionals in the United Kingdom. RCSLT and HCPC registration is the responsibility of an individual therapist to uphold throughout their working career, and is paid for by the individual. Therapists will be asked to show proof of RCSLT / HCPC registration, to HR/Principal, upon request.

The SaLT Service will be provided according to the professional standards detailed and published by the Royal College of Speech and Language Therapists. In general terms, the service provided to each child will meet the Speech and Language Therapy needs detailed in the guidelines laid out by the RCSLT. This will also involve therapists adhering to their professional standards within HCPC guidelines.

### **Clinical Supervision and sharing best practice**

Liaison with local NHS colleagues and those in similar non-maintained settings is encouraged, in order to share good practice and maintain consistency in professional practice. As part of RCSLT and HCPC guidelines, all therapists must access regular Clinical Supervision; this is provided on a termly basis - the organisation of which, is the responsibility of each individual therapist. Additional Peer Supervision can also be arranged between SaLT team members or within the wider clinical team e.g. Occupational Therapists.

Staff are encouraged to share best practice by participating with relevant Clinical Excellence Networks (CEN) or Special Interest Groups (SIG), in addition to attending training courses or conferences for CPD. Additionally, relevant reading i.e. journal articles, blogs, literature etc is encouraged and undertaken by Therapists, to ensure that up-to-date knowledge and evidence based practice is maintained through current research and clinical practice, both nationally and internationally.

It is recognised that nowadays networking, CPD, and sharing best practice, can be gained through the use of social networking sites and the media e.g. Twitter, YouTube, TEDx Talks. Therapists adhere to school policies and compliance in relation to use of ICT, social media, professional conduct and representation of WKS, written communications, and GDPR. It is acknowledged that there are many additional benefits for Therapists using social media - to positively build relationships communities locally and nationally; communicate and share information with parents/carers; to gain support and recognition; to proudly promote and showcase the school.

### **Continuing Professional Development and Appraisal**

Continuing Professional Development (CPD) of Therapists is a legal requirement of HCPC and RCSLT to maintain registration to practice. A summary of this shown below:

Contracted hours	Required no. of CPD hours / year	CPD examples	Requirement
1 WTE (full time)	30hours per year	Undertake a mixture of CPD activities: <ul style="list-style-type: none"><li>- Work-based learning</li><li>- Formal/educational</li><li>- Self-directed learning</li><li>- Professional activity</li><li>- Other e.g. voluntary work</li></ul>	Responsible for completing one's own CPD hours, activities, and record keeping of this
0.8 WTE (4days/week)	24hours per year		
Exemptions: part time workers, maternity leave, extended leave/sabbatical, those undertaking post-graduate qualifications. There may also be other exemptions agreed on an individual basis.			

It is recognised that CPD via 'virtual' means or use of social media outlets is becoming the norm e.g. when attending training, conferences, CENs, and network through social media. The use of such reflects aforementioned policies and practices.

Guidelines require that Therapists write reflective commentaries on their learning; time to reflect on a regular basis is vital for this. Records will be required if a Therapist is selected for HCPC audit. The purpose of which is to reflect an emphasis on the outcome of learning. CPD activities must include more than formal courses and must be relevant to a therapist's current or future scope of practice. HCPC standards encourage Therapists to think more broadly about CPD activities and reflect on how each activity impacts practice.

Appraisal meetings are x3 times annually and are based on a cycle of target setting>review>evaluation. 3-4 targets are discussed, agreed, and set between appraisee and appraiser; targets are generally based on the following 3 areas:

- Whole school target (school development plan)

- Departmental target (SaLT)
- CPD target (individual staff member need/CPD)

Individuals are responsible for their CPD target completion and record keeping throughout the year. In addition to HCPC and RCSLT CPD requirements, Therapists at WKS must also comply with the organisation's policy and approach to CPD and Appraisals i.e. using BlueSky to set, record, and evaluate appraisal targets through mandatory CPD directed tasks.

### **Personnel**

The Speech and Language Therapists are members of the school staff and integrate as far as possible into all aspects of school life.

In all other respects the therapists are accountable to the Principal, Governors, and Directors.

### **The primary aims underlying provision are as follows:**

- To deliver SaLT based on the Service provision model (2020)
- To provide the school / residential settings (and staff) with advice regarding the Speech and Language Therapy, and associated needs of those CYP who are known to the Service. Subsequently informing the school / residential settings of the general level of service requirement necessary in order for those needs to be met
- To assess, where appropriate, the speech / language / communication needs of each CYP. This may also include assessment of emotional literacy skills, and areas of social competency in relation to the DSM-V Autism Dyad of Impairments. Recognising that this may involve formal and/or informal assessment and/or observations. This process may vary regarding individual needs of children and young people; frequency; duration; and be ongoing, due to the changing needs of our CYP
- To meet the Speech and Language Therapy requirements as outlined in a CYP's Statement of Special Educational Needs / Education, Health and Care Plan (EHCP). To provide the required means, frequency, duration of service delivery; to oversee / monitor the Statement / EHCP outcomes. To review / evaluate existing outcomes, or identify new outcomes, for CYP in relation to their Statement / EHCP outcomes or requirements
- To integrate each CYP's Speech and Language Therapy requirements as fully as possible into their IEP, to update and monitor targets and to meet each CYP's needs in close collaboration with teaching and Care staff

- To input clinically based information alongside other therapies at WKS, on to a CYP's Clinical Profile. This is a means of disseminating outcomes from assessment / observation, alongside clinically based requirements, advice, recommendations i.e. strategies
- To further the capacity of the school to enable CYP with speech, language and/or (social) communication difficulties to access learning proportionate to their skills and ability, through enabling access to the curriculum
- To support / advise, collaborate, and actively implement ways to improve speech, language and (social) communication skills within achieving academic outcomes for CYP who are accessing learning the National Curriculum at WKS e.g. through IEP targets
- To further the capacity of the school and residential settings, by enabling CYP with speech, language, and (social) communication difficulties, to integrate into all aspects of school and residential life e.g. social and extra-curricular activities
- To take the lead on establishing autism-friendly communication environments and approaches across the school
- To be as accessible as possible to parents / carers in order to maximise progress, ensuring carry-over and generalisation of new skills into home life
- To liaise as fully as possible with all other services / professionals / disciplines, involved in the care, support, planning and provision of services for CYP e.g. the Occupational Therapy (OT) Service, CAMHS etc
- To provide training across the wider community, in line with the School's wider training programme

### **Access to the Speech and Language Therapy Department**

Access to the department is determined by a therapist, either through:

- A CYP's Statement of Special Educational Needs / EHCP
- An 'in-house referral' made to the SaLT department via the Panel Team.  
Referrals may come from:
  - Education, Support and/or Care staff. This may also include referrals made from parental expressions of concern/need via school staff

- A therapist them self, i.e. having identified a clinical need based on their professional judgement and/or differential diagnosis e.g. assessment results / observation

This ensures that:

- The SaLT Service provision model is maintained to ensure demand vs capacity is met, and that caseloads (including waiting lists) are managed fairly and effectively
- The school / residential settings are aware of every CYP who has specific speech, language, and/or communication needs, following assessment and/or a period of targeted information i.e. information is disseminated through a Clinical Profile
- The school / residential settings are aware of every CYP who is being provided with SaLT interventions e.g. targeted direct sessions and/or indirect interventions such as visual supports
- The system ensures that the CYP at the school have access to the SaLT department based on their specific and individualised need(s) i.e. not solely the need which is (or is not) identified in their Statement / EHCP. This allows for referrals to be made / interventions can be provided, at the discretion of the School, irrespective of what may be written in a Statement / EHCP; it is understood that the in-depth assessment process, capacity, and scope of Service delivery at WKS, may exceed that of other settings/services which the CYP has previously accessed. It is possible therefore, that SaLT related needs may be first identified by SaLT at WKS, which have not been previously known

**The Service provided includes (in addition to above):**

- Assessment of every CYP is completed up on entry to WKS; assessment is administered as part of the new pupil induction process. Following the induction assessment, an induction report is written and submitted towards the induction meeting
- Further assessment following the induction process, and ongoing re-assessment, is completed with CYP as required. Information from this assessment is then provided within a Clinical Profile, and subsequent relevant reports and/or meetings e.g. Annual Review
- Direct interventions are provided, as required and deemed necessary by the Therapist and EHCP/Statement requirements. This may include:
  - Individual 1:1 interventions

- Pair and/or small group interventions
- Specific intervention programmes e.g. Social Thinking®, Language for Thinking®, The Listening Programme®
- Joint interventions e.g. with OT (i.e. Zones of Regulation®), Pastoral Care Team
- Working with CYP in the school e.g. classroom setting; implementing SaLT / IEP targets; embedding practice; differential diagnosis; trialling visual supports / therapeutic interventions or approaches; modelling or demonstration to staff in context; targeting generalisation and/or transference of skills across different contexts / with a wider range of people
- The teaching of whole school Social Communication Targets and Emotional Literacy, in weekly timetabled 'Communication Skills' (KS2-3) or 'Skills for Life' (KS4+) SaLT lessons. See SaLT rationales for further information
- Further opportunity for liaison, planning, target setting with Teachers, Teaching Assistants and Care staff
- Monitoring the progress of CYP through regular formal and informal assessment; and provision of updated reports and Clinical Profiles; IEP targets
- Contributing to ongoing evaluation of CYPs' academic progress including provision of reports and involvement in the annual review process
- Supporting staff in their differentiation of communication / language with CYP in the wider school remit, such as; pupil debrief process; mental capacity; Student Voice, Duke of Edinburgh Award
- Liaison and targeted work as necessary with parents / carers – some of which may take place in the home / residential setting. This may also involve training/workshops, when need is identified or upon a necessary request
- Delivery of staff training to both Education and Care teams – as an ongoing requirement, based on the turnover of staff and the changing needs of CYP. Training may be based on an individual CYP's need, or whole setting training
- Oversee the use of Widgit Communicate In Print 3® i.e. provide staff training via a workshop; support with ad-hoc / ongoing queries; maintain close liaison with the school's ICT Technician to ensure software is installed and in working order across the school and residential settings



- Training of new staff, following recruitment and as part of the WKS staff induction process. Training is completed in areas relevant to SaLT and Autism
- Provide support, advice, and guidance for Education / Care staff in developing language and communication friendly (learning) environments
- Actively initiate and support staff in developing visual supports / specific strategies or approaches, for CYP with language and/or communication difficulties

Where the Service provision to the child or young person involves another member of staff i.e. a TA following a targeted programme of work, the work undertaken will be carried out under the supervision of a qualified Speech and Language Therapist.

The SaLT department provides a lead role in the interventions and strategies provided for Autistic CYP, e.g. in developing an Autism friendly approach to learning and care throughout WKS. The Lead Speech and Language Therapist is the main contact and has oversight of WKS Autism Accreditation.

Where there is a 'theme' in school or event e.g. Anti-Bullying Week, Armistice Day, therapists' will try to focus on this within their SaLT sessions with CYP. Therapists input into the school's SMSC Grid. Therapists use Behaviour Watch to record positive outcomes, incidents for CYP.

The Service is able to offer assessment and interventions for CYP across the residential settings as well as within the school environment. This ensures that strategies and approaches are transferred into the residential (home) setting, in order to support CYPs language and communication needs, as well as optimising learning through SaLT strategies and interventions. Therapists recognise the benefit that comes from further opportunities to consolidate and generalise learning (skills) in the residential setting. Therapists maintain close liaison with Care Staff, to ensure strategies/approaches e.g. visual supports, are utilised and embedded in the residential settings. Care Staff have the opportunity to attend SaLT training, and also access ad-hoc support as needed – this is either initiated by therapists, or by Care Staff of their own volition.

### **Planning and provision**

- Speech and Language Therapy provision is based upon a Specialist – Targeted – Universal model. This ensures that demand vs capacity is met and well managed within the unique setting of WKS with in-house services and embedded clinical practice
- Results of individual CYP's formal and/or informal assessment or observation also determine provision

- A Statement of Special Educational Needs / EHCP may detail specific requirements or outcomes which relate to SaLT provision. However, due to any in-depth SaLT assessments which take place at WKS, Therapists use these alongside clinical reasoning and differential diagnosis, to further determine what type / frequency of provision is required. This may differ to previously determined provision within the Statement or EHCP
- Close liaison is maintained between Therapists and the school's SENCo, in order to ensure that a child or young person's outcomes are SMART, and that provision of Service reflects current need

Therapists underpin their clinical practice by using professional judgement, based on differential diagnosis (i.e. assessment), evidence based practice and clearly defined rationales. This is also based on clinical guidelines from the RCSLT.

Speech and Language Therapy provision is reflected in the CYP's IEP, where appropriate. IEP targets are taken from the long term outcomes from a CYP's Statement / EHCP. At WKS, SaLT related targets are shown through the 'communication and interaction' target on an IEP. Therapists are responsible for initially setting these SMART targets, thereafter reviewing these on a half term basis, in liaison with teaching staff. This ensures that appropriate and meaningful (SMART) targets are set by clinicians, and subsequently reviewed with teaching staff who are able to add to the evaluation of each target e.g. whether a target remains relevant; to what level (competency) this has been achieved, consolidated and/or generalised.

A 'Clinical Profile' is provided for all CYP to show assessment results, and related advice, which is available for all staff. Clinical Profiles can be used to support college applications and other settings for CYP who are making the transition to Higher / Further education, apprenticeships, or voluntary placement or workplace providers.

All CYP have weekly class based SALT lessons. These are planned and delivered by a Speech and Language Therapist. Where CYP are involved in additional individual, pair or group interventions, Speech and Language Therapy is planned and recorded for each CYP. Therapists keep records of all contacts regarding every CYP i.e. sessions delivered and/or cancelled, liaison with parents/professionals and record written documents i.e. reports. This is in accordance with professional guidelines from RCSLT and HCPC.

### **Consent**

Written consent for SaLT provision (aka 'consent to treat') is gained from those who have parental responsibility for the pupil. A standard letter is used to cover SaLT and OT provision. If consent is not gained in writing, the Service will be unable to clinically advise, oversee, or manage the SLCN of a CYP at WKS.

### **Archiving casenote files and record keeping**

Casenote files (and paperwork) relating to all pupils, are maintained in line with GDPR, HCPC and RCSLT legal requirements; every CYP at WKS has a hardcopy SaLT casenote file. Some pupil information is maintained electronically on the secure school network for ease of access. Casenote files are archived and placed into storage only when CYP leave WKS, either through transition or termination of placement. Archiving procedure follows department procedures - files are prepared for archive then given to SENCo administration staff for safe and secure storage on the school site where other educational records are also archived. This paperwork must be kept in archive for a minimum of 25years; casefile archives are clearly labelled and identified with this information; it is the responsibility of SENCo administration staff to destroy casefiles after the 25year period in-line with the current GDPR regulations.

The needs of each CYP are subject to regular review both in the context of the Speech and Language Therapy Service itself, and within the requirements of the SEN assessment and review procedures.

The content and delivery of the Speech and Language Therapy caseload will be subject to regular monitoring. In general, this is monitored via the Head of SaLT, in close liaison with line management. If required thereafter, by means of meetings with the Senior Leadership Team.

### **Service monitoring and review**

The service will need to be reviewed with regards to:

- Statement/EHCP requirements
- Caseload size and content; with consideration of safe and effective caseload management i.e. Therapist capacity; Individual Therapist knowledge/ skills/ experience; complexity of CYP need
- Service integration with Education and Care staff
- Working practices
- Clinical Supervision, Continuous Professional Development and training
- Budget issues and the effective use of available resources

Each CYPs therapy targets are regularly reviewed and adjusted accordingly. This is done in accordance with RCSLT and HCPC guidance, the School's IEP process. Primarily, reviews are based on a therapist's clinical judgement and differential diagnosis. Therapists will contribute to the full SEND review process within the school as a matter of course in relation to each CYP on the caseload.

Therapists follow school policies and complete mandatory training relating to legal obligations and code of conduct i.e. GDPR, Safeguarding. Thorough checks and formalised audits are undertaken within the Clinical Services Department at WKS;

this ensures that practices are being upheld to the highest standard. GDPR, confidentiality, and record keeping is of utmost importance in the Service's daily practices; therapists must comply with this in relation to HCPC and Information Governance, which is outlined in RCSLT's Communicating Quality document. This is concerned with the safe, secure and ethical handling of information, professional accountability and autonomy. It is a framework of legal and professional codes of practice and guidance; it is clearly understood throughout the Service at WKS that everyone holds a responsibility for this.



## **West Kirby School and College Occupational Therapy Policy**

### **Service Provision**

The Occupational Therapy Service will be provided by qualified Occupational Therapists registered with the Health and Care Professions Council (HCPC), maintaining professional standards set by both HCPC and their professional body, the Royal College of Occupational Therapists (RCOT).

Liaison with local NHS colleagues and those in similar non-maintained settings is encouraged, in order to share good practice and maintain consistency in professional practice.

### **The Primary aims underlying provision are as follows:**

- To complete Occupational Therapy screenings and assessments (when highlighted and selected in accordance with individual student needs) in order to contribute to the clinical profile which is designed to give an overview of student's foundation abilities which may impact on function and learning
- To provide the school with advice regarding Occupational Therapy intervention and associated needs of those children with functional deficits, therefore informing the school of the general level of service requirement necessary in order for those needs to be met
- To integrate each child's Occupational Therapy requirements as fully as possible into the IEP, and to meet each child's needs in collaboration with teaching and care staff
- To take the lead on establishing autism-friendly sensory environments and approaches across the school
- To be as accessible as possible to parents and/or carers in order to maximise progress, ensuring carry-over and generalisation of new skills into home life as appropriate

- To liaise as fully as possible with all other services/professionals/disciplines involved in the planning and provision of service e.g. the Speech and Language Department, Medical Department, Pastoral Care Team (PCT) etc.
- To advise on, and implement ways to improve sensory, motor and functional skills within the National Curriculum and other alternative curriculums or approaches to facilitate an integrated approach to developing pupils life skills.

### **Access to the Occupational Therapy Department**

Access to the department is determined by the school and therapist, either through:

- A child's Educational Statement / Education, Health and Care Plan (EHCP)
- A therapist, having identified a clinical need based on their professional judgement and differential diagnosis
- A member of the school team having identified a functional concern, which an occupational therapist agrees requires further assessment or intervention

This ensures that:

- The school is aware of every child being provided with OT and is made aware following each assessment of the needs of each child in the school
- The system ensures that children at the school have access to the OT department based on their perceived need, and not solely the need as defined in their statement/EHCP. E.g. this allows for referrals related to the impact of sensory motor difficulties on occupational performance

### **The Service provided includes:**

- Screening assessment of every pupil on entry to WKS as part of the new pupil induction process carried out by all 'Clinical Services' departments
- An induction report for every child following this induction period. This includes initial assessment findings (standardised and non-standardised); specific advice for staff on supporting pupils' sensory motor and occupational performance skills, in order to access the curriculum
- Further assessment and ongoing reassessment with specific children, as required
- Interventions, including:
  - Individual interventions with specific children, as required
  - Pair and/or small group interventions with specific children when deemed appropriate by OT staff
  - Working within the school curriculum to deliver sessions aimed at improving children's fine and gross motor skills, sensory needs, self regulation and their ability to access the learning environment

- Working with children in the school setting; implementing strategies across the whole school. This involves jointly planning, target setting and evaluating pupil outcomes with teaching staff. Therapists aim to embed sensory, motor and independence skills within the curriculum, by joint planning with staff, supporting individual children as required and supporting delivery of specific aspects of the curriculum (e.g. The Zones of Regulation Programme, Sensory circuits)
- Monitoring of pupils' progress through regular formal and informal assessment, and provision of updated reports, clinical profiles and involvement in the annual review process
- Input to the school care and education staff training programme as agreed by discussion with the Senior Leadership Team
- Training of new staff in areas relevant to OT and autism, as part of their WKS staff induction
- Training/workshops for parents/carers upon request, or according to identified need, by discussion with the Senior Leadership Team

Where the service provision to the child involves another member of staff i.e. a TA following a targeted programme of work, the work undertaken will be carried out under the supervision of a qualified Occupational Therapist.

The Service is able to offer assessment, direct or indirect intervention programmes or advice for children. Interventions offered are determined by assessment findings relating to sensory processing skills; motor co-ordination skills; and occupational performance skills of the pupils.

### **Planning and Provision**

Occupational Therapy provision is based upon the results of individual formal and/or informal assessment of each pupil's needs. Therapists underpin their practice by using professional judgement, evidence based practice and rationale.

Occupational Therapy provision for each child is reflected in the child's IEP where appropriate. A 'Clinical Profile' is provided for all pupils to show assessment results, and related advice, which is available for all staff.

Occupational Therapy interventions may be provided on a 1:1 basis, working in pairs / small groups or delivered as part of a classroom lesson. Where children are involved in targeted direct OT interventions (e.g. those not provided as a whole class group), Occupational Therapy is planned and recorded for each child. Therapists keep records of all dealings with every child i.e. contact (sessions delivered and/or cancelled), any liaison with parents/professionals and record of written documents i.e. writing reports. This is in accordance with their professional guidelines from RCOT and HCPC.

The needs of each child are subject to regular review both in the context of the Occupational Therapy Service itself, and within the requirements of the SEN assessment and review procedures.

The content and delivery of the Occupational Therapy caseload will be subject to regular monitoring. In the main, this is monitored via the Clinical Lead Specialist OT, in close liaison with the Head of Clinical Services. If required thereafter, by means of meetings with the Senior Leadership Team and informally through discussion between the Clinical Lead Specialist Therapist and Principal.

Clinical supervision and support for OT staff is provided by the Clinical Lead Specialist OT. The Clinical Lead Specialist OT has clinical supervision provided from an external source for matters relating to direct OT practice, with additional support from the Head of Clinical Services for all other matters.

### **Contract and Service Monitoring and Review**

The service will need to be reviewed with regard to:

- Caseload size and content; with consideration of safe and effective caseload management
- Service integration with education and care staff
- Working practices
- Clinical Supervision, professional development and training
- Budget issues and the effective use of available resources

### **Review**

Each child's therapy targets are regularly reviewed and adjusted accordingly.

The OT will contribute to the full SEN review process within the school as a matter of course in relation to each child on the caseload.

### **Personnel Issues**

Therapists have the same core responsibilities as other school staff in respect of key issues such as Health and Safety, Child Protection, PRICE etc.

The Therapists are members of the school staff and integrate as far as possible into all aspects of school life.

In all other respects the Therapists are accountable to the Principal and Senior Leadership Team.





## **West Kirby School and College**

### **Looked After Children Policy**

#### **Statement of intent**

Educational achievement and subsequent life chances for LAC and previously-LAC are of real concern. Pupils who are looked after require special treatment and additional attention in order to improve their situation.

West Kirby School endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for LAC realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

#### **1. Legal framework**

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'

- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- Equality Act 2010 and does not discriminate against pupils or their families because of their protected characteristics:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation

1.2. This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- One-to-One Tuition Policy
- Behavioural Policy
- Home School Agreement
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- SEND Policy

## **2. Definitions**

2.1. "Looked after children (LAC)" are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

2.2. "Previously-LAC" are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious

organisation, or other organisation whose main purpose is to benefit society).

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### **3. Roles and responsibilities**

#### **3.1. The Principal is responsible for:**

- Ensuring the school has a coherent policy for LAC and previously-LAC.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the designated teacher for LAC and previously-LAC has received the appropriate training.
- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
  - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
  - Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep LAC and previously-LAC safe.
- Ensuring LAC and previously-LAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the annual report produced by the designated teacher to evaluate the progress of LAC in the school.
- Ensuring they receive feedback from the Designated Teacher regarding the effectiveness of the policy on an annual basis.

#### **3.2. The virtual school head (VSH) is responsible for:**

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's LAC, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to LAC and previously-LAC.
- Working with the school to ensure all LAC in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for LAC.

- Acting as a source of advice and information to help parents of previously-LAC as effectively as possible.
- Ensuring there are effective systems in place to:
  - Maintain an up-to-date roll of the LAC who are in school settings, and gather information about their educational placement, attendance and progress.
  - Inform the headteacher and designated teacher if they have a pupil on roll who is looked after by the LA.
  - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's PEP.
  - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all LAC.
  - Avoid delays in providing suitable educational provision.
  - Ensure the education achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare.
  - Report regularly on the attainment, progress and school attendance of LAC through the authority's corporate parenting structures.

### 3.3. The Principal is responsible for:

- Appointing the designated teacher for LAC and previously-LAC.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing board annually on the following:
  - The number of LAC and previously-LAC in the school
  - An analysis of assessment scores as a cohort, compared to other pupil groups
  - The attendance of LAC and previously-LAC, compared to other pupil groups
  - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting LAC is a key priority.
- Promoting the advantages of actively challenging negative stereotypes of LAC.

### 3.4. The designated teacher for LAC and previously-LAC is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to LAC and previously-LAC.
- Promoting the educational achievement of LAC and previously-LAC at the school; this includes those that left care through

adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales.

- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring LAC are involved in setting their own targets.
- Advising staff on teaching strategies for LAC.
- Ensuring that LAC are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all pupil needs are met.
- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the Principle to submit an annual report to the governing board, which details the progress of all LAC and previously-LAC.

3.5. The DSL is responsible for:

- Keeping up-to-date records of LAC's respective social worker and VSH.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

3.6. The SENCO is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for LAC and previously-LAC.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of previously-LAC.

3.7. Staff are responsible for:

- Being aware of LAC and previously-LAC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards LAC and previously-LAC.
- Promoting the self-esteem of LAC and previously-LAC.

#### **4. PEP**

4.1. All LAC must have a care plan; PEPs are an integral part of this care plan.

4.2. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential.

4.3. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

4.4. The school with other professionals and the child's carers will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.

4.5. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.

4.6. The PEP will address the pupil's full range of education and development needs, including:

- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
  - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
  - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
  - Out-of-school hours learning activities, study support and leisure interests.

## **5. Working with agencies and the VSH**

5.1. The school will ensure that copies of all relevant reports are forwarded to the LAC social workers, in addition to carers or residential social workers.

5.2. The school will coordinate their review meetings; for example, hold their annual review of LAC with their statutory care review.

5.3. The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard LAC and previously-LAC.

5.4. Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

5.5. The designated teacher for LAC and previously-LAC will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

5.6. Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.

5.7. The designated teacher will communicate with the VSH and agree on how pupil premium plus (PP+) can be used effectively to accommodate the child's educational attainment and progress.

5.8. PP+ for previously-LAC will be allocated directly to, and managed by, the school.

5.9. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of LAC, or previously-LAC, and according to their needs.

5.10. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

5.11. The designated teacher will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation.

5.12. The school will share their expertise on what works in supporting the education of LAC and previously-LAC.

## **6. Training**

6.1. The designated teacher and other school staff involved in the education of LAC and previously-LAC have received the appropriate training, this includes information about the following:

- School admissions arrangements
- SEND
- Attendance
- Exclusions
- Homework
- GCSE options
- Managing and challenging behaviour
- Promoting positive educational and recreational activities
- Supporting pupils to be aspirational for their future education, training and employment
- Safeguarding

## **7. Pupil mental health**

7.1. LAC and previously-LAC are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated teachers will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

7.2. The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and previously-LAC, and knows how to access further assessment and support, where necessary.

7.3. A strengths and difficulties questionnaire will be used as directed by social workers to help social care and other relevant professionals to form a view about LAC and previously-LAC's current emotional wellbeing. Teachers will complete their element of the questionnaire to assist social workers in their assessment.

## **8. Exclusions**

8.1. Past experiences of LAC and previously-LAC will be considered when designing and implementing the school's Behavioural Policy.

8.2. The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any LAC.

8.3. Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity.

8.4. Exclusion will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion.

8.5. The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.

## **9. Pupils with SEND**

9.1. Support for LAC with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.

9.2. The SENCO, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress.

9.3. If appropriate, the VSH will be invited to comment on proposed SEND provision for previously-LAC.

## **10. Information sharing**

10.1. Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of LAC and previously-LAC are understood and met.

10.2. The arrangements set out include:



- Who has access to information on LAC and previously LAC and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

## **11. Monitoring and review**

11.1. This policy will be reviewed on an annual basis by the designated teacher and the Principal.

11.2. The next scheduled review date for this policy is December 2021.



## **West Kirby School and College**

### **Pupil Premium Policy**

#### **Statement of intent**

At West Kirby School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

#### **1. Legal framework**

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010 and does not discriminate against pupils or their families because of their protected characteristics:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation

- ESFA (2019) 'Pupil premium 2019 to 2020: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- MoD (2019) 'The Service Pupil Premium: what you need to know'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'

## 2. PPG allocation rates

2.1. For the academic year 2019 to 2020, grant allocations are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,320
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£935
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,300
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
<b>Service children</b>	<b>Grant amount per pupil</b>
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£300

## 3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.
- 3.5. To make a significant impact on the education and lives of these pupils.
- 3.6. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

## 4. How PPG can be spent

- 4.1. Under the terms of the PPG, the funding may be spent in the following ways:
- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
  - For the benefit of pupils registered at other maintained schools or academies.
  - On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- 4.2. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

## **5. Our long-term strategy for success**

- 5.1. We maximise use of the PPG by:
- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
  - Ensuring PPG funding and spending can be identified within the school's budget.
  - Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
  - Assessing the individual provisions required for each pupil in receipt of the PPG.
- 5.2. We will be adopting a long-term three-year strategic plan from 2020, aligned to the wider school improvement strategy, which contains the following considerations:
- Expenditure
  - Recruitment
  - Teaching practice
  - Staff development
- 5.3. We will conduct light-touch annual reviews to inform the plan and form the school's pupil premium statement.
- 5.4. We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.
- 5.5. The EEF's Families of Schools Database is consulted to learn about effective practice in similar schools.
- 5.6. We focus on approaches that:
- Are individually tailored to the strengths and needs of each pupil.
  - Are consistent (based on agreed core principles and components) but also flexible and responsive.

- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP)).
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

5.7. We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- A child-centred approach to assessment for learning.

## **6. A tiered approach to PPG spending**

6.1. We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

1: Teaching

2: Targeted academic support

3: Wider strategies

6.2. Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we may spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

6.3. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We may spend the PPG on targeted support in the following ways:

- Structured interventions

- Small group tuition
- One-to-one support

6.4. Wider strategies are used to overcome non-academic barriers to success. We may spend the PPG on the following wider strategies:

- Behaviour support
- The breakfast club
- Attendance initiatives

## **7. Use of the LAC and PLAC premiums**

7.1. The LAC premium is managed by the LA's designated virtual school head (VSH).

7.2. The premium is used to benefit a pupil's educational needs as described in their PEP.

7.3. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

7.4. The LAC premium is used to facilitate a wide range of educational support for LAC.

7.5. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.

7.6. The designated teacher works with the VSH to ensure that all available funding is spent.

7.7. PLAC premium is allocated directly to the school.

7.8. LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## **8. Example interventions**

8.1. We may utilise the following achievement focussed interventions:

- Providing one-to-one and small group work to address pupils' specific knowledge gaps
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below target.
- Targeting pupils who require additional help to reach their expected progress that academic year.

8.2. We may utilise the following teaching focussed interventions:

- CPD training for staff

- Teaching development programme delivered by external experts
- Courses that support teacher development.

8.3. We may utilise the following wellbeing focussed interventions:

- One-to-one counselling sessions
- Access to pastoral activities to support wellbeing.
- Allocating funds to enable pupils to participate in extra-curricular activities
- Allocating funds to enable pupils to experience a broad range of SMSC activities.

8.4. We may utilise the following communication focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- 1:1 and small group activities led by an experienced member of staff and supported by SALT to develop communication skills.
- SALT programs designed to support interaction and social skills.
- Support for pupils to access a range of offsite trips and experiences

8.5. We may utilise the following independence focussed interventions:

- Work experience opportunities
- Opportunities to buddy other pupils.

## **9. Use of the service pupil premium (SPP)**

9.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

9.2. Pupils qualify for the SPP if they meet the following criteria:

- One of their parents is serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2014 (known as the 'Ever 6 service measure')
- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

9.3. The school does not combine the SPP with any other form of PPG.

9.4. SPP spending is accounted for separately to any other form of PPG.

9.5. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.

- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

9.6. The school does not use the SPP to subsidise routine school activities.

## **10. Accountability**

10.1. Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

10.2. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

10.3. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

10.4. The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

10.5. The school publishes its strategy for using the pupil premium on the school website.

## **11. Reporting**

11.1. The Designated Teacher reports annually to the head teacher, governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.

11.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the headteacher and the governing board.

11.3. The EEF's DIY Evaluation Guide is used to measure the impact of our spending.

11.4. Information regarding PPG spending is published on the school website.

11.5. For parents/carers of pupils in receipt of PPG, personal information is sent home in pupils' progress reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.



## **12. Pupil premium reviews**

12.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.

12.2. If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.

12.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

12.4. The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.

12.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.

12.6. The school may pay an additional cost for the brokerage service providing the reviewer.

12.7. In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

12.8. At the end of the review, the school will have an improved strategy and plans to implement it.

## **13. Overpayments**

13.1. The school will repay any overpayment of PPG by the LA.

14. Monitoring and review

14.1. The Principal and SBM are responsible for reviewing this policy annually.

14.2. The next scheduled review date is November 2021.



## **West Kirby School and College**

### **British Values Policy**

#### **Definition**

The government set out their definition of British values in the 2011 Prevent Strategy. These were reinforced in Sept 2014 due to secularisation in some schools in the U.K.

Here at WKS, we focus on embedding fundamental British values throughout the school within the curriculum, SMSC opportunities and the school ethos.

The five British values are as follows:

- Democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs and at WKS, all are promoted and acted upon in the following ways:

#### **Democracy**

Pupil Voice is significant in promoting democracy throughout the school. The 'Have your Say' documents for annual reviews are at the forefront of pupils having a voice within the school and a say on what goes on within it. Our SALT (Speech and Language Therapy) targets each week, especially 'Winning, Losing and Compromise' promote a democratic approach to learning. Peer and self-assessment gives the pupils a part to play within the school in relation to teaching and learning. Detention slips and incident debriefs let our pupils have the opportunity to voice their opinions democratically and be heard and valued. WKS has an open policy for all staff and pupils to illustrate that we all have a part to play in the school.

#### **The Rule of Law**

The understanding of the importance of rules is consistently reinforced through assemblies and our cross curricular approach. The involvement of all our pupils in the formation of the school rules helps them to understand the reasons behind the

rules and the causes and consequences of actions. PRICE, the Going for Gold System and various policies, including the WKS anti-bullying policy all contribute to the rule of law and how and why it should be upheld. Throughout the year we welcome visits from members of the wider community including police, the fire brigade and those who work in the justice system and social care. At WKS, we emphasise the importance of upholding the law to create a harmonious society for all.

### **Individual Liberty**

WKS invests a great deal of time in creating a positive choice-making culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. The importance of adhering to human rights is taught throughout the school, especially within History, PSHEE (Personal, Social, Health and Economic Education) and R.E. (Religious Education.) Our PSHEE and SALT targets and sessions all encourage individual freedoms for all. Our E-Safety policy, and its emphasis on anti-bullying strategies and in keeping all our pupils safe at WKS, personalised learning, individual timetables, travel training, options and entitlements all foster WKS' belief that individual liberty for our pupils should be encouraged and celebrated in a respectful and safe environment.

### **Mutual respect**

Mutual respect is at the forefront of life at WKS. Pupils and staff alike are encouraged to foster a mutual respect approach to all areas of school life. Our Going for Gold System, peer assessment and weekly social communication targets all focus on the need for mutual respect within the school and out into the wider community. Staff are encouraged to sit with pupils at lunchtime, our buddying policy encourages respect with peer groups and our International Schools status all promote and cultivate a place of mutual respect of other cultures. Pupils are challenged if the ethos of mutual respect at WKS is not upheld.

### **Tolerance of those of different faiths and beliefs**

At WKS, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We have themed days focusing on a particular religion or belief and challenge any language or action that shows intolerance of other faiths or beliefs. Our International Schools Status continues to encourage a tolerance and understanding of those from different religions and backgrounds and our reciprocal visits to South Africa, India and China foster a tolerance of all throughout the school.

Our cross curricular approach all encourage and promote tolerance of other faiths. Challenges are made when a pupil is deemed to be acting in an intolerant manner.

WKS is committed to promoting democracy, the rule of law, individual liberty, mutual respect and a tolerance of those with different beliefs or faiths throughout the school.

At WKS, we believe that promoting the five British values in a positive and celebratory way leads to a harmonious and forward-thinking school and fosters well-balanced, tolerant and forward-thinking young people of the future.



## **West Kirby School and College**

### **Provision Statement**

#### **The staff team comprises of:**

Specialist Teachers  
Higher Level Teaching Assistants  
Teaching Assistants  
Speech and Language Therapists  
Occupational Therapist  
Learning Mentor  
Pastoral Care Team  
Reading Support (includes dyslexia screening)  
Residential Care Workers  
School Nurse  
Careers and Pathways Officer  
Therapy Support Team  
Clinical Psychologist

#### **Provision**

Provision at West Kirby is provided in 3 tiers:

- Universal
- Targeted
- Specialist

#### **Universal provision**

Universal provision is available to all pupils at WKS.

This includes:

Area of Need	Provision
Cognition and Learning	<ul style="list-style-type: none"> <li>• Access to small class groups with a high staff:pupil ratio.</li> <li>• Individual support within the learning environment to build self-esteem around learning tasks and develop resilience.</li> <li>• Access to a broad and balanced curriculum using a multi-sensory teaching and learning approach with particular focus on the teaching of literacy and numeracy skills.</li> <li>• Daily phonics sessions with specialist teacher if required.</li> <li>• Creative opportunities to enable engagement with learning tasks and for individual's to experience success.</li> <li>• Access to a nurturing, highly supported learning environment with all staff highly trained and experienced in working with young people with complex needs.</li> <li>• The regular use of visuals to support learning with information broken down into manageable chunks and the opportunity for over-learning.</li> <li>• Opportunity to be taught alongside and socialise with a similarly functioning peer group.</li> <li>• Consistent monitoring of progress by class and subject teachers. Progress will be reported formally each term by the pupil progress report sent out to parents. Normative testing is completed annually and included in the Annual Review report. Regular updates on progress will be fed back to parents verbally or through email.</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Access to small class groups with a high staff:pupil ratio.</li> <li>• Weekly Speech and Language Therapist led small group sessions to develop social communication skills including turn taking in conversation and remaining on topic.</li> <li>• Curriculum planned and delivered with advice from SALT to support the development of social communication skills.</li> <li>• Access to a nurturing, highly supported learning environment with all staff highly trained and experienced in working with young people with complex needs.</li> <li>• Opportunity to be taught alongside and socialise with a similarly functioning peer group.</li> <li>• Opportunities for social interaction in a variety of settings – within and outside the classroom; social</li> </ul>

	<p>interactions are structured and monitored to enable effective modelling of behaviour.</p> <ul style="list-style-type: none"> <li>• Consistent monitoring of progress by a qualified Speech and Language Therapist. Progress will be reported formally at the Annual Review by a written report and attendance at the meeting by the Speech and Language Therapist. Regular updates on progress will be fed back to parents verbally or through email.</li> </ul>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Access to small class groups with a high staff:pupil ratio.</li> <li>• Access to a functional skills programme, tailored to an individual's specific needs, promoting independence, keeping safe and the skills needed for daily living.</li> <li>• Opportunities for social interaction in a variety of settings – within and outside the classroom; social interactions are structured and monitored to enable effective modelling of behaviour.</li> <li>• Direct teaching of emotional literacy to develop emotional intelligence and ability to self-regulate.</li> <li>• Access to a nurturing, highly supported learning environment with all staff highly trained and experienced in working with young people with complex needs including attachment difficulties.</li> <li>• Access to an appropriate personal development programme reflecting on personal and social relationships and citizenship.</li> <li>• Structured social times, such as lunchtimes and break times. This will enable social interactions to be supported and monitored by the positive modelling of staff and selected peers.</li> <li>• Staff trained in Therapeutic Crisis Intervention to support the de-escalation of situations to reduce the need for physical intervention to keep individuals and others safe.</li> <li>• Staff working with pupils who are able to access immediate advice on strategies and support from the school Clinical Psychologist.</li> <li>• Consistent monitoring of progress by the specialists within the Pastoral Care Team. Progress will be reported formally at the Annual Review by a written report and/or attendance at the meeting by the key worker from PCT as appropriate.</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Further investigation and monitoring of sensory needs by the school Occupational Therapist who has specialisms in Sensory integration and modulation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to the school Occupational Therapy suite which includes specialist equipment.</li> <li>• Access to the school outdoor areas which include the Adventure Playground and outdoor gym equipment.</li> <li>• Access to specific sensory/ OT equipment as needed.</li> <li>• Access to the Zones of Regulation programme which supports the development of self-regulation and emotional control. The programme covers how to identify feelings and level of alertness; effective self-regulation tools; when and how to use these tools; problem solving to identify positive solutions; understanding how behaviours influence others' thoughts and feelings. This is delivered jointly by the OT, Speech and Language Therapist and Class Teaching Assistants and overseen by the school OT.</li> <li>• Access to a nurturing, highly supported learning environment with all staff highly trained and experienced in working with young people with complex needs including the recognition of the flexibility of approach needed when working with young people with diverse sensory needs.</li> <li>• Access to a functional skills programme, tailored to an individual's specific needs, promoting independence and the skills needed for daily living.</li> <li>• Consistent monitoring of progress by a qualified Occupational Therapist if required. Progress will be reported formally at the Annual Review by a written report and attendance at the meeting by the Occupational Therapist. Regular updates on progress and the setting of new goals will be discussed with parents and key education staff.</li> </ul>
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### Targeted Provision

Targeted provision is short-term, outcome led interventions which can be delivered by:

- Teaching Assistants supervised by specialist staff
- Pastoral Care Team
- SALT
- OT

Pupils requiring targeted provision are referred via the Pupil Support Panel. The level of support, who delivers it and the time-scale it will be delivered over is agreed by the Panel and reviewed every 6 weeks.



## **Specialist Provision**

Specialist provision is identified in the pupils' EHCP/ Statement of SEN. This is provided by the specialist staff as required in the EHCP/ Statement of SEN.

If an additional need is identified by the therapists in school requiring specialist provision this is put in place via the Panel process. This is followed up with a request it is included in the EHCP/ Statement of SEN during the Annual Review process.

As with targeted provision, this is outcome led and progress is reviewed regularly by the delivering specialist staff.



## **West Kirby School and College**

### **RSE and Health Education Policy**

#### **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
  - DfE (2018) 'Keeping children safe in education'
  - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2015) 'National curriculum in England: science programmes of study'
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Children and Social Work Act 2017
    - This policy operates in conjunction with the following school policies:
- Behavioural Policy
  - Inclusion Policy
  - SEND Policy
  - E-safety Policy
  - Equal Opportunities Policy
  - Anti-Bullying Policy
  - Child Protection and Safeguarding Policy
  - Harmful Sexual Behaviour Policy
  - Pupil Confidentiality Policy
  - Social, Emotional and Mental Health (SEMH) Policy
  - Records Management Policy

- Acceptable Terms of Use Agreement

## 2. Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- 

The principal is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.
-

The RSE and health education subject leader is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the principal.

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.

- Liaising with the SENDCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and health education subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### **3. Organisation of the RSE and health education curriculum Key Stage 2**

All aspects of RSE are taught through our Curriculum Dimensions thematic topics or as stand-alone lessons and include;

- Health and Wellbeing
- Living in the Wider World
- Relationships

### **4. RSE subject overview Key Stage 2**

**By the end of KS2 pupils should know:**

Families and people who care for me:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### Caring friendships:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### Respectful relationships:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

#### Online relationships:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.
- 

Being safe:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## 5. Organisation of the RSE and health education curriculum Key Stage 3-4

All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

For the purpose of this policy, “**health education**” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE and health education curriculum will be delivered through PSHE education, with some statutory elements taught via the science curriculum.

The RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

## **6. RSE subject overview Key Stage 3-4**

### **By the end of KS4 pupils will know**

Families:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.



- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others, if needed

#### Respectful relationships, including friendships:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour or encourage prejudice
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- The some types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.

- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

#### Online and media:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

#### Being safe:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

#### Intimate and sexual relationships, including sexual health:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women and menopause
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) including HIV/Aids are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **7. Health education subject overview Key Stage 3-4**

By the end of KS4 pupils will know:

Mental wellbeing:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms:

The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their own life online, over-reliance on online relationships, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

#### Physical health and fitness:

The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill health
- About the science relating to blood, organ and stem cell donation.

#### Healthy eating:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- 

#### Drugs, alcohol and tobacco:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions, including the link to serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.

- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access the support to do so.

Health and prevention:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (Late secondary) The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

## **8. Delivery of the curriculum Key Stage 3-4**

The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum. In response to the impact of the Corona virus pandemic, Key Stage 4 will operate a RSE catch up curriculum over the full academic year

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSE and health education curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

The procedures for assessing pupil progress are outlined in [section 18](#) of this policy.

## **9. RSE and Health Education Subject overview Key Stage 5 (Post 16)**

RSE and Health Education at Key Stage 5 will be provided to the pupils in topic areas that are pertinent to the needs of the group and will cover the content outlined in this section.

### **By the end of KS5 pupils will:**

Sexual health:

- develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships
- know how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)

- know how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment

#### Drugs, Alcohol and Tobacco:

- know the impact of and manage alcohol and drug use in relation to immediate and long-term health
- understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking
- know the impact of alcohol and drug use on road safety, work-place safety, reputation and career
- the risks of being a passenger with an intoxicated driver and ways to manage this

#### Consent:

- understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
- understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
- how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

#### Contraception and parenthood:

- understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age
- be able to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner
- know how to effectively use different contraceptives, including how and where to access them
- be able to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)
- be able to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly



## **10. RSE and Health Education Programme of Study Key Stage 5 (Post 16)**

The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the content outlined in [section 9](#) of this policy. The school will endeavour to use current affairs and deliver hot topics as an additional emerging and developmental need.

## **11. Delivery of the curriculum Key Stage 5**

The majority of the RSE and health education curriculum will be delivered through the Life Skills curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The RSE and health education curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

The procedures for assessing pupil progress are outlined in [section 18](#) of this policy.

## 12. Curriculum links

The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

RSE and health education will be linked to the following subjects:

- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 13. Working with parents

- The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.
- When in consultation with parents, the school will provide:
  - The curriculum content, including what will be taught and when.
  - Examples of the resources the school intends to use to deliver the curriculum.

- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.
- The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- If parents have concerns regarding RSE and health education, they may submit these via email to sthomas@wkrs.co.uk, or contact the school office to arrange a meeting with the Principal on 0151 632 3201
- Parents will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents' views.

#### **14. Working with external agencies**

- Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.
- External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- The school will check the visitor/visiting organisation's credentials of all external agencies.
- The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

#### **15. Withdrawal from lessons**

- Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

- Requests to withdraw a child from sex education will be made in writing to the Principal.
- Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- The Principal will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.
- Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

## **16. Equality and accessibility**

- The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation

- The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
- The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENDCO and key stakeholders and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils.
- Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated.

## **17. Safeguarding and confidentiality**

- All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Safeguarding Policy.
- Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

- Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## **18. Assessment**

- The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.
- Lessons are planned to provide suitable challenge to pupils of all abilities.
- Assessments are used to identify where pupils need extra support or intervention.
- There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:
  - Tests
  - Written assignments
  - Self-evaluations

## **19. Staff training**

- Training will be provided by the RSE and health education subject leader to the relevant members of staff on a half-termly basis to ensure they are up-to-date with the RSE and health education curriculum.
- Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.
- The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## **20. Monitoring quality**

- The RSE and health education subject leader is responsible for monitoring the quality of teaching and learning for the subject.
- The RSE and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:
  - Self-evaluations

- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- The RSE and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.
- The RSE and health education subject leader will work regularly and consistently with the principal, RSE link governor and deputy headteacher in charge of personal development, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **21. Monitoring and review**

- This policy will be reviewed by the headteacher in conjunction with the RSE and health education subject leader on an annual basis.
- Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.
- Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.
- The next scheduled review date for this policy is August 2022.





## **West Kirby School and College**

### **Accessibility Plan**

### **November 2019**

#### **Aims of the Accessibility Plan**

This plan outlines how West Kirby School & College aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

### **The accessibility audit**

The governing board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

**Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

**Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

**Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

**Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid

**Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

**Visual disabilities** – this includes those with visual impairments and sensitivities

**Auditory disabilities** – this includes those with hearing impairments and sensitivities

**Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.



## Planning duty 1: Curriculum

	Target	Action(s)	Who	When	Outcome(s)	Target
<b>Short term</b>	Staff members know whether the curriculum is accessible	Audit of the curriculum	Principal , teachers, SENCO	Spring 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2021
	Staff members have the skills to support pupils with SEND	INSET provided to staff members both in house and external as part of Induction and CPD	Principal , external advisors, SENCO	Spring/ Summer 2021	Staff members have the skills to support pupils with SEND	Autumn 221
<b>Medium term</b>	School trips do take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process through Risk	Deputy Heads, Teachers, SENCO	Spring 2021	Planning of school trips takes into account pupils with SEND	Summer 2021

		Assessment and Evolve				
<b>Long term</b>	Pupils with SEND can access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, OT SENCO	Spring 2021	Pupils with SEND can access lessons	Summer 2021

## Planning duty 2: Physical environment

	Target	Action(s)	Who	When	Outcome(s)	Review
Short term	Management know if the school's physical environment is accessible	Audit of physical environment	Operations Director	Spring 2020	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2022
	Disabled pupils can be safely evacuated in an emergency	Personal evacuation plans completed for students who are identified as requiring one	SENCo	Ongoing	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully	Termly
	Ensure all fire escape routes are suitable and safe for all	Monitor success and issues during standard fire practice and amend if necessary.	Operations Director & Compliance Manager	Ongoing	All disabled staff, pupils and visitors are able to have safe and independent evacuation in emergency situations.	Ongoing
	Ensure all external doors are secure and prevent unauthorised entry	Electronic fob access control in place on all external / high-security doors	Operations Director	Ongoing	All external and high-security doors can only be opened by authorised personnel.	Summer 2022 (or when building work occurs)

	Enable disabled pupils and visitors to park within reasonable distance of the School	All parking zones to include suitably marked disabled spaces.	Operations Director	In place	Improved parking for people with mobility difficulties	Autumn 2022
	Ensure all pathways are well maintained, level and do not present trip hazards	All pathways to be regularly inspected, repaired and maintained	Premises Manager	Ongoing	All pupils and visitors are able to move around the school grounds safely	Ongoing
<b>Medium term</b>	Learning environment of pupils with visual impairments is accessible	<p>Incorporation of appropriate colour schemes</p> <p>Regular review of the lighting in classrooms and common areas</p> <p>Installation and use of blinds in classrooms</p>	Operations Director & Premises Manager	Ongoing	Learning environment is accessible to pupils with visual impairments	Autumn 2022

	Toilets are accessible	Handrails installed  Disabled toilets are available	Operations Director & Premises Manager	Summer 2020	Access to toilets is increased	Autumn 2022
<b>Long term</b>	Children with physical disabilities can access school buildings and facilities	Ramps with handrails are installed at main entrance and exit doors  Lifts are available between all floors  Install decked walkway paths in horticulture area	Operations Director & Premises Manager	Summer 2020	School buildings and facilities are fully accessible	Autumn 2022



### Planning duty 3: Information

	Target	Action(s)	Who	When	Outcome(s)	Target
Short term	Management staff do know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2021	School is aware of accessibility gaps to its information delivery procedures	Summer <u>2021</u>
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer <u>2021</u>	School is aware of local services for converting written information into alternative formats	Autumn <u>2021</u>
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring <u>2021</u>	Written information is fully accessible to children with visual impairments	Summer <u>2021</u>

<b>Long term</b>	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer <u>2021</u>	Website is fully accessible	Autumn <u>2021</u>
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