

SEN (Special Educational Needs) Report 2025 West Kirby School and College

Part of the charity, West Kirby Educational Trust

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Key contact for enquiries:

PA to the Principal, Samantha Stephens 0151 632 3201, 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, IDP 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

www.wkrs.co.uk

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 also offers Clinical & Support Services through our specialist teams, alongside an in-house Panel Referral System to this support led by the SENCo. This includes Speech and Language Therapy, Occupational Therapy, Clinical Psychology, Pastoral Care, Home School Liaison, ELSA (Emotional Literacy Support), Reading Support, Learning Mentors, and School Nurse led Medical Team.

The school was awarded National Autistic Society, Autism Beacon Status in 2024 and has retained Autism Accreditation since 2013. Other notable accreditations/awards in support of quality specialist education are

- T.I.C (Tourette's Inclusion in the Community) Friendly Schools - 2025
- British Dyslexia Association Quality Mark, 2023
- Attachment and Trauma Sensitive Schools Award - Gold level - July 2023
- ADHD Foundation Friendly School status, 2019

Other accreditations/awards:

- Quality in Careers Standard - October 2024
- Health and Safety Audit, Platinum Level - September 2024
- School of Sanctuary Award - September 2024
- Eco-Schools Green Flag Award - July 2024
- International Schools Award Foundation Level - July 2024
- Primary Science Quality Mark - June 2024
- Anti-Bullying Kitemark - Silver Level - February 2024
- Rainbow Flag Award - 2023
- Artsmark Gold Award - Re-Accredited 2023

All staff are appropriately qualified for their role in school, and in most cases have additional qualifications & specialist training which enhances the level of expertise available within school.

The school is a Dyslexia friendly school and all staff are informed of the best practice to use with students with a specific learning difficulty with literacy and/or numeracy.

Staff are experienced in working with young people with a demand avoidant profile and successfully employing appropriate strategies.

The following questions have been developed by and may be of particular interest to parents and carers

1. How will I be involved in discussions about and planning for my child's education?
2. How will school/college staff support my child?
3. How will the schoolwork curriculum be changed to match my child's needs?
4. What support will there be for my child's emotional health and well-being?
5. What specialist services and expertise are available to the school/college?
6. What training do staff have who support children with special educational needs and disabilities?
7. How will my child be included in activities outside the classroom including school trips?
8. How physically accessible is the school/college?
9. When my child leaves school/college what kinds of support will there be to prepare them for their next school/college placement?
10. How are the school's resources allocated and matched to my child's special educational needs?
11. In what ways are parents involved in the school?
12. Who can I contact for further information?

1 How will I be involved in discussions about, and planning, for my child's education?

We encourage communication from the day you and your child first look around West Kirby School. Prior to starting at West Kirby a home or school visit will be arranged with either the Home School Liaison Officer and/or the Admissions Officer. This is the start of the process in planning for the education of your child. Your views on transition will be sought and transition dates agreed to make the start at West Kirby as smooth as possible.

All pupils will have an Education, Health and Care Plan (EHCP) Individual Development Plan (IDP) or a Statement of SEN. This document informs the provision and level of support in place for your child. This is formally reviewed annually in a meeting in school to which parents/ carers, the Local Authority and other professionals are invited. This is a person centred process so your views and that of your child are important for this to be successful.

For new pupils an **Induction Review** is held approximately 10 weeks after admission to which parents/ carers, the Local Authority and other professionals involved will be invited. This provides an opportunity to feedback the results of any assessments and discuss the level of support in place and progress being made. All pupils at WKS have an Individual Education Plan (IEP), One Page Profile, Clinical Profile and Risk Assessment. All IEPs are monitored by the SENCo to ensure targets are relevant and appropriate. Any proposed changes in provision or support will be discussed with parents and carers, key professionals and the Local Authority at the earliest opportunity.

We believe in working in **partnership with parents/carers** in order to achieve the best outcomes for children. Communication with parents and carers is regular, meaningful and individual. Class teachers and teaching assistants are the main point of contact for day-to-day communication and issues. The Home/ School Liaison team is always available to discuss any concerns.

Parent/Carer evenings are held regularly to discuss pupil progress and other important information sharing events such as transition evenings and options evenings are in place in the school calendar. Parent Support Group coffee mornings are run regularly and held at the school. Parents/Carers are also invited to termly workshops led by our onsite Clinical Psychologist.

Parents and carers are always welcome to get in touch to discuss any area of their child's development or wellbeing.

2 How will school/college staff support my child?

Prior to starting at West Kirby School information about your child's needs and strengths are shared with key staff. This supports a smooth transition process. Additional assessments and observations will be made by the team of on-site professionals in school. This helps to build a bespoke programme of education and support for your child.

The key staff involved in the support of your child will be:

- Class Teacher
- Teaching Assistant
- If additional individual support is required you will be informed of the name of the Speech and Language Therapist, Occupational Therapist or Pastoral Care Mentor involved with your child.

All additional support is co-ordinated by the SENCo, if you are unsure of the support in place for your child please contact the SENCo.

We follow the National Curriculum, which is supported by the input from the other professionals in school. We recognise that for children to be in the right place for learning they need to have their other needs effectively met. The whole staff team works together to ensure the education received at West Kirby is holistic, meaningful and provides the opportunity for children to have positive life choices.

3. How will the curriculum be changed to match my child's needs?

All pupils follow the 2014 National Curriculum, including our personalised PSHE provision. We have aspirational qualification opportunities to suit a range of learning abilities. This is supported by our Clinical & Support Services Team who provide a wide range of support to enable our pupils to access their learning successfully.

To complement the National Curriculum, we provide diverse enrichment and life skills activities. This is achieved through community links, wellbeing activities, Duke of Edinburgh, Pupil Voice, residential trips and discovery days within school.

Qualifications and awards on offer are:

- **GCSEs** - Maths, English, Science, Art, Photography, Religious Education, Music, History, Geography, Drama, German and Mandarin
- **A Levels** including Art and History
- **BTEC** - Health & Social care, Food Technology
- **SEG** - Animal Care
- **Functional Skills** qualifications in English, Computing – Entry level certificates 1,2
- **Edexcel** – Level 1 and 2 Number and Skill
- **Entry level certificates** – English, Maths, Science and Computing
- **Cambridge Nationals Certificates & Awards** – Level 1 and 2 – Information Technology, Creative i-media, Engineering Design
- **Cambridge Technical** - ICT
- **ASDAN Vocational Awards** – Horticulture, Catering, Sports & Fitness, Sex & Relationship

- **Preparation Working for Life** – Level 1 and 2
- **Open Award Skills** for Further learning & Employment
- **Arts Award** – Bronze, Silver and Gold
- **Duke of Edinburgh Award** – Bronze, Silver and Gold
- **Life and Living Skills Award** – Entry level 2 and 3

*These are subject to change dependent on the cohort

Differentiated learning is central to our philosophy at West Kirby School. During your child's placement at WKS we build a profile of their educational and clinical needs, so that educational provision and clinical input is tailored to reflect needs.

In devising a personalised programme for pupils, teaching, support and care staff have responsibility for ensuring that work is well matched to pupils' learning needs. All classes are supported by a full time TA to support with the delivery of this along with a wide range of on-site professionals to provide appropriate strategies and interventions. Additional in class, or individual, support is identified and provided where necessary.

4. What support will there be for my child's emotional health and well-being?

All staff at West Kirby are committed to supporting positive emotional health and well-being for your child. In the first instance staff are friendly, helpful, kind and approachable. The school works hard to make sure it is a safe, welcoming and comfortable environment for your child to thrive in and feel listened to.

Wellbeing activities on a Friday afternoon and the other extra-curricular activities on offer in school provide opportunities for pupils to have positive experiences, develop skills and build self-esteem.

All approaches are person centred – taking account of the pupils' perspective, views and feelings. Staff take time to build up positive relationships with pupils and their families. This means staff are more attuned to noticing or recognising when pupils are not happy.

If additional support is required in school from the other on-site professionals this can be put in place via the in-house panel referral system. SALT can provide specific work around emotional literacy; the Pastoral Care Team work through any issues around self-esteem, friendships and bullying; Occupational Therapists can provide support in self-regulation and the Clinical Psychologist can provide advice to staff, parents and provide 1:1 sessions with pupils.

5. What specialist services and expertise are available at the school/college?

Within our school we have a wide range of experts that provide advice, direct input and therapy on a daily basis, these include:

- Specialist Teachers
- Higher Level Teaching Assistants
- Teaching Assistants
- Speech and Language Therapists
- Occupational Therapy team
- Clinical Psychology team
- ELSA (Emotional Literacy Support Assistant)
- Learning Mentors
- Pastoral Care Team
- Home School Liaison Officer
- Reading Support (includes dyslexia screening)
- School Nurse (Medical Team)
- Careers and Pathways Officer
- Play & Music Therapy

All staff are appropriately qualified for their role in school, and in most cases have additional qualifications that enhances the level of expertise available within school.

If we need to look outside the school for advice we can contact a range of professionals from education, health, and social care departments, from your local authority.

If there are other professionals involved with your child, we will keep them informed of his/her progress and work closely with them throughout your child's time at our school. Any professional involved with your child will also be invited to attend his/her annual review.

6. What training do staff have who support children and young people with special educational needs?

Training requirements and access to suitable training is closely monitored at West Kirby School for all staff, to ensure that we maintain a broad skill base and keep up to date regarding new initiatives and developments.

Staff are highly trained and have completed National Autistic Society training for Autism.

Specialist Clinical Services including Occupational Therapists, Speech and Language Therapists and Psychologists are experts in their fields with professional training and qualifications.

CDP is a priority at our school. Alongside individual CPD, our education and clinical staff team have access to regular internal training sessions, which are delivered by our school staff specialists or visiting speakers or organisations. Our Community training webinars, and Face to face training/workshops with the Clinical Psychologist are also open to all staff.

7. How will my child be included in activities outside the classroom including school trips?

West Kirby School offers a wide range of inclusive wider learning and enrichment activity opportunities within and outside of school. This aims to extend learning, social and emotional skills, as well as mental health wellbeing.

Pupils have full access to activities outside the classroom and school trips, in line with their individual risk assessments which are reviewed on a regular basis. Staff work with pupils where required to support them individually with preparation plans and adaptations. Whilst we encourage pupils to access external activities, alternative learning activities are always available within school.

We have our own school vehicles for transporting pupils and we have the train line on our doorstep for easy access to local areas.

8. How accessible is the school/college?

Equality of opportunity is a core part of our school ethos.

Our physical environment is adapted to address sensory needs and with visual aids for children and young people on the Autistic Spectrum. The National Autistic Society Accreditation team stated we go 'above and beyond best practice' to support our pupils.

West Kirby is situated within West Kirby, on the main road to Hoylake. There are good road and rail links, with the local train station being only 5 minutes' walk away.

The school is wheelchair accessible with disabled toilets and changing facilities.

There are lifts available to access the first floor school facilities. There are some areas which require climbing a few stairs however, these areas are not essential areas and generally house the admin offices. Most class-rooms, specialist teaching areas and Therapy suites on the main site are easily accessible without climbing stairs.

Our Post 16 provision is based within the main school building on the first floor also accessible via a lift.

Visual and auditory support is available for pupils who require it.

9. When my child leaves school/college what kinds of support will there be to prepare them for their next school/college placement?

As your child moves through West Kirby School a number of meetings will be held to clarify future needs and appropriate transition to college or the world of work.

Pupils meet with an Independent Careers advisor who can support pupils in identifying a college or career they wish to pursue. The School Career Pathways Officer works closely with pupils and their families to identify the next appropriate step for pupils and support the transition process. This may include supporting with college visits and preparing for interviews. A Meet the College event also brings a range of colleges to the school for students to meet in their own environment.

Transition preparation includes college visits and a range of life skills programmes in Post 16 around developing independence, social skills, travel skills and work related learning. We have close relationships with a range of college providers and a proven track record in successful transition.

Where appropriate work experience placements are arranged in the local community or in school.

10. How are the school's resources allocated and matched to my child's special educational needs?

All pupils will have an Education, Health and Care Plan (EHCP) Individual Development Plan (IDP) or Statement of SEN. This document informs the provision and level of support in place for your child. This is formally reviewed annually in a meeting in school to which parents/ carers, the Local Authority and other professionals are invited. This is a person centred process so your views and that of your child are important for this to be successful.

Additional assessments and observations will be made by the team of on-site professionals in school. This helps to build a bespoke programme of education and support for your child.

The key staff involved in the support of your child will be:

- Form Tutor Class Teacher
- Teaching Assistant

If additional individual support is required you will be informed of the name of the Speech and Language Therapist, Occupational Therapist or Pastoral Care Support Worker involved with your child. All additional support is co-ordinated by the SENCo, if you are unsure of the support in place for your child please contact the SENCo.

All pupils at West Kirby School experience high Quality First Teaching from an appropriately qualified teacher; small class sizes across the school and the support from a teaching assistant based within the class (the amount and level of teaching assistant support is dependent on the individual need of the pupil).

Pupil Premium funding is allocated for eligible pupils and is used to enable a variety of experiences and support for pupils and their families.

11. In what ways are parents involved in the school and how can I be involved?

Good communication with parents and carers is central to strong home school relationships, pupil progress and well-being. School staff are always available to talk or meet and discuss any issues.

Throughout the year we have a number of parents evenings, information & support sessions that parents and carers are encouraged to attend and be involved with. We also have regular Parent/Carer coffee mornings with guest speakers, SEN workshops & Enterprise Markets.

Our school App Edulink is our primary method of whole school communication with both parents/carers and pupils. Our school Facebook page is regularly updated with pupil news and activities.

We will regularly ask you for feedback and your views through termly reports and an annual questionnaire in order to support your child's development as well as the wider school provision.

12. Who can I contact for further information?

General enquiries

Mrs Sam Stephens, Principal PA/Enquiries
Email: schooloffice@wkrs.co.uk

Regards your child

The main point of contact should be the class teacher or teaching assistant to discuss your child.

Mr Richard Hicks (Headteacher)
Mr P Smith (Deputy Headteacher – Behaviour and Attitudes)
Mrs S Wilkinson (Deputy Headteacher – Personal Development, Safeguarding)
Mr D Flanagan (Deputy Headteacher – Quality of Education)
Mr Hulme (Deputy Headteacher, Head of Post 16)
Mrs Jones (Assistant Headteacher, SENCo)

Tel: 0151 632 3201
Email: schooloffice@wkrs.co.uk

www.wkrs.co.uk

The following questions have been developed by and may be of particular interest to children and young people

1. How will the school /college know if I need extra help?

Before you start you will have had the opportunity to visit the school, meet key staff and tell us what you feel that you need. We will also have read reports from people who have worked with you in the past. Once you start at WKS, your Class teacher or Form Tutor and Teaching Assistant will see you each day in school, and will work with you to create a One Page Profile which identifies your strengths and the things you find difficult. Other staff, such as Speech and Language Therapists may see you to find out if you need any extra help. Any extra help you need will be talked through with your parents and carers.

2. What should I do if I think I need extra help?

All the staff at school will be happy to help you and give you advice but you will also have 2 key adults you may wish to talk to:

- Class Teacher/Form Tutor
- Teaching Assistant

These 2 people will be introduced to you once you start at school.

All you need to do is ask!

3. If I have difficulty taking part in school/college activities what different arrangements can be made for me?

Staff at the school work very hard to make sure that all young people can access the activities at school. If we think you are finding an activity too challenging we may:

- Give you some extra support from staff.
- Give you some specialist equipment (e.g. a laptop).
- Change the activity.
- Put in place some extra activities to help you to learn the skills you need.

We want you to enjoy your time at WKS and so we plan to do things we know you like, as well as things that you may not have tried before. We will help you to try new things and will never ask you to do something we know you can't.

4. How will I participate in planning my targets?

You will help plan your targets with staff in a number of ways:

- With your subject teachers, so that you are clear about how to make progress in lessons
- With your Class Teacher/Form Tutor and Teaching Assistant in helping to create and review your IEP
- With your TA in completing your 'Person Centred Review' presentation each year for your Annual Review

5. How does the school/college know how well I'm doing?

A really important way is through the teaching staff marking your work and giving you the opportunity to respond to their marking and comment upon your learning.

We have a celebration assembly on a Friday where pupils' achievements are acknowledged with certificates. We use our school values to highlight achievements.

The reward system in school 'Going for Gold' means you can earn points in each lesson which is converted into money. If you follow all expectations in a lesson you earn a 'green' this equals 5p; if you do something extra you earn a 'silver' this equals 10p; if you do something exceptional you earn a 'gold' this equals 15p. It may not seem much on its own....but it soon adds up! You can save the money and ask for a voucher when you have earned enough for what you want.

Staff record positive outcomes so there is a record of all the good things you have achieved during school. If things are not going so well, this is recorded as well so that staff can see if there are any patterns and what they can do to help.

6. Who will help me to be more independent in school?

All staff will encourage you to become more independent in school. This could be looking after your own pencil case or learning how to use public transport. Staff are always willing to help you - so if you ask for help or they can see you are struggling they will step in to help you. Our school app Edulink has your own logon with your timetable, so you are able to use this at home to know what lessons you have.

7. Who will help me to be more independent in my community?

All of the skills you develop are "transferable" That means that you can use them wherever you are. By working closely with you and your parents/carers we will not only help you develop skills that allow you to be more independent, we will also help you use those skills in different places. If you live close to school your key staff may help you "transfer" skills to your home. If, however, you live a long way from school, we will then work with your parents/carers in order that they can support you in a similar way to your key staff. You also may have some help from a Social Worker in which case we would also tell them how you are doing and what they may be able to do to help.

8. How will my parents/carers be supported to encourage me to be more independent?

We communicate with parents regularly through emails, telephone calls and home/school diaries, and have face to face meetings through parent/care evenings, social events, annual reviews, termly reports and through our parent/carer support group. We will also help by working with your parents/carers at home to help establish your independence skills.

Through this communication we are able to offer help and guidance to increase the independence of all young people by providing supportive resources/strategies of information on how to access additional provision that promotes self-reliance and life skills.

In Post 16 our programmes support, where appropriate, pupils access the local community at lunchtime.

9. Who should I speak to if I'm worried about something?

If you are worried in school we would ask that you speak to someone as soon as possible about it. You can talk to any member of staff in school (or one of our governors) but may want to choose from your:

- Class Teacher/Form Tutor
- Teaching Assistant
- A member of Pastoral Care Team(PCT)

You can always speak to your parents/carers and ask them to tell school about your worries if you don't feel comfortable talking with school staff. If you have a social worker we can arrange for you to talk to him/her, either by phone or face to face.

There are also a number of organisations that you may wish to talk to, such as Child line or the Children's Rights Commission. The phone numbers for these organisations are on posters around the school.

10. How do school/college staff get extra help from other experts?

At our school we have lots of expert people that we can get help from on a daily basis, through asking their advice or setting up opportunities for you to meet with them through our referral system. These experts include:

- Specialist Teachers
- Higher Level Teaching Assistants
- Teaching Assistants
- Speech and Language Therapists
- Occupational Therapist
- Learning Mentor
- Pastoral Care Team
- Reading Support (includes dyslexia screening)

- School Nurse
- Careers and Pathways Officer
- Therapy Support Team
- Clinical Psychologist
- Home School Liaison Officer

If we need more help we can contact a range of professionals from education, health and social care departments from your local authority.

11. What help is there to get me ready to start college?

The school has a Career Pathways Officer who has close links with lots of colleges and employers in the North-West including:

Wirral Metropolitan, Birkenhead Sixth Form College, Liverpool City College, Coleg Cambria, West Cheshire College, Telford College, Shrewsbury College, Derwen College, Reaseheath College, Petty Pool College, Autism Together, plus others you may be interested in.

Pupils will also see an Independent Careers Officer for advice on their college and career choices. Young people at WKS have the opportunity to visit colleges with our Careers Pathways Officer and Post 16 staff, who are always available to offer advice and guidance.

The programmes that we offer within school, and particularly within our Post 16, are designed to develop the skills that you will need to successfully move on to college. We also hold open evenings and meetings with pupils and their families, to ensure that young people are fully prepared for the transition (moving on).

12. What help is there to get me ready to start work?

Through meetings we have in school our Career Pathways Officer will help you prepare for starting work. We can offer a wide range of qualifications from Entry Level, GCSE, to A level and Vocational Awards, to ensure that you have the necessary qualifications.

13 Who can I contact for further information?

The main point of contact should be the class teacher or teaching assistant.

Mr Richard Hicks (Principal)

Mr P Smith (Deputy Headteacher – Behaviour and Attitudes)

Mrs S Wilkinson (Deputy Headteacher – Personal Development, SENCo)

Mr D Flanagan (Deputy Headteacher – Quality of Education)

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March 2025