



WEST KIRBY SCHOOL AND COLLEGE

SEND Policy

SENCo: Mrs Sarah Wilkinson

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 SEN school for pupils from primary age to post -16 who have a statement of SEN 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

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, creed 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:

1. To recognise, identify and provide for pupils who have special educational needs.

2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a whole school approach to the support and education of young people with special educational needs.
4. To provide a Special Educational Needs Co-ordinator to work within the SEND policy.
5. 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 (see appendix (ii) for a list of additional support and input available).

The necessary provision needed will be discussed with the SENCo, 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 SENCo 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 SENCo 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 (see appendix (iii) for IEP format). 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 SENCo 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.

Individual Support Plans (ISP)

All pupils have an ISP. This is initially drawn up from admission notes by the Pastoral Care Team (see appendix (iv) for ISP format). 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 an ISP may have an implication on the level of support/provision needed by pupils.

ISP'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 ISP's for pupils.

Clinical Profile

All pupils have a Clinical Profile (see appendix (v) for format). This is initially drawn up during the induction process based on assessment by SALT, OT, Educational Psychologist and Therapeutic Support Team. 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. (see appendix (vi) for an example of one page profile format). 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 (see appendix (vii) for Annual Review report format). 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 SENCo 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 SENCo 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 SENCo 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

- 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 SENCo and SLT.

Monitoring takes place through:

- Lesson observations
- Pupil progress meetings
- Monitoring of IEPs
- Review of ISPs
- Monitoring and moderating of teachers planning and marking
- Annual Review process
- Review of clinical and educational 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 SEN, 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 SEN, 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 SENCo 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 SENCo.

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 understands 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 approach to managing 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.