

We understand that you don't have the time to read through all our policies so we have listened to parents and documented the information that they said was important to know before their child started school. If we have not answered your question, please contact the Additional Needs Office and speak to Mrs. Thompson for further details.

Special Educational Needs & Disabilities Policy **Frequently asked questions**

Who can I contact for further information?

If you wish to discuss any aspect of Special Educational Needs, you can contact Mrs. Nikki Thompson, the Administrator or Mrs. Donna Jones – Assistant Headteacher. You can contact them on 0151 6454154 on Option 4. For any other issues, you can speak to your child's Achievement Manager or Form Tutor. If there is a problem in a specific subject area, then you can contact the teacher directly.

If you wish for your child to join our school outside the normal Year 6 to 7 transition or wish to visit, please contact the Head's PA, Ms. D. Miller for further details.

How will you know if my child needs extra help?

The process starts through liaison with our Primary feeder schools. The Pastoral Team and/or Mrs. Jones visits the feeder school, to meet prospective students and teachers during the year prior to their transfer to the secondary school.

During the first three weeks of September, all Year 7 pupils sit the Cognitive Abilities Test (CAT's). Also, all students in KS3, 4 and 5 sit the Single Word Spelling Test and the GRT II reading assessment. 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age of 9.6 or below and a reading age of 10 or there is a large discrepancy between the reading and spelling ages, withdrawn support is offered.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.

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 Additional Needs Register.

Contact is also made by external agencies such as Health if your child has a health care plan or significant medical needs.

What should I do if I think my child may have Special Educational Needs?

You can contact Mrs. Donna Jones, Assistant Head to discuss your concerns. If your child has a statement/Education Health Care Plan for Moderate Learning Difficulties and you wish to find out more information, contact Mr. Michael Men, Head of the MLD Resource Provision. If your child has medical needs please contact Mrs. Christine Edge-Sayer. All three can be contacted on 0151 645 4514, option 4.

How will staff support my child?

All teachers are teachers of SEND but if your child requires additional support, the amount of time allocated to your child will be dependent on their needs. For example, if your child requires additional literacy support, this will be delivered by one of three departmental specialists for an hour per week. For a small proportion of students, they have a Statement or Special Educational Needs or an Education Health Care Plan (EHCP); additional funding is provided through units of funding. This is mainly utilized for in-class Teaching Assistant support.

If your child requires or has a Person Centred Plan (PCP) or an Individual Education Plan (IEP), a member of the Additional Needs Team will be in contact to liaise with you on your child's needs. An IEP is only provided for students at Student Support Plan (previously School Action+), Statement or

Education Health Care Plan (EHCP) levels. If you have any concerns or queries, you can contact Mrs. Donna Jones for further information or advice. We regularly support parents who work with services such as Parent Partnership as they can act as an advocate for parents or students for all issues relating to special educational needs and disabilities. They can be contacted on 08448801500 or via email on contact@wired.me.uk

Governors are regularly updated by Mrs. Jones of the needs of students. Mrs. Julie Chambers is our specialist SEN governor; she quality assures the provision we have in place.

How will the curriculum be matched to my child's needs?

Our curriculum is adapted to suit the needs to our students. In December, the Deputy Head in charge of the curriculum begins the process of liaising with staff on the curriculum model for the next academic year. This may involve identifying new courses or addressing new government policy or new curriculums.

KS 3

Before joining us in Year 7, extensive liaison will have taken place with your child's primary school. Academic information will be passed on and this may determine what curriculum pathway your child is offered. If your child needs work differentiated to their ability or need, this is the responsibility of the class teacher. This will be determined by several factors such as: information from primary school, relevant outside agencies or it has been verified through AEN Department assessments.

KS4 & KS5

In late January, students in Year 9 and Year 11 will have several assemblies on option choices that are available to them for the following September. You will also have opportunities to attend Options Evenings too, where you can meet with subject specialists to seek further information. Additional guidance is provided by Mrs. Cottrell, our Careers Advisor and students will also have a personal interview with one of the leadership team where they can discuss their choices and the courses they wish to study.

As in Key Stage 3, differentiated lesson materials are provided by the class teacher. There are opportunities for some students to gain additional support by Teaching Assistants, where appropriate. The school has courses aimed at different ability levels and interests – these range from Level 1 (aimed at those working below a D grade/Grade 3 at GCSE) to Level 3 (A Level), from Animal Care to more traditional A level courses in English, Maths and Science.

How will I know how my child is doing and how will you help me to support my child's learning?

The school formally assesses your child's progress throughout the year. We provide parents with 5 reports per year plus have scheduled Parent's Evenings. Each report is colour coded and will clearly explain your child's progress in that subject area; whether they are above, on or below target. On our school website, you will be able to access each individual subject programme for your child and this will inform you of the topic they will be studying for that 6 week block. If you require any guidance or further information, please contact the school for support and we will be happy to accommodate.

For those students with more diverse needs, Annual Reviews for statemented, EHCP and Health Care Plan reviews (for students with medical needs) are scheduled from September onwards. Health Care Plans are usually completed in September and Annual Reviews start in December with the 6th Form and Year 11. These are completed in Year groups which mean that Year 7's are completed around Easter. For a very small number of students, we do offer the opportunity for Home/School Books however these tend to be for those students with more diverse medical needs. Finally, reviews for those students who are under the care of the local authority will be carried out as required.

A small number of parents work with our team as a parent SEND forum. We run coffee mornings for identified students and their parents/carers throughout the year and the MLD Team offer drop in

sessions too. Other events are run throughout the year however if there are any concerns, parents are welcome to contact school.

What support will there be for my child's overall well-being?

Pastoral Support

Each student has a dedicated Achievement Manager. They are:

Year 7 – Mrs Ellerington
Year 8 – Miss Sleeth
Year 9 – Mrs Payne
Year 10 – Mr Cooper
Year 11 – Mrs Hayes
6th Form – Mr Johns

Except for Mr. Johns, the other pastoral leaders do not teach so are available during the day. The Achievement Managers are linked to a member of the Senior Leadership Team so if you have any concerns that require escalation, you can initially contact Mr. Moore, Deputy Head. However, your first port of call will be your child's Form Tutor. They will see your child for the first 30 minutes of each day and they closely monitor your child, their well-being, attendance and academic progress. They will have formal meetings every 6 weeks where they discuss, with your child, their progress and where improvements can be made. You can contact your child's Form Tutor or Achievement Manager through the School Office.

Medical Support

When your child starts school, you will be asked to complete a medical form. On here, you can document any needs that your child has. They will be documented on your child's records. If your child requires medication in school, parents have to complete additional permission forms and these can be obtained from school. For individual needs, they will be arranged on a case by case basis. The administration of medication and personal care is coordinated by Mrs. Donna Jones.

Behaviour

Like all schools, we have a clear behaviour management system. We have high expectations and students understand there are consequences to their actions – both positive and negative. The school operates ViVO's, a system where students can collect rewards points for excellent attendance, attitude to learning and contribution to school life. In September, we have a Celebration of Achievement Evening where we celebrate endeavour, dedication and effort. We also run department and year group rewards trips too.

As stated, the school has a stringent behaviour support system in place. If there are issues with negative behaviour, parents are involved at early stages. External exclusions are rare unless the case is severe. Exclusions are documented on your child's record so we try to accommodate and modify the behaviour rather than exclude. Outside agencies such as the Tranmere Project may be utilized instead. Behaviour and Attendance is managed by Mr. Moore, Deputy Head.

Social Skills

We also understand that at times, an alternative support system is needed. Our Student Support Centre offers support for students that are experiencing difficulties in other areas such as friendships and relationships. We also offer Social Skills groups for identified students and have close links with Autism Together. Manchester University has recently completed a long term project with our team. They were exceptionally impressed with our work for those students on the autistic spectrum which has been extremely well received by both parents and students alike. We are also affiliated to Helen Sanderson Associates, the pioneer of Person Centred Planning,

Attendance

Significant work has been done in this area. We have a dedicated attendance officer, Ms. Vicky Clarke, who will be your first port of call if your child is absent. Ms. Clarke will support you if there are family issues or if you or your child's health becomes problematic. She is able to visit you at home as well as contact you by telephone. Please be aware, your child's attendance is crucial in their academic achievement. Any child that has low attendance, parents may incur further action.

What specialist services and expertise are available at or accessed by you?

Do you have specialist staff what are their qualifications / experience? What other services do you have access to including health, therapy and social care services.

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

Red, White and Blue – the MLD Base
Student Support Base
G2 – Learning Support
G12 – Literacy & 121 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)

Staff have extensive experience in supporting pupils with additional needs as training and links with external agencies (such as the Local Authority, Autism Together, Liverpool John Moores and Manchester University) have been established 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

What training are the staff supporting my son / daughter with SEND had or are having?

Regular whole staff and departmental training takes place throughout the year. Guest speakers are invited in to speak on specific issues e.g. epilepsy nurse or expert in ADHD. Professor Neil Humphries is such an example. The LA provide subject specific training e.g. how to support children with SEN in numeracy or literacy, these are attended by the relevant members of staff.

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

The school is fully aware of accessibility issues and attempt to ensure that all activities are appropriate. For international or overnight trips, staff will meet with parents to provide information and deal with any queries. All trips that are run by school are staffed by qualified first aiders and if your

child requires additional support, a member of staff will accompany them. If your child has medical needs and certain protocols or medication is required, these will be included as part of the trip organization. These can be discussed as part of Health Care Plan reviews, if appropriate.

How accessible is your setting / school / college environment?

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. The toilet opposite the First Aid room has tracking installed too. School minibuses have disabled access 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.

Students with auditory and visual difficulties are supported in conjunction with additional services. Parents can be offered individual appointments if there are sensory needs that may be cause difficulties for example - within a large meeting. If a parent has English as an additional language, we can request additional translators if required.

How will you prepare and support my child to join your school? What happens when they are ready to transfer to the next stage of education and life?

If your child is in Year 6, we offer opportunities for additional transition visits. This will be done in negotiation with you, the primary school or external agencies. We also have a student based booklet for students (if required) which identifies key areas and aspects of school life. We also run summer schools for Year 6 students to meet staff. We also have a mentoring service in place for nominated students. This enables younger students to already have a 'buddy' when they start high school.

Key personnel from BHSC will visit your child's school prior to them starting Year 7 to collect key information and requirements to support your child into the next key stage. We provide careers advice for KS4 and 5 students as well as Connexions. To move from KS3 to 4, KS4 to 5, senior members of staff support students in option choices as well as parents being able to attend dedicated open evenings. Further support is in place, when required, depending on the needs of the individual child.

When your child leaves, it is the responsibility of the receiving setting to set up transition. We often begin the process ourselves and arrange visits, pass on important information and relevant documentation. We do, at times, organize transition sessions and offer opportunities for their staff to come into school to meet you, your child and observe them at work. Our Careers Advisor, Mrs. Angie Cotterill and Connexions are key as they will be able to furnish you with additional information on application processes, funding and transport. Our final action will be to pass on your child's school records.

How are your resources allocated and matched to my child's needs?

Our budget is allocated: as follows:.

£1500 is allocated for annual update of resources such as reading materials, exercise books etc. whilst the MLD base is funded separately by the local authority. The department consists of 24 Teaching Assistants plus 3 specialist teachers and a 0.6 administrator. Support is available before school, break and lunch times and after school through a variety of clubs as well as lesson time.

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 SEN 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.

How is the decision made about what type and how much support my child will receive?

This is dependent on the needs of child. All students are assessed and continuously monitored. If your child has a statement or an Education Health Care Plan, support will be allocated as documented. For other students, if your child has a reading age of less than 10 or a spelling age of 9.06 or lower then additional support is offered via the AEN Department. This runs from October to July. Children are assessed twice a year and parents are informed of results and the next stages. This support is for one hour per week and is delivered by specialist staff. Parents can provide written feedback on all reports.

Medical support is dedicated upon the needs of the child. If your child has emotional or social difficulties, they can access the Student Support Centre. Students are nominated via the Achievement Manager and a programme of support is put into place depending on needs of child. If there are social difficulties, nominations come through the primary school or the Achievement Manager. Students can access a personalized social skills programme delivered by department specialists. All aspects of support are assessed for impact. Parents can also request additional support and each request will be considered.

Can staff get extra help from experts outside if they need to?

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 Additional Needs 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 Mrs. Jones.

How will information about the child be circulated to all members of staff and who will be responsible for that?

Information is circulated on new Year 7 students before they start high school. The AEN Register is updated 3 times a year; it is accessible via SIMS our school management system and via a secure VLE platform for all staff. All new staff undertake induction which includes SEND key information. All staff are provided with AEN handbook which identifies ALL learning, medical and social difficulties that are currently in school. IEPs are only allocated to students at School Support Plan (previously School Action +) and statement or EHCP.

Throughout the year, any amendments or changes are passed on via the VLE or email by the AEN team or the Achievement Manager. All staff adhere to school's strict confidentiality policies.

To seek further information on other establishments,

www.localofferwirral.org