

BEBINGTON HIGH SPORTS COLLEGE



Special Educational Needs & Disabilities Policy

Agreed/Review by the Governor

SECTION 1 INTRODUCTION

Bebington High Sports College has an exceptional diverse cohort of students that attend the school. Special Educational Needs and Disabilities is known as SEND provision (SEND) and it has been adapted to provide wrap around support for all of its students, these include students with disabilities, EAL, LAC and other students considered vulnerable. This policy has been written in consultation with staff, students and parents. It should be noted that as appropriate, the aims and objectives of the SEND Department relate directly to those of the School, the Statement of Principles adopted by the LA and The Equality Act (2010) and the Special Educational Needs and Disability Regulations which were published as part of the Children and Families Act (2014).

SECTION 2 OBJECTIVES

1. At Bebington High, we are committed to meeting a wide range of Special Educational Needs and Disabilities within a mainstream high school setting.
2. To ensure full entitlement and access for all pupils to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
3. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
5. To identify and assess pupils' individual needs as early and thoroughly as is possible and necessary.
6. To work closely with parents and pupils in the identification, assessment and delivery of support. This includes seeking the views of pupils and reflecting these in the provision of support.
7. To work in close co-operation between all agencies concerned in order for the most appropriate provision is made available for each pupil.
8. To meet the needs of all pupils by offering continual and appropriate forms of educational provision by the most efficient use of all available resources. This includes maintaining high levels of expertise through training and sharing good practice.

SECTION 3 ADMISSIONS

Admission is the responsibility of the Local Authority. Arrangements are the same for all pupils, regardless of their Special Educational Needs or Disabilities. The Headteacher, Senior Pastoral Leader and AHT monitor the annual intake to ensure that no pupil (with or without statements, Education Health Care Plans or Health Care Plans) has been refused admission or discriminated against because of their additional needs. This applies equally to pupils who live within or outside of the catchment area.

SECTION 4 INVOLVING THE CHILD AND PARENTS

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the pupil and parents. Both the parents and the pupil have important and relevant information to offer and if the pupil is consulted, then his/her self-esteem and confidence often benefit. Successful education is dependent on the active and positive participation of parents/pupil/staff, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted and encouraged to contribute if assessment or referral, indicate that a child has a specific need. The parents are consulted along with the pupil with respect to background history, current and future needs and aspirations. The dialogue with the parents and pupil will:

- Contain an explanation of the purpose of any assessment arrangements;
- Regularly review pupil progress;
- Occur within a system that:
 - i. that encourages and records the child's comments;
 - ii. has a structure that facilitates systematic feedback to the child.
- Include having an open and honest dialogue
- Include an 'open door' policy so parents always have a point of contact and we endeavour to give an appointment at the earliest opportunity
- Parents are encouraged to support their child's learning at home. Strategies to support are provided through the IEP or the PCP.

A number of parents were consulted in the creation of this policy.

Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, which includes personal contact, reports, annual reviews and the formation and implementation of IEP or a PCP, if required. Reviews are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always integral to the creation of the 'points for action' and any decisions made during the case conference will be done with their approval.

SECTION 5 FACILITIES

The school building has been adapted in order for those with mobility issues to access the three floors. We have two lifts installed and these can only be accessed with keys. Keys are allocated to pupils and staff with mobility issues only. External doors have ramps (where required) and ramps are externally placed in the Quad area and at the entrance to the school farm. There are four accessible toilets on the three floors; they are fitted with lowered door handles, light switches and have panic buttons installed. Two have showering facilities and changing beds whilst the one placed next to L10 is fitted with lockers, enabling us to provide personal storage for clothes and medical equipment. Stairs and external steps have been assessed and upgraded for those students with visual impairments. They have been colour coded in order to provide contrast. The toilet opposite the First Aid room has tracking installed too. For pupils with medical needs, they are allocated passes and keys for the accessible toilets. They are opened to the pupils when the school is hosting an event or it is open to the community. Disabled parking bays are allocated at the front of school and at the entrance to the Sports Centre. All facilities are regularly reviewed with Spie, the facilities management company.

SECTION 6 PROVISION – GENERAL INFORMATION

Our provision relates directly to the eight objectives (detailed above) and is intended to show how the structures and systems that are put into practice.

Additional Needs provision is led by the Assistant Head, Mrs Donna Jones, who co-ordinates the SEND team as well as being responsible for Student Welfare. She can be contacted on 0151 6454154 ext. 226 or Option 4. The SEND Governor is Mr Matthew Gibson and he can be contacted through the School Office.

The AHT is also responsible for:

- Updating, reviewing and implementation of this and other policies
- Liaising, advising and supporting other staff
- The SEND and Medical Needs Registers
- Maintaining and updating all SEND documentation
- Monitoring the progress of the pupils on the SEND Register in-line with the school data collections (3 times per year)
- Ensuring the additional support is fit for purpose
- Developing effective working relationships with parents
- Liaison with external agencies and local authorities
- Development of In Service training for all staff
- Co-ordination of SEND record transfers
- Regular reporting to Governors and the Headteacher
- Ensuring the SEND Code of Practice (2014) is being implemented appropriately
- Line managing support staff
- Financial responsibility – to ensure efficient use of available resources

CO-ORDINATION OF PROVISION

There are three designated AEN bases around the school. They are:

- Red, White and Blue – the MLD & Learning Support Base
- Student Support Base
- G12 – Learning Support

Bebington High is a mainstream school that has a resourced provision for pupils with Moderate Learning Difficulties. We also provide support for pupils with the following needs too:

- Medical
- Physical Needs
- Learning Difficulties
- Speech, Language or Communication Needs (including ASD)

- Emotional or Behavioural Needs
- Hearing and vision needs.

STAFF

Staff have extensive experience in supporting pupils with additional needs as training and links with external agencies (such as the Local Authority, Wirral Autistic Society, Liverpool John Moores and Manchester University) have been established in order to best meet the needs to each pupil. Our staff areas of expertise include:

- Specific Learning Difficulties – especially dyslexia
- Moderate Learning Difficulties
- Orrets Meadow provision
- Autistic Spectrum Condition/Disorder
- Asperger Syndrome
- Physical Difficulties including complex needs
- Supporting speech therapy
- Manual handling training
- First Aid training
- Behaviour support
- Person Centred Planning

Guest speakers are invited in to speak on specific issues e.g. epilepsy nurse or expert in ADHD. The LA provide subject specific training e.g. how to support children with SEND in numeracy or literacy, these are attended by the relevant members of staff.

SECTION 7 THE CURRICULUM

1. The SEND Department works closely with staff to ensure that the curriculum is:
 - balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
 - it allows for differentiation according to individual needs;
 - it offers equality of opportunity and access to the different curricular and skill areas.
2. The curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.
3. Educational provision is achieved through full integration at Bebington. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect.
4. The SEND Department offers advice and INSET (training) opportunities to staff on employing differentiated teaching methods and resources. These INSET sessions cover issues such as working with hearing impaired children, ASD and differentiated materials.
5. We work with subject teachers, parents and pupils in developing Individual Education Plans (IEP) and Person Centred Plans (PCP's) in order to enhancing pupil self-esteem and academic achievement.
6. The TA's support pupils in mainstream lessons. Pupils may be removed from the lesson for individualized support only if it is appropriate and it has been agreed previously with the TA and AHT.
7. Close liaison between subject teachers and department staff is necessary if resources are to be made effective. A sound knowledge of the subject scheme of work is also necessary.
8. The AHT ensures that all staff are fully informed as to the additional needs of any pupils in their charge.
9. Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. All staff within the SEND department know that learning takes

place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self-reliance and initiative.

10. Staff use a reward system, e.g. direct verbal praise, or VIVO system. This encourages pupils to work to their full potential and to experience a sense of achievement.

SECTION 8 THE PROCESS OF IDENTIFICATION OF NEED

Pupils who are thought to have additional needs, are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, e.g.

- subject teachers request;
- pupil self-request;
- parental request;
- management request;
- GP request;
- following information from previous school (e.g. primary school);
- following blanket testing of KS3, 4 and 5 pupils;
- following diagnostic tests;
- following individual interviews;
- Primary School
- Local Authority

Early identification, assessment and provision for any pupil is very important as it can minimise the difficulties that can be encountered when intervention and provision occur; it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected or if the child's needs cannot be addressed, the external agencies can be brought in earlier and very likely with more success.

In line with the SEND Code of Practice, pupils will be identified under the following categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

The process starts through liaison with our Primary feeder schools. A Head of House or the AHT teacher visits the feeder school, to meet prospective pupils and teachers during the year prior to their transfer to the secondary school. During the liaison time, the department staff are able to meet parents, provide support within lessons and observe the pupils in class. Parents are also able to arrange an appointment to discuss their child's needs and/or attend the various open mornings and evenings and speak to AEN staff.

SUPPORT FOR LEARNING - IDENTIFICATION

During the first three weeks of September, all Year 7 pupils sit the Cognitive Abilities Test (CAT's). Also within an English lesson, all students in KS3 and 4 sit the Single Word Spelling Test and the GRT II (Year 12 and 13 complete theirs in Form Time). Within KS3, if a child scores a spelling age of 9.6 or below and a reading age of 10 or there is a large discrepancy between the reading and spelling ages, withdrawn support is offered. Identification of pupils needing support will be largely based on the results of these tests. (At KS4, support is available after school). Specific requests for support are also considered from various sources including parents, teachers, etc. Some pupils may personally request support and the department endeavours to assess, identify and intervene as far as is possible within the limits of the resources. If additional support is being provided by school, your child will be added to the SEND Register.

In line with the promotion of literacy across the curriculum, the AHT will also lead the development of reading by a variety of provision, such as Form Time Activities and Accelerated Reader. The project's aim is to raise teaching and learning achievement by developing reading accuracy, comprehension and technique. The project provides intensive reading support which focuses on individual need in Year 7 however in Years 8-13, the emphasis is on comprehension development. The SEND Department will provide specialist teaching for those students with reading ages below 10. Support will also be provided on the use of differentiated reading materials and teaching resources.

SUPPORT FOR OTHER NEEDS - IDENTIFICATION

Pupils requiring support for other needs such as Asperger Syndrome, ADHD, any sensory or medical needs must be assessed via the Health Services. We do support students that have emotional or behavioural needs but do not have the capacity to diagnose or provide more specialist service. We do offer a counselling service which is confidential and allocated through a needs analysis. Pupils can refer themselves or be identified by staff or parents.

NEXT STEPS

However, there are sometimes circumstances in which some further action is needed. In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the child. The school and LA have a duty to ensure that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of *all* pupils. This process recognises that there is a continuum of Additional Educational Needs and that the needs of the majority of pupils will be met at the School Support stage.

Stage 1 School Support (previously School Action)

The required action, in support of pupils, is possible from within the resources and expertise that are already available in the mainstream school. The school will, as necessary, call upon the help of external specialists perhaps for one off help in identification or assessment.

Stage 2 School Support Plan (previously School Action Plus)

When support is provided or monitored from outside agencies and other specialists, the process has then moved to *School Support Plan*. Subject specialist teachers and parents/guardians should be made well aware (by the AHT) of the agencies and outside specialists who are involved. Multiagency meetings will take place and a School Support Plan will be drafted and monitored for those who require an Education Health Care Plan assessment.

Stage 3 Statement of Additional Educational Needs/Education and Health Care Plan

In a few cases, the correct provision depends upon resources that can only be accessed via a statement of additional educational needs. Statements are, under the new Code of Practice, being phased out and replaced with Education and Health Care Plans.

In such case, the School Support Plan will be monitored for a period of two terms and the multiagency team, which includes the parents and the child, will decide whether to apply for an EHCP. The EHCP will then be arranged, monitored and reviewed by the Local Authority. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a rapid move through the process is necessary immediately.

SECTION 9 ALLOCATION OF RESOURCES

Pupils with Statements, EHCPs or Health Care Plans may have specific resources such as specialist equipment or funding allocated to them in the form of monetary units. The funding is utilised in order to maximise the benefit for the individual child. The AHT would liaise closely with parents and any outside professionals involved, before making an application to the Local Authority for additional Element 3 funding.

Resources allocated to pupils at Stage 1 - 'SEN Support' come from the main school budget, this is known as element 2 funding. How the money is allocated is decided by a number of factors and agreed by the AHT and the Headteacher. Funding is utilised in a number of ways, including:

- Buying in specialist support from Orrett's Meadow
- Capacity for departmental staff to meet with parents or outside agencies
- Provision for staff to carry out assessments or in-class observations on children.
- Teaching Assistant support in class
- Specialist Teaching Assistant support for pupils on the SEND Register, including small group work
- Additional classroom resources to support specific children
- Additional specialist resources linked to children's IEPs, HCP's or EHCP's.

SECTION 10

WORKING WITH EXTERNAL AGENCIES

We support a multi-disciplinary approach to maximise the educational provision for pupils that have additional needs. Many agencies and support services are able to help identify, assess and provide support for AEN pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The SEND Department work with the following services:

- Educational Psychology Service;
- Social Care
- SENAAT;
- Speech Therapy;
- Physiotherapy;
- Occupational Therapy;
- Educational Welfare Service;
- CAMHS (Child & Adolescent Mental Health Services)
- Hearing Impairment Team;
- Visual Impairment Team;
- Autism Team;
- Home Tuition;
- English as a Foreign Language - MEAS;
- School Nurse
- Connexions
- Careers Officer
- Medical Needs Team
- Health Services in School
- Specialist Nurses or Paediatric Consultants
- Orrets Meadow
- Brooks Counselling Service

The school may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources however referrals to outside agencies will only occur with parental consent UNLESS a child is deemed 'at risk'. At this point, the school's Child Protection protocols take priority.

Health Services referrals can only be made through the School Nurse or through your G.P. Other agencies can be contacted through the AHT.

SECTION 11

GOVERNORS

SEND is a regular agenda item on the Curriculum Committee which feeds information back to the whole governing body. The SEND Governor, Matthew Gibson, liaises termly with the AHT to review the number of children on the SEND register, movement between stages and discuss current issues.

SECTION 12

COMPLAINTS

Complaints regarding SEND provision will be handled by the AHT and/or the Headteacher in line with the school complaints procedures. Wired SEND Partnership can act as an advocate for parents or pupils for all issues relating to special educational needs and disabilities. They can provide support on disagreement resolution and mediation. They can be contacted on 0151 522 7990 or via email on contact@wired.me.uk

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