

# Bebington High

## SEND Policy

(Special Educational Needs & Disability)

**Responsibility of all Staff and Interim Executive Board**

**Policy Author: Dan Heydon**

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## **Names and titles of key staff with responsibility for SEND**

Ms C Kelly	Headteacher
Mrs J. Chambers	SEND Governor

In partnership with:

Mr Dan Heydon	AHT SENCO/Safeguarding
Mr Phil Moore	Deputy Headteacher
Mrs Christine Edge-Sayer	Assistant SENCO
Mrs Andrea Deans	Pastoral Leader

## School Context and Purpose of Policy

This policy complies with the statutory responsibilities laid out in the SEND code of Practice 0-25 which came into effect in September 2014. It has been written by the Assistant Head Teacher responsible for SEND and Safeguarding, the Assistant SENCO, Pastoral Lead, Head Teacher and the SEN Governor. Reference has also been made to the following guidance and documentation:

- Equality Act 2010: Advice for schools, DFE Feb 2013
- SEND code of practice 0-25 (Sept 14)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Policy
- Teachers' Standards (2011, updated June 2013)
- Pupil Premium Guidance (2014)

Bebington High School is a large 11-18 school. Currently there are 1000 pupils on roll of which % have been identified as having SEND and 66% are eligible for support via Pupil Premium funding. The school operates a resourced based provision for students with Moderate Learning Difficulties (MLD), funded by the Local Authority.

Bebington High School is committed to working with parents, agencies and the Local Authority to ensure appropriate support and provision is put into place in order for pupils to achieve and progress. It is recognised that the degree of SEN that might be found in a typical class can be considerable and we recognise this also exists in our school.

The policy therefore accepts the definition of SEN as set out in the SEND Code of Practice.

***“A pupil has SEN when this Learning Difficulty or Disability calls for Special Educational Provision, namely provision which is different from or additional to that normally available to pupils of the same age.”***

(Code of Practice 2014)

## **Aims**

Our aim for pupils with SEND is the same as those for all pupils which is they should receive a broad, balanced and relevant curriculum which prepares them for all aspects of adulthood. They should be supported to access opportunities to achieve these aims, to associate with their contemporaries and have access to the whole range of opportunities in education, training, leisure and community activities available to all.

## **Objectives**

- To identify and provide for pupils who have SEND.
- To work within the guidance provided within the SEND Code of Practice 2014.
- To ensure that all pupils with SEND have access to a broad, balanced and relevant curriculum.
- To ensure that all teachers and departments accept responsibility for provision of suitable support for pupils with SEND (Quality First Teaching) to enable them to make aspirational progress.
- To provide a SENCO who will work with the SEND policy to ensure quality first teaching and provide support and advice for all staff working with SEND pupils.
- To foster a supportive ethos where staff, parents and carers, pupils, governors and outside agencies work together to meet individual needs.
- The SEN team to report to governors annually on the progress and achievements of the SEND cohort in school.

## **Roles and Responsibilities**

The Headteacher has responsibility for the day-to-day management of all aspects of the school, including provision for pupils with additional needs. These responsibilities are met through the close collaboration of the Headteacher, the Assistant Headteacher SEND, the Senior Leadership Team, the Assistant SENCO and the Pastoral Team.

The Headteacher is charged with:

- Assisting in the development, monitoring and evaluation of the governor's policy for special educational needs
- Establishing success criteria
- Involving all staff and governors in SEND development
- Agreeing job descriptions with the SEND Team
- Establishing procedural guidelines for all staff

The Head teacher is able to fulfil these duties via:

- Giving SEND status in the SIP
- Working alongside the Assistant Headteacher SEND other SLT. the SEND Team and the governor with responsibility to formulate, develop and review the SEND Policy
- Working to establish procedures and maintain good practice in school

The Headteacher /Deputy is the Line Manager for the SEND Assistant Headteacher and works in partnership with the SEN and Pastoral teams to ensure effective communication and consistency of practice. In addition Assistant Headteacher SEND is the designated Senior Teacher for Safeguarding.

## **The Link Governor**

The governor with responsibility for SEND is able to fulfil his/her duties by making planned visits to school. During this time the governor has access to the Additional Needs files in school, and Pupil Profiles. Consultation to take place with the SEND Leader and the SEND Team with regard to pupils, systems and management. This can involve attendance at staff meetings and other school activities linked with SEND.

## **Governing Body and Link Governor**

The Governing Body has certain responsibilities in relation to pupils with additional educational needs and will do its best to ensure that the necessary provision is made for any pupil who has additional educational needs. This responsibility will be discharged via:

- Knowledge of the school's system for the identification of pupils experiencing difficulty
- Knowledge of the school's course of action for such pupils in relation to the Code of Practice and the monitoring of how resources have been allocated to and amongst pupils with SEN
- Reports from the Headteacher / SEND Team who provide this information for governors

- Consulting the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Reporting annually to parents on the implementation of the school's policy for pupils with Additional Educational Needs (See Section 317, Education Act 1996)
- Having regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs (See Section 313, Education Act 1996)
- Ensuring that parents are notified of a decision by the school that SEN provision is being made or their pupil. (See Section 317A, Education Act 1996)

The inclusion of all pupils with additional needs into the life of the school is overseen by the Headteacher, the SEND Assistant Headteacher and the SEND Team.

## **The SEND Team**

The SEND Team is responsible for the inclusion of all the pupils with Physical and Medical Impairments, Autistic Spectrum Disorder, SEMH and Learning Difficulties into the life of the school. Along with the Pastoral Team they liaise with carers, Social Workers and other outside agencies to ensure this percentage of vulnerable pupils make progress.

## **The Assistant Headteacher SEND**

The Assistant Headteacher SEND has responsibility to ensure appropriate levels of achievement are reached for pupils with SEND. This is achieved through liaison with curriculum and pastoral leaders to ensure the inclusion of pupils through high quality teaching and effective use of resources and improved standards of learning.

The Assistant Headteacher SEND and Assistant SENCO oversee assessment arrangements including initial screening and access arrangements for external examinations. Additional responsibility relates to Progress and Intervention provision as well as providing CPD and coaching for staff on a range of Special Educational Needs, differentiation and the impact of SEND on effective learning.

Together the Assistant Headteacher SEND and Assistant SENCO work together to:

- To promote the SEND Agenda within Bebington High
- Oversee the day-to-day operation of the school's SEND policy.
- Liaise with and advise colleagues.

- Coordinate provision for pupils with Additional Educational Needs to ensure they have full access to the curriculum and are socially included in the wider context of the school.
- Monitor and review the pupil's progress and evaluate the impact of interventions.
- Ensure Pupil Profiles are written and available to all staff.
- Maintain the school's SEND register
- Oversee the records on all pupils with Additional Educational Needs
- Liaise with parents of pupils with Additional Educational Needs
- Provide appropriate in service training to staff and governors.
- Work with the Named Governor for SEND.
- Liaise with external agencies including the LA's support and Educational Psychology Services, Health and Social Services and other voluntary bodies in the development of Additional Support Plans and Education and Health Care Plans.

## Pastoral Staff

The Pastoral Team are the key to gathering progress, attendance and behavioural data on SEND pupils. Joint meetings are to be held between Pastoral Leaders Managers, Pupil Progress Leaders and SEND staff to discuss the progress of the SEND cohort and plan appropriate intervention. It may then become necessary to liaise with outside agencies, eg:

- Educational Welfare Officer
- Social Services
- Health Service and family doctors
- Previous School Records
- General Reports on pupil progress

Pastoral staff are also a link to parents as well as form teachers who may have a special relationship with the pupil. Pastoral staff may become involved in writing Pupil Profiles and may need to be present at review meetings when necessary.

## Teachers

All staff at Bebington High School are regarded as teachers who teach pupils with SEND. The delivery of a whole school approach to SEND relies on each staff member taking responsibility and ensuring that all pupils gain access to the curriculum.

*Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENCO and learning support team, and all other members of staff have important operational responsibilities. **All teachers are teachers of pupils with special educational***

**needs.** *Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response.* (6.2 Code of Practice)

Teachers shall be charged with:

- Identifying and assessing pupils causing concern through use of data and tracking.
- Ensuring the right of all pupils to access to the National Curriculum by planning suitable differentiated resources.
- Setting targets, planning work and reviewing progress on Pupil Profiles.
- Liaising with SEND Team and PPLs
- Contribute to policy development and adaptations in line with current best practice.
- Being responsible for their own professional development via CPD

The teachers will be able to fulfil these duties via:

- Constant monitoring of the progress of individuals against class/national norms. This process begins as soon as the pupils enter school. Any pupils causing concern will be monitored very carefully and evidence collected will be shared with the SEND Team.
- Ensuring that pupils with SEND receive a suitable differentiated curriculum, so that they are supported to participate fully in the life and activities of the school.
- The parents of every SEND pupil are kept fully informed about the progress and challenges for their child. The concerns and wishes of both parents and pupil will be taken into account at every stage.
- Time will be allocated at Departmental Meetings to discuss Additional Needs Issues. Teachers will be expected to contribute to meetings with outside agencies and to record the results of the meeting and the targets set.
- It is the responsibility of the class teacher to improve his / her skills for the teaching of SEND pupils by taking the opportunity to attend appropriate CPD offered both in school and externally.

## **Teaching Assistants**

The school employs a team of Teaching Assistants with a range of qualifications. These include HLTA's and TA3's who work as Key Workers for Designated Pupils, but also work with other vulnerable pupils who require support.

HLTA and TA3 responsibilities include:

- Monitor and evaluate support given to SEND pupils and report to the Assistant Headteacher SEND.

- Liaise with teachers planning lessons re: effective deployment and performance of TAs.
- Support of pupils in class
- Deliver social skills group or other appropriate intervention.
- Attend faculty and pastoral meeting in rotation
- Liaise with parents / carers and other outside agencies in support of Social Inclusion Leader.
- Plan effectively and keep accurate records of interventions.
- Assist in writing, Annual Reviews, Pupil Profiles and Individual Learning Plans.

Teachers and curriculum leaders are expected to lead the wider support team of teaching assistants to ensure:

- Support staff respond appropriately to individual pupils needs.
- Support pupils in class and during the school day when appropriate to facilitate their inclusion into the life of the school.
- Assist in the identification of individual needs and help in providing effective strategies for inclusion.
- Differentiate class and homework where appropriate.
- Support pupils with homework during study periods
- Teachers and TAs agree support strategies with reference to Pupil Profiles.
- To contribute to the evaluation of Pupil Profiles
- Support pupils entitled to extra provision in examinations
- Attend or contribute to pupils Annual Reviews.
- Liaise with the parents of pupils through the Home School Diary
- Attend appropriate courses and training as part of ongoing CPD.

In addition to their roles with these pupils the support staff have a variety of roles within the school:

- Some TAs are attached to a form group. The TA's may help with checking planners, organisational skills, uniform, collecting reply slips / money for trips. The TA's will work to help pupils in setting individual targets in each subject area.
- Some TAs work as form tutors themselves
- Curriculum Support: Every TA has a designated faculty area in order that they are able to develop the specific skills needed to be better prepared for supporting pupils in those lessons. They also help with development of differentiated materials and resources. TAs with greater responsibility attend faculty meetings to remain informed of curriculum issues.

- Intervention Support: TAs are attached to and deliver intervention programmes aimed at meeting a range of needs. E.g. Social Skills / Reading Stars / Coordinate.
- In class support is used flexibly to address the needs of other vulnerable group in addition to those with designated support.

We fully expect and encourage all non-teaching staff to be aware of and support pupils experiencing difficulties, e.g. lunchtime duty supervisors will look out for vulnerable pupils in the queues.

## Parents / Carers

The Assistant Headteacher SEND and Assistant SENCO will liaise with parents of pupils with SEND and encourage them to have an active role in their children's education. Parents play a key role in the education of their children and can help achieve success by;

1. Informing school about any specific needs their pupil may have upon entering school.
2. Being invited to contribute to the pupil's profile.
3. Attending and contributing to review meetings (especially for pupils with a statement or EHCP).
4. Encouraged to support pupils at home with school work and communicate any concerns and problems with relevant staff.
5. Attending and supporting other school events such as curriculum and intervention evenings.

## Definition and Identification of SEND

A pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision that is different from or added to that normally available to pupils of the same age.

**The Code of Practice** (SEND) identifies four broad areas of need.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full

understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

See Appendix 1 for further definitions.

The 4 four broad categories that school will be planning for are:

- Communication and Interaction (e.g. ASD, Aspergers)
- Cognition and Learning (e.g. SLD – Specific Learning Difficulty, MLD – Moderate Learning Difficulty)
- Social and Emotional and Mental Health difficulties (e.g. ADD – Attention Deficit Disorder, ADHD – Attention Deficit Hyperactivity Disorder)
- Sensory /Physical needs (e.g. VI – Visual Impairment, HI – hearing Impairment, MSI – Multi Sensory Impairment)

At Bebington High School we will identify the needs of the pupils by considering the needs of the whole child which will not just include the SEND of the child.

Many other factors may impact on progress and attendance:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL – English as an Additional Language
- PP – Pupil Premium
- LAC – Looked After Child
- Children of Service men/women
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**Please note that under the new code of practice Behaviour as a need will no longer be an acceptable way of describing SEN.**

## Transition

At Bebington High School in order to ensure that pupils are correctly identified the following procedures are undertaken:

During the Summer Term prior to transfer, the SEND Team and Pastoral Team gather essential information regarding pupil who are due to transfer with SEND. As part of this process information is gained from the following sources:

- Existence of an Education, Health and Care Plan or Pupil Funding Agreement
- Area of concern identified by primary school – Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and or Sensory/Physical.
- Pupil's literacy levels and numeracy levels

- Reports from other agencies

This is further supported by:

- Provision of Key Stage 2 data
- Visits to allocated primary schools
- Visits by support staff to observe and talk to support staff in primary schools
- Meetings with Primary School SENCOs
- Liaison between the SEND staff, Headteacher and the LA officers
- Transition programme developed for individual pupils and parents to visit the school and attend lessons for a number of weeks prior to Induction Day.

Where necessary, additional meetings are arranged with primary colleagues, parents and carers and other professionals to discuss individual needs and plan programmes. Early identification enables the school to facilitate the smooth transition from Primary to Secondary. Once needs are identified the following procedure will take place:

- Parents of pupils who have been identified as having SEND by the Primary School will be contacted and invited to contribute to the transition process
- Pupil Profiles are produced for distribution to all staff
- Staff within the SEN Team work closely with Pastoral staff to ensure pupils with SEND are allocated to appropriate forms
- A summary booklet is produced outlining the SEND of the new Y7 cohort for all staff
- A presentation is made to all staff on the SEND of the new cohort.

#### **For Pupils in need of Enhanced Transition:**

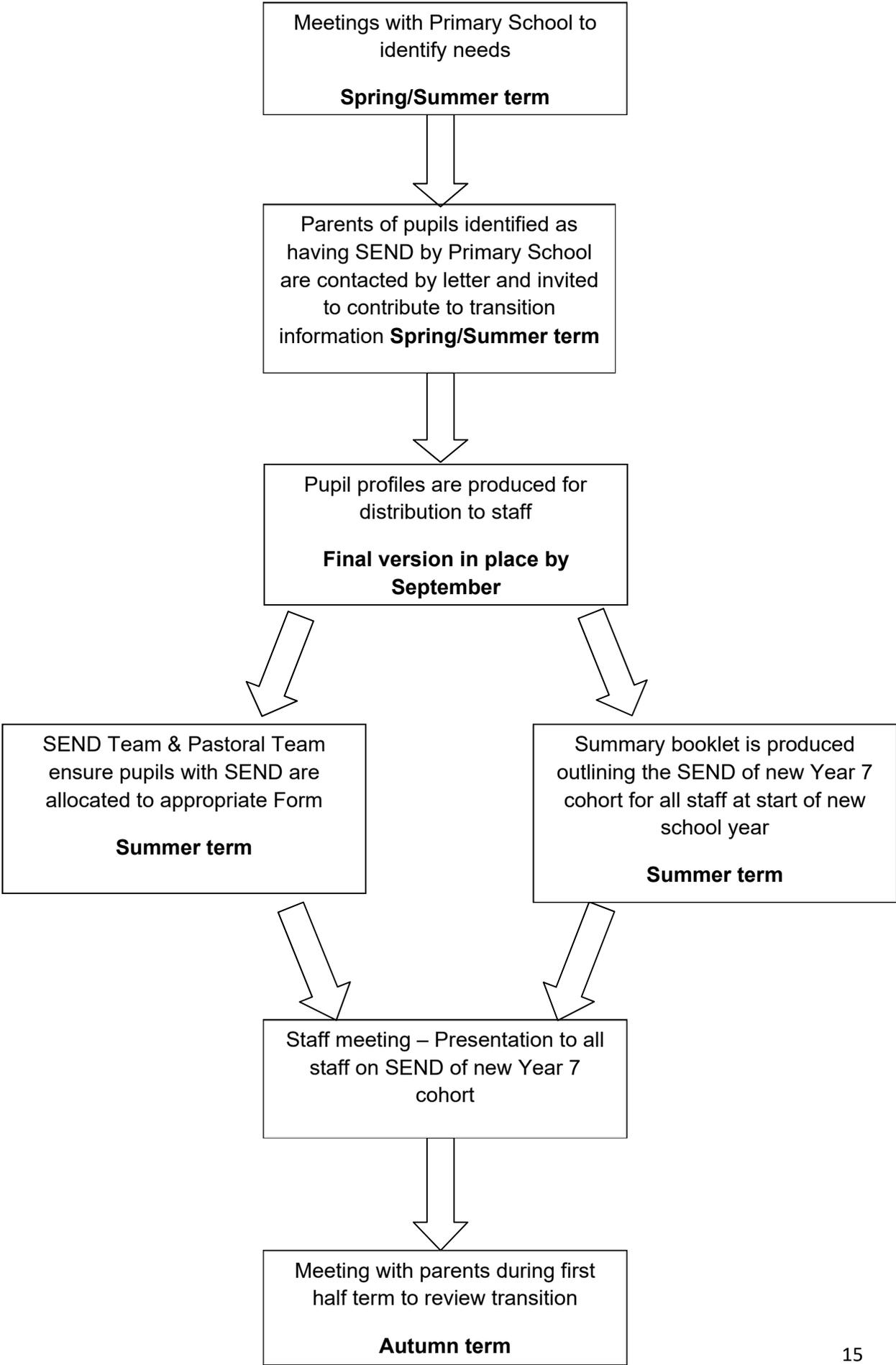
For pupils who may find transition to High school a challenge, there are opportunities to follow an enhanced programme which is personalised to the individual needs of the pupil. This may involve opportunities to visit the school in order to:

- familiarise themselves with the building,
- meet key staff who will be available to support them when they join Bebington High
- View the school during breaks and lunchtimes
- Attend a lesson

These arrangements are made following consultation with colleagues in the Primary School and Parents/Carers.

Information gained as a result of this process will inform which pupils are placed on the SEND register.

# Transition Process



## Managing the Needs of Pupils on the SEND Register

### Baseline Assessment for Year 7

In September, all pupils in Year Seven undertake the following assessments:

- STAR Reader assessment for Reading and Comprehension skills.
- Spelling Test

The information gained from these assessments, along with data provided on Key Stage 2 SATS test results (English, Maths and Science) is collated and shared with staff as the basis for future target setting. This information is also used alongside more detailed transition information to inform small group provision in English. In addition whenever appropriate, pupils are allocated places on a range of Intervention Programmes. See Appendix 2

Bebington High school subscribes to the graduated approach of Assess –Plan – Do and Review where earlier decisions and actions will be revisited, refined and revised leading to a growing understanding of the pupil's needs and consequently support which ensures the pupil makes good progress and secures good outcomes.

In identifying a pupil as needing SEN support, subject staff and Curriculum Leaders, working with the SEND staff, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, the pupil's previous progress attainment and behaviour held within school management systems such as SIMS, and SISRA. The views and experiences of the parents as well as the pupils own views will also be sought as well as advice from external services where relevant.

The cycle for assessment is undertaken every half term and will be reviewed by the AHT SEND as indicated on the diagram in Appendix 3. This will ensure that the support and interventions are matched to need as precisely as possible.

When it is decided to provide a pupil with SEN support the parent will be formally notified although school will have been communicating with parents and carers regularly before this. The teachers and the SEND staff, in consultation with the parents and pupils, will agree the necessary interventions, adjustments and support to be put in place as well as the expected outcomes. All of this information will be shared with staff and recorded on the school's information system.



## Level of Need

All pupils on the SEND List will be categorised according to their level of need. For the majority of pupils on the register, needs will be met via an Ordinary Differentiated Curriculum however for those pupils with more complex needs a **pupil profile** will be written and they will be placed at “**School Support**” (K) on the SEND register. For those pupils at School Support, where there is current and regular agency involvement an **Additional Support Plan** will be considered alongside the Pupil Profile. However this will only apply to those pupils where there is active and ongoing input from other agencies such as CAMHS or Educational Psychology. This plan will be used to inform and address needs and will be used as part of the Graduated Response to SEND. Those pupils with the most complex needs which require the provision of additional resources may have an **Education, Health and Care Plan**.

### Education Health Care Plan

The funds received for these pupils are used to resource appropriate additional provision.

### Additional Support Plans

### School Support (SS)

Pupils placed at SS on the SEND register may have a Pupil Profile informing staff of barriers to learning with suggested support strategies. For pupils with more complex needs and/or where there is current and ongoing involvement with outside agencies an Additional Support Plan will be produced and reviewed termly. NB there must be at least two reviews before consideration can be given for an EHCP.

### SEND Register

The needs of these pupils will be met through good quality first teaching and a differentiated curriculum. The SEND register includes strategies advising teachers on how best to support specific areas of need in class.

## Review of Profiles

*Pupil Profiles are only effective if they are working documents which are reviewed regularly. To ensure the profiles are accurate and up to date they will be reviewed regularly. Subject teachers will be required to submit evaluations of targets as identified on Pupil Profiles to coincide with year group report writing.*

Additional Needs staff will have responsibility for collating all of the information from staff in order to update strategies and set new targets. Updated profiles will be sent to parents/carers for consideration, following which they will be invited to a meeting to discuss targets and strategies. At this meeting final decisions will be made regarding the detail on the profile.

Throughout this time the class/subject teachers will remain responsible for the pupil. It is the teachers responsibility to work closely with Teaching Assistants and staff providing any additional interventions to assess their impact on classroom activities and teaching.

**As part of any Review, pupil and parents views will be sought regarding the impact of** interventions and support. Any further actions will be revised in light of feedback from all those involved with the pupil including the pupil his/herself.

Review Meetings for pupils with an Additional Support Plan or EHCP will follow the same cycle however colleagues from external agencies will be invited to contribute and in the case of pupils with EHCPs, information will be sent to the Local Authority in order to inform future support.

## Outside Agencies

If following a review there continues to be concern, despite access to different interventions and support then, with the agreement of parents the school may involve specialists from outside of school e.g. specialist teachers, educational psychologists.

Advice secured as a result of the involvement of outside agencies should be followed and reviewed as part of the assess, plan, do, review cycle and in partnership with parents.



## Meeting the Needs of Pupils with SEND

Bebington High School follows a whole school approach to SEND where all teachers are responsible and accountable for the progress and development of the pupils in the class, including where pupils access support from teaching assistants or specialist staff (Code of Practice 6.36)

High quality teaching which is planned and differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The SEND Team undertake regular observations in lessons to support teachers in planning effectively to meet the needs of pupils with additional needs.

This includes reviewing and where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (6.37)

In order to decide whether to make SEN provision, the teacher in partnership with colleagues with responsibility for SEND will consider all of the information collected within school regarding the pupils progress, comparison with national data and expectations of progress. This will include high quality and accurate formative assessments using information gained from the school's assessment, recording and reporting systems.

For pupils regarded as having a higher level of need we will conduct further in depth assessment and when necessary draw on the advice, support and further assessments from external agencies and professionals (to draw up an Additional Support Plan).

This process will also include early discussion with the pupil and their parents/carers. These discussions will be structured to ensure there is a good understanding of:

- the pupils areas of strength and difficulty.
- The parents concerns.
- The agreed outcomes sought for the child and next steps.

Notes taken at the meeting will be included with the pupil's records as part of the school information system and a copy given to parents.

A clear date for reviewing progress will be agreed and the parent, pupil and teaching staff will be clear about how the pupil will reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

NB. Where it is decided that a pupil has SEND, the decision will be recorded in the school records and parents will be formally informed that SEND provision is being made.

Support will be made through the school's SEND Support system.

### **Supporting Pupils with Medical, Physical, and Sensory need.**

Bebington High recognises that children at school with medical conditions should be properly supported so that they full access to the curriculum, including school trips and physical education. In the instance that pupils with medical conditions are disabled, school with comply with its duties under the Equality Act 2010 (See Disability ad Access Policy).

Children's difficulties may be age related and will fluctuate over time and school is committed to working with parent and health care professionals to ensure pupils needs are met. School will work closely with the specialist support services for vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) to ensure pupils have the specialist support and equipment necessary to access their learning and the school environment.

Some pupils with medical, physical or sensory needs may also have Special Educational Needs (SEN) that are supported through a statement or Education Health Care Plan (EHCP). The purpose of this is to bring together health care needs as well as their special education provision. The additional provision for these pupils is agreed and reviewed through the EHCP review process in partnership with the Local Authority.

Pupils who have medical conditions such as Type 1 diabetes Asthma, and allergies will have a have a Health Care Plan (HCP) completed annually. This is a meeting with parents and health care professionals to discuss the necessary adjustments needed to ensure pupils can access the curriculum and to ensure school is fully and able to implement necessary emergency procedure.

Teaching Assistant Support is available for all pupils to help them overcome physical and medical barrier to learning.

### **Transport**

- Many of our pupils with disabilities or social communication difficulties make use of „specialist transport“. The AHT SEND has responsibility for liaising with the LA regarding transport arrangements. Staff are made aware that there are occasions when pupils using this transport may be late for registration or collective act of worship in the morning.
- Transport leaves school by 3:00pm, this has implications for detentions and alternative arrangements are made by staff.
- Educational Visits – Physically disabled pupils are included on all educational visits. This involves detailed planning and liaison with all staff concerned.
- Extra Curricular Activities – Pupils with disabilities are encouraged to participate in extracurricular activities. This includes drama productions and



sporting activities such as Fun Club which encourages pupils with disability to take part in team sports.

## **Transition from KS3 to KS4 AND Post 16**

For those pupils with an EHCP the transition from KS3 to KS4 is critical. The LA lead review meeting will provide an opportunity to discuss the options available for post 16 school life, and how best to prepare the pupil for these. The desired outcomes from the Transition Review are:

- To help pupils make more informed choices
- To identify provision for work experience placement
- To explore post 16 options which could be created

Discussion as part of the review will focus on the following:

- How professionals can develop close working relationships with colleagues in other agencies to ensure effective and coherent plans for the young person in transition?
- Which new professionals need to be involved in planning for transition, for example occupational psychologists; rehabilitation medicine specialist; occupational and other therapists?
- Does the young person have any special health or welfare needs, which will require planning or support from health and social services now or in the future?
- Are assessment arrangements for transition clear, relevant and shared between all agencies concerned?
- How can information best be transferred from children to adult services to ensure a smooth transitional arrangement?
- Where a young person requires a particular technological aid, do the arrangements for transition include appropriate training and arrangements securing technological support?
- Is education after the age or 16 appropriate, and if so, at school or college of further education?

### **The Family**

- What do the parents and carers expect of their son or daughter's adult life?
- What can they contribute in terms of helping their child develop personal and social skills, an adult life style and acquire new skills?
- Will parents experience new care needs and require practical help in terms of aids, adaptations or general support during these years?

### **The Young Person**

- What information does the young person need in order to make informed

choices?

- What local arrangements exist to provide advocacy and advice if required? How can the young person be encouraged to contribute to his or her own transition plan and make positive decisions about the future?

*During Year 9 the school will also start to make preparations for any additional arrangements needed by the pupil for their external examinations – See section on Access Arrangements.*

## **Post 16 Transition**

All pupils with an existing Education Health Care Plan receive a careers interview.

- At least one careers guidance interview with school careers adviser in Year 11. Parents and pupils are free to request further interviews if they feel that is required, and interviews can be requested at any point from Year 9 onwards. The school careers adviser, is sent copies of the Year 10 Annual Review and usually attend the Year 11 Reviews. SEND pupils also have access to the advice of the school's own careers officer who can offer specialist careers advice and support. The school summarises the level of support received at Bebington High School and forwards this information to Post 16 providers.
- Pupil are supported in making Post 16 applications and once a route has been chosen transition visits are arranged in order for pupils to become familiar with new staff and surroundings. Independent travel is a focus of Post 16 transition.

## **Disabled Access**

- The Bebington High School building has been altered to ensure full disabled access.
- Physical adaptations to the school include ramps, lifts to upper floors, toilets and hygiene suites with
- Space has also been set aside for physiotherapy and medication. Pupils have access to all areas of the school.
- Staff teaching in specialist rooms including PE staff, are aware of the needs to adapt equipment, apparatus and activities according to the needs of the individual pupil.
- Individual Health Plan meetings are held with all the professionals involved for pupils with specific medical needs.

## **IT**

The IT staff provide technical support for all the pupils who use IT from the Vision Support Service.. The IT staff ensure that the pupils are able to access the school intranet with their laptops and that there are printers available for printing off work. The staff work together with other agencies to ensure that the pupils have access to



all the necessary equipment such as mini-keyboards, switches and monitors. The school provides training for support staff in the packages that they use with the pupils. Printers are available in faculty areas for pupils to print off work.

## **Arrangements for Access to a Broad and Balance Curriculum, including the National Curriculum**

At Bebington High we aim to deliver a full curriculum to all pupils regardless of ability. A whole school approach is encouraged where all teachers take an active role in teaching the curriculum to all pupils including those with additional educational needs.

*Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, AHT SEND and SEND team, other members of staff have important operational responsibilities.*

In Key Stage 3 most groups are mixed ability. In the curriculum areas where setting takes place pupils receive a curriculum appropriate to meet their needs. All staff are aware of those pupils who are on the SEND List. Further support is available if detailed information about a pupil is required.

*“Promoting inclusive education involves identifying and removing barriers to the presence, participation and achievement of all children, young people and adults. We believe this is a commitment that embraces a fundamental responsibility to place a particular emphasis on those learners who may be at risk of underachievement, marginalization or exclusion.”*

(Regional Position Statement on Inclusive Education Greater Merseyside SEN Partnership, 2003; Approved in the Wirral, 2004).

SIMs registers identify all pupils with SEN so staff can include in their mark books pupils at all stages on the register. Staff will be given an update of any pupils movement within the stages or if they have been removed from the register.

## **Access Arrangements**

As part of the normal school procedures all pupils will be expected to take examinations throughout their time at Bebington. In the case of some pupils who are on the SEN Register, there may be a need to make additional arrangements in order to ensure they have equal opportunities of access (Equality Act 2010) and are not discriminated against.



In these cases pupils will have a significant and substantial difficulty which is long term and pervasive in its nature.

Any additional arrangements will be closely monitored and evaluated as part of an ongoing process. This information will be used to inform the formal application process for when pupils take their official GCSE examinations or BTEC courses.

Criteria for any additional arrangements are national guidance set by the JCQ Examination Board and are subject to external inspection. The school must provide detailed evidence that any application is part of the pupils "normal way of working".

Please note: While evidence from representatives of the Medical profession may be included as part of the submission for additional arrangements it is not advisable for parents to seek private assessments since under exam regulations there is no obligation by school to accept private reports. In these circumstances the pupil should already have been receiving some adaptation to their way of working in order to ensure equality of access. If a parent is concerned it is essential they contact school in the first instance for clarification however most pupils who are eligible for additional exam arrangements are known to staff from Y7.

Additional arrangements may include any of the following but will only be granted following specialist assessment undertaken by the school.

- Access to a Reader
- Additional time of up to 25%
- In very unusual cases additional time of over 25%
- Separate room
- Rest breaks
- Use of Laptop
- Access to a scribe.
- Use of prompt.

## **Complaints**

### **Arrangements by governing body for considering complaints from parents of pupils with SEN relating to provision made at school.**

The AHT SEND, an appropriate member of the SEND Team and the Headteacher are available to discuss any problems regarding pupils with additional educational needs. At Bebington High the principle of „partnership“ is adopted and parents are encouraged to be active participants in their child"s education. Parents concerns / anxieties are treated with respect and regarded as vital in the development of good practice for all pupils in our school.

Should the matter be unresolved Senior Management will involve the appropriate outside agencies.

## APPENDIX 1 – SEND Code of Practice Definitions of SEN

The SEND Code of Practice identifies 4 broad areas of SEND as follows:

### Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD< including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and Learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SPLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive



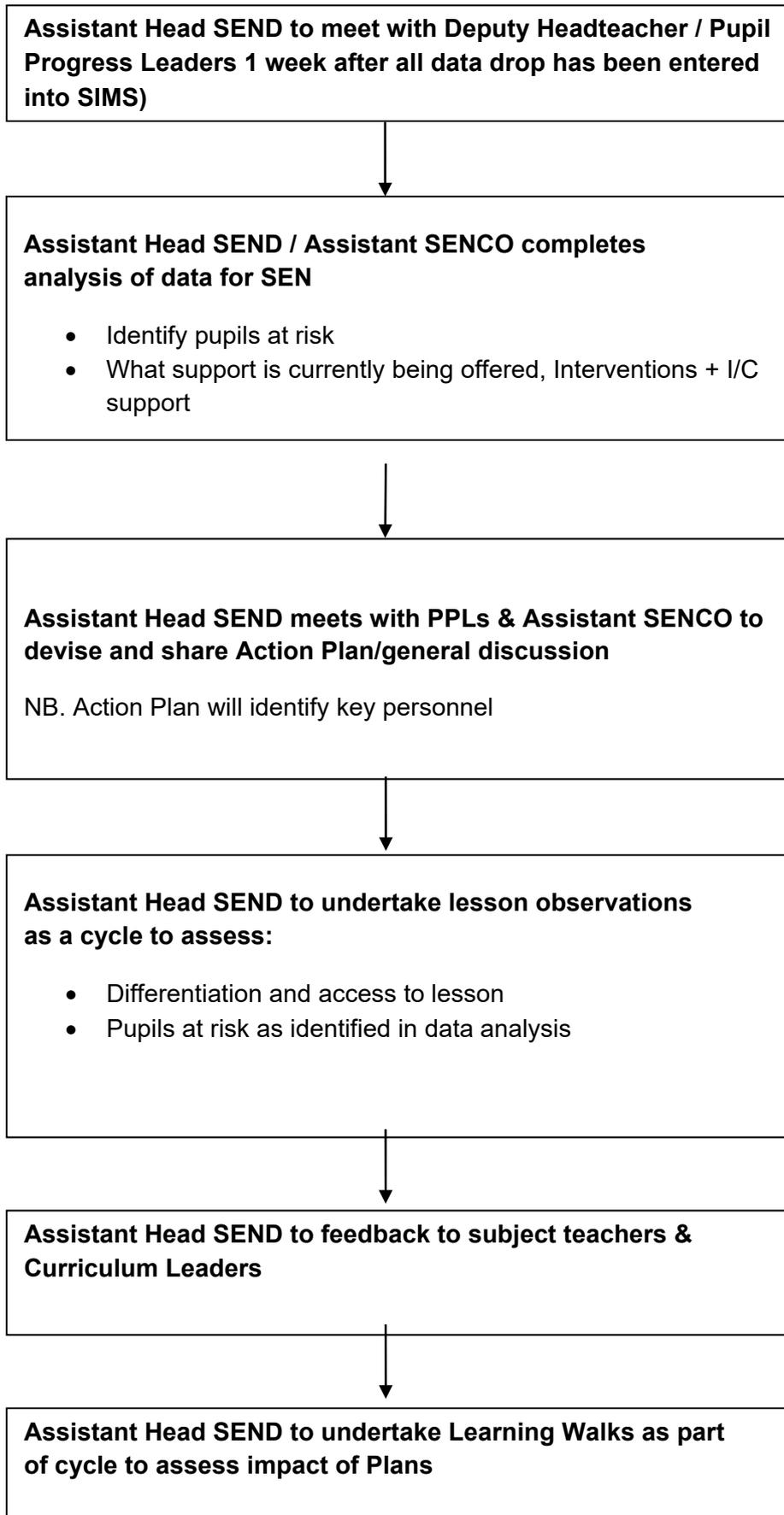
behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupil's mental health and behaviour difficulties in schools – see the References section under chapter 6 for a link.

### **Sensory and/or physical needs**

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adult guidance published by the department of Health (see References section under chapter 6 for a link).
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## APPENDIX 3 – Pupil Tracking

### PUPIL TRACKING - SEND



## APPENDIX 2: SEND Offer

At Bebington High we aim to deliver high quality teaching that is both differentiated and personalised to meet the needs of all students. Teachers plan for students with special educational needs using pupil profiles that give an overview of student's strengths as well as guidance on how to support them.

Students needs are met using Element 1 funding (all students), Element 2 funding (for students with SEN) and Element 3 funding (for students with High SEN)

Area of SEN	Element 1	Element 2	Element 3
Cognition and Learning	<ul style="list-style-type: none"> <li>Quality first teaching, appropriate setting, differentiated lessons.</li> <li>Consideration of learning styles</li> <li>Additional time to complete tasks</li> <li>Homework support</li> </ul>	<ul style="list-style-type: none"> <li>Smaller sets</li> <li>Teaching assistant support</li> <li>Pupil Profiles</li> <li>Individual / Small group intervention</li> <li>Alternative / reduced curriculum</li> <li>Additional resources (e.g. laptop)</li> <li>Access arrangements for exams</li> </ul>	<ul style="list-style-type: none"> <li>EHCP / PFA</li> <li>1:1 TA support in lessons where appropriate.</li> <li>Small group specialist curriculum in MLD resource Base. e.g. literacy numeracy</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>Quality first teaching / differentiation</li> <li>E.g. visual aids.</li> <li>Consideration given to seating plans, personal space, relationships and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Assistant Support</li> <li>Learning Profiles</li> <li>Exam access arrangements</li> <li>Support groups re friendship / communication skills</li> <li>SALT referral</li> </ul>	<ul style="list-style-type: none"> <li>EHCP / PFA</li> <li>1:1 support / intervention</li> </ul>
Sensory and Physical Needs	<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>Accessible building</li> <li>SENCO advice support through multi – agency liaison.</li> <li>Time to complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>TA support (learner profiles)</li> <li>Alternative Curriculum</li> <li>Specialist Equipment e.g. seating, foot stools, audio / visual aids.</li> <li>Exam access arrangements</li> <li>Additional resource – reading overlays, writing slopes – access to laptop.</li> </ul>	<ul style="list-style-type: none"> <li>1:1 TA support</li> <li>Support with self-help skills</li> <li>1:1 intervention e.g Physio services</li> </ul>
Social Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> <li>Whole school behaviour policy. Rewards and consequences.</li> <li>PSHCE through form time</li> <li>Drop Down Days with specific focus</li> <li>After school clubs</li> <li>Access to school Nurse – other health services.</li> <li>Quality first teaching</li> </ul>	<ul style="list-style-type: none"> <li>Time Out in Student Support Centre.</li> <li>Referral to school counselling service.</li> <li>Small group intervention – social skills, anger management.</li> <li>Referral to outside agencies, e.g. CAMHS</li> <li>Team Around Student Meetings</li> <li>Support in school from outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>EHCP / PFA</li> <li>1:1 Teaching Assistant Support</li> <li>Dual Registration with Alternative Provision.</li> <li>Multi-Agency Planning</li> </ul>