



Birkdale High School

Special Educational Needs Information Report 2016

Special Educational Needs Coordinator: Miss J H Daly

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This document complies with the statutory requirement laid out in the 'Special educational needs and disability code of practice: 0 – 25 years' (2014).

Sefton's website outlining the Local Offer of SEND Support for pupils and parents within the local authority can be found on our website or alternatively, click on the link below:
<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

GENERAL DESCRIPTION OF SEN PROVISION

Rationale:

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

It is essential to develop the young person; intellectually, morally, physically, socially and emotionally, irrespective of race, colour, creed or impairment.

All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

All pupils are valued equally and this positive approach relates to pupils across the whole range of abilities. Every teacher is a teacher of every child or young person including those with SEN. Pupils who have special educational needs should be supported in such a way as to achieve full access to a broad and balanced curriculum. This is facilitated through a range of strategies including quality first teaching, specialist interventions, equipment and / or resources.

Pupils should be able to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

Areas of Special Educational Need:

The Code of Practice identifies four broad areas of special need, under which SEN can be classified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

It is important to note that identification of a specific type of need does not automatically mean that the pupil will require a support plan. Approaches used in an inclusive classroom may enable the pupil to make progress without additional support. Frequently pupils have learning needs across categories and the school's priority will be to overcome barriers in order that the pupil achieves targeted outcomes, rather than the identification of a specific type of need.

Identification of SEN:

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

Students with SEN are most usually identified during the y6/7 transition. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

An assessment is made of each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Reports from primary schools, results of assessments, views of teachers and parents are all taken into account when deciding the most suitable level of support.

Evidence that a pupil may have a disability under the Equality Act 2010 and the reasonable adjustments that may need to be made for them will also be considered.

Communication:

In deciding whether to make special educational provision, all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress will be considered. For higher levels of need, more specialised assessments from external agencies and professionals will also be drawn upon.

Parents will be consulted and notified of any SEN support required. Where a pupil has SEN support, regular meetings with parents will take place to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

If you have concerns or require advice regarding your son's progress which may or may not be linked to Special Educational Needs, the following practitioners are available for consultation in addition to the SENCO (Special Educational Needs Coordinator):

Concerns related to academic progress:

- Subject teacher
- Head of Department

Pastoral / well-being concerns:

- Form tutor
- Head of Year

QUALITY FIRST TEACHING PROVIDED TO ALL PUPILS

Birkdale High School is committed to the provision of a minimum offer in terms of quality first teaching. This ensures that all pupils will have access to good quality inclusive teaching that provides reasonable adjustments to accommodate learning difference. This provision will be monitored to ensure that it consistently meets the agreed standard.

Each individual student's needs are considered with regard to curriculum and pastoral provision. Teachers will use their understanding of different types of learning profiles and adjustments required and will make a professional judgement regarding the strategies they employ to promote progress.

SEN SUPPORT

The school will identify pupils within the assessment cycle who are not making appropriate progress. Once identified, all factors will be considered that could affect progress before deciding whether any SEN is impacting on learning. External professionals may be consulted to help gain a better understanding of the pupil's profile.

If the school decides that the pupil requires a SEN support plan to make progress, parents / carers will be contacted and effective special educational provision will be put in place.

Having identified a Special Educational Need, appropriate support will be put into place to achieve targeted outcomes.

This process is described in the new Code of Practice as the **Graduated Approach**. It has four stages.

Assess

The school will gather all the information they have about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators, and how they respond to teaching approaches.

Plan

A support plan will be put together to outline the methods to be used in order to achieve specific outcomes. The plan may include any or all of the following:

- a) Quality First inclusive teaching approaches identified to enhance the pupil's learning.
- b) Any focused in class support from a teaching assistant that is required to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independence.
- c) Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitored
- d) Resources to ensure access to curriculum or environment
- e) The role of the parent / carer and pupil in the implementation of the plan

When determining plans across the school, leadership will need to be mindful of effective and efficient use of school resources. Schools are responsible financially for up to £6,000 of support they action for individual pupils with identified SEN.

Do

Once recorded the plan will become a working document. It may be annotated to show progress towards outcomes and / or adjustments made to determine success.

A variety of practitioners may be accountable for elements of the plan. However a named person will manage the plan and be accountable for the review of outcomes.

Review

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review will take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. An amended plan may then be devised, if required, to enable the pupil to achieve their next steps in learning. It may be decided that the pupil has made enough progress to cease the plan.

Further Options

- Further consultation may be requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
- Request for top up 'high needs' funding from the local authority, if the cost of support goes beyond the threshold that is the school's responsibility.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil has not made anticipated progress, the school or parents may consider requesting an Education, Health and Care Assessment.

Interventions

To accommodate pupils who are designated as having a special educational need, the school may provide the following range of support:

- Teaching Assistants provide support enabling appropriate access to the curriculum via in-class, small group and/or individual support.
- Individual teaching programmes designed to meet the needs of particular pupils, provided by specialist teachers as required.

- Learning Mentors provide individual support and specialised courses.
- Individualised timetables to accommodate specific needs.
- Specialist equipment.
- Appropriate access arrangements (e.g. additional time) in class and for exams / assessments to meet the needs of the individual student.
- Transition arrangements between key stages.
- Involvement of external agencies.
- Access to the Personalised Learning Centre (The Hub) for additional support as required.

Resources available within The Hub include a range of IT equipment; PCs, printers, laptop computers and net-books. There is also a variety of text, reading books and computer programmes to assist in the development of literacy and numeracy skills.

The school aims to include all pupils with special needs in all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

TRACKING PROGRESS

There is a rigorous approach to the monitoring and evaluation of SEN support and the tracking of progress of all pupils. This includes quantitative data and progress towards identified outcomes. The code of practice recognises that for some pupils it is necessary to track progress outside of academic attainment. These areas will be outlined in the pupil's support plan.

Progress of students with SEN support will be monitored termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.

All statements and Education, Health Care Plans (EHCPs) are reviewed on an annual basis.

Progress data is shared with parents three times each year. There is also the opportunity for progress to be discussed at parents' evenings. In addition to formal opportunities for meetings to discuss progress, parents are welcome to contact subject teachers at any time.

The SENCO is also available to discuss individual students at any point, usually by appointment to ensure privacy and confidentiality.

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress outside of academic attainment.

TRANSITIONS

The Head of Year 7 and the SENCO are in regular contact with feeder primary schools and visits are made before the pupils transfer to Birkdale High School. They are involved in extensive two-way information sharing to ensure adequate information is available regarding any individual pupil and their particular needs.

An enhanced transition programme is available for some pupils and an induction programme for all Year 6 pupils transferring to Birkdale High School operates in order to establish a welcome environment.

Liaison is also established with the local colleges. A Connexions advisor meets with pupils to provide advice regarding further education and career opportunities. Opportunities are available for college visits and taster days. Students are supported with the completion of application forms as required. Pupils with SEN are given more frequent opportunities to meet with the careers advisor alongside their parents to ensure their transition post-16 is as smooth and successful as possible.

During our PHSCE sessions throughout the year, pupils are prepared for adulthood by taking part in workshops on finance, living, independence, etc.

All pupils in Year 10 have the opportunity to participate in mock interviews and work experience. Liaison with employers takes place as required for pupils with SEN or disabilities.

DEVELOPING EXPERTISE

In-service training is available in respect of SEN for whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy. It will be delivered by one of the following:

- SENCO and team members
- Individual members of staff within the school who have a designated specialism
- External consultants/trainers

School leaders will regularly review their expertise to ensure that they have the knowledge and skills required to best support pupils within the school and CPD offered will match identified areas for development.

The school will ensure that all staff have the skills required to fulfil the requirements of the graduated approach, particularly with regard to the deployment of teaching assistants and monitoring of interventions.

ASSESSING AND EVALUATING QUALITY OF PROVISION

Where a pupil is receiving SEN support, progress will be regularly monitored and reviewed to evaluate the impact of interventions. The plan will be updated to identify further interventions required to enable the pupil to achieve their next steps in learning, or may cease if the pupil has made enough progress.

Open, positive and regular contact with parents is an essential part of our whole school policy so that parents are kept fully informed and are able to express their views on the policies relating to their children.

The SEN department encourages parents to request the opportunity for informal discussion or an organised meeting at any time. It is recognised that parental support and close involvement are essential to ensure progress.

Students with additional needs are able to express their views regularly throughout the year through discussion with the SENCO or teaching assistants and are invited to record them more formally in annual reviews, as are parents.

The progress of all pupils, including those with SEN, is an integral part of the appraisal process for all teachers. SEN provision, interventions and the use of additional support are monitored by the SENCO.

The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement and those with SEN. This rigour ensures that the agreed minimum Quality First Offer is maintained for all pupils.

EQUAL OPPORTUNITIES

The Equality Act 2010 requires the school to ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN. The school is committed to the implementation of reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers.

Facilities are available to improve access to buildings and classrooms, such as lifts, ramps and height adjustable tables in Food Technology and Science. In 2016, the schools plans on making the front entrance to the school more accessible for pupils and parents with mobility difficulties.

The school works within the examination board guidelines to put into place access arrangements for examinations that are appropriate and meet the needs of the individual student.

PUPILS WITH EMOTIONAL AND SOCIAL NEEDS

Young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways. Understanding of these needs is promoted through regular CPD and clear school policies.

The school operates a peer mentoring system enabling older students to support and mentor younger more vulnerable students.

Additional Support is provided through the pastoral system and may include:

- Form tutor
- Head of Year

- The Learning Mentor may provide regular 1:1 support and a variety of workshops to support social and emotional needs.
- The Behaviour Mentor provides 1:1 support and personalised timetables as required.

Regular PSHCE activities, bespoke to year group need, address aspects of pupil well-being, including the prevention of bullying.

The school has an active student voice – the school council meets on a regular basis and all pupils have the opportunity to complete surveys about their school. Parents are also invited to complete questionnaires at parents' evenings.

The school works closely with other agencies (such as educational psychology, health and social care), to focus on the identification of, and provision for those children who have social or emotional needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide integrated, high quality, holistic support that focuses on the needs of the child. The work of school and external agencies is coordinated through regular Common Assessment Framework (CAF) meetings.

This document will be regularly reviewed by the SENCO and the senior manager responsible for Inclusion, and will also be reviewed and agreed annually by the school governors.

If you require any further information please contact:

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