

Special Educational Needs and Disability Policy and Information Report

Table of Contents

1	Aims.....	2
2	Legislation and Guidance	2
3	Definitions.....	2
4	Roles and Responsibilities.....	3
5	SEND Information Report	4
6	Review and Development.....	9
	Appendix A Learning Support Staff Referral Form	11
	Appendix B Birkdale School Review Meeting Record	13
	Appendix C One Page Profile.....	14
	Appendix D Student/Pupil Questionnaire	15

Reviewed	Autumn 2019
Name of owner/author	LEM/TE
Approval by	Senior Management Team/Governors
Target Audience	Whole School Community/Public
Where available	Website, Staffshared Drive
Review Date	Autumn 2020

1 Aims

Our SEND policy and information report aims to:

- Set out how Birkdale School will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Through its SEND provision, Birkdale School seeks to:

- Provide seamless provision for children from Pre-Prep through to 6th Form
- Make reasonable adjustments for those with SEND needs by taking action to increase access to the curriculum and public examinations, the environment, and to printed information
- Ensure that pupils with special needs and disabilities engage in the activities of the school alongside those who do not secure special educational provision for pupils that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need, namely
 - communication and interaction
 - cognition and learning
 - social, mental and emotional health
 - sensory/physical
- Involve parents/carers and pupils in decisions about provision and assessment
- Ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development and easy access to useful information, and
- Work in cooperative and productive partnership with outside agencies.

2 Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for Education, Health and Care (EHC) Plans, SEN Co-ordinators (SENCOs) and the SEN Information Report

3 Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A SENCO (Special Educational Needs Co-ordinator) is the person in school who is responsible for co-ordinating provision for students with special educational needs and managing the day to day operation of the school’s SEN policy

4 Roles and Responsibilities

4.1 The SENCO

The Preparatory School's SENCo is Mrs Tina Edge

Contact details

tedge@birksdaleschool.org.uk 0114 267 0407

The Senior School's SENCo is Mrs Lisa Marsh

Contact details

lemarsh@birksdaleschool.org.uk 0114 2668408 extension 647

They will:

- Work with the Head Master and SEND Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Master and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Review the effectiveness of SEND provision through lesson observations, tracking progress, teacher meetings, parental meetings and monitoring interventions
- Provide teachers with information so that they can differentiate their lessons effectively to meet the needs of all learners
- Deliver specialist small group and 1:1 support
- Liaise regularly with SENCo at Prep/Senior School
- Upkeep paperwork for all students with SEND in compliance with General Data Protection Regulations
- Maintain and update an SEND Policy, SEN Register and a Provision Map
- Put in place access arrangements for pupils in line with JCQ regulations (SENCo Senior School only)

4.2 The SEND Governor is Mrs Angela Rees

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head Master and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Master

The Head Master will:

- Work with the SENCo and SEND Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensuring they follow this SEND policy
- Refer pupils via Teacher Concerns Form if they fail to make progress/thrive despite quality first teaching (see appendix A)
- Deliver quality first teaching differentiated to meet the needs of all pupils
- Direct work of TAs (Prep School only)
- Facilitate the use of auxiliary aids
- Are aware of pupil needs through accessing information provided by the SENCo

4.5 HLTA/TA Intervention

- Record student progress using feedback intervention sheet
- Deliver interventions as directed by the SENCo

4.6 TA Classroom Support

- Support students as directed by the classroom teacher

4.7 Transition Liaison Lead

- To work with identified students in the Prep and Senior School to support their transition

5 SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

The SENCo assesses each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. The assessments we use are:

COPS
BPVS 3

Hatcher's Test of Phonological Awareness
Lucid Exact
Dyslexia Portfolio
Dyslexia Screener
CTOPP 2
TOMAL 2
DASH
DASH 17+
WRAT 4

The SENCo may also observe students in lessons or during non-structured parts of the day

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Staff refer pupils causing concern to the SENCo by email (senior school) or using the Learning Support Staff Referral Form (prep school). Please see Appendix A.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

5.3 Consulting and involving pupils and parents

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Discussions with the pupil and their parents take place when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of all meetings are recorded on the SEND Review Meeting Template (see Appendix B) added to the pupil's file and shared with their parents.

We formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher works with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil are made aware of their needs and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to on request.

On entry:

- At the Senior School, a planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September and this is enhanced for those with SEN or a disability. Prep School boys attend a Taster Day
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- The SENCo contacts all new parents of pupils who are known to have SEN or a disability to allow concerns to be raised and solutions to any perceived challenges identified prior to entry
- If pupils are transferring from another setting, the previous school records are requested and a meeting may be set up with parents to identify and reduce any concerns
- If pupils are transferring to other settings, the SENCo provides information as requested.

Post 16:

- Students receive careers advice throughout their time at Birkdale and are supported in identifying and applying for appropriate placements when they leave Upper Sixth, and
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, include a focus on preparing for adulthood, including employment, independent living and participation in society.

5.6 Our approach to teaching pupils with SEND

Support offered includes:

- High quality teaching that is differentiated to meet the needs of all learners
- Monitoring the quality of classroom teaching provided to pupils with SEND through for example:
 - classroom observation by the senior leadership team, the SENCo and external verifiers
 - ongoing assessment of progress made by pupils with SEND
 - SENCo providing advice and guidance on meeting the needs of pupils with SEND through One Page Profiles (please see Appendix C). The SENCo compiles these with the pupil and their parents using information gathered using the Student Questionnaire (please see Appendix D).
- Reasonable adjustments (such as auxiliary aids and services) are made to overcome any disadvantage experienced in schools and increase their access to the taught curriculum
- Individual targets informed by prior attainment and teacher assessment; parents/carers are informed of these via the reporting system and at Parents' Evenings

- Tracking pupil attainment and progress with discussion in bi-annual progress meetings undertaken between the subject teacher and the appropriate Head of Section/member of Senior Management Team and followed by additional action to increase the rate of progress; if additional support is required, parents/carers are informed and consulted with.

Provision that is “additional to and different from that,” received by students follows the Special Needs Waves of Intervention Model. Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are targeted at groups of pupils with similar needs. Wave 3 is targeted provision for students who require a high level of additional support/specialised provision in order to address their needs.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We will also provide the following interventions:

- Speed Up (handwriting speed and legibility)
- Turnabout (processing speed and working memory)
- Spelling (1:1 targeted support)
- Study Support 1:1
- Study Support small group
- 6th Form Mentoring
- Reading Group
- Book Club
- Social skills group
- Coaching 1:1
- Specialist bespoke 1:1 Support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils’ needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants and an HLTA who are trained to deliver interventions such as Speed Up and Turnabout.

We also work with a number of outside agencies, including:

- Speech and Language Therapy
- Educational Psychologists
- Autism Team
- ADHD Team

5.9 Expertise and training of staff

At Birkdale, Our Learning Support Team comprises of two SENCos, one based at the Prep School and one at the Senior School. There is also one HLTA based at the Senior School and an additional HLTA based at the Prep.

5.10 Securing equipment and facilities

The school will loan equipment on a trial basis but parents are expected to provide and pay for it if the trial is successful.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing and monitoring pupils' individual progress
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps
- Holding review meetings

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in special events such as Sports' Day and University visits

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Moreover, the school ensures that it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. A copy is available on request.

The following adjustments include:

- Disabled parking spot marked and located next to the school reception
- A lift has been installed at Belmayne House
- High visibility lines have been painted on steps
- Ramps have replaced the two steps into school to ensure the site is accessible to all
- One toilet has been adapted to ensure accessibility for visitors with a disability, and
- The medical room provides in order to enable a safe place for insulin testing/injections.

5.13 Support for improving emotional and social development

Birkdale School offers a wide variety of pastoral support for all pupils including:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

- Small group and 1:1 interventions to support pupil's well-being are delivered to targeted pupils and groups.
- 6th Form Mentors to support vulnerable students in S1 and S2
- 6th Form Mindfulness Ambassadors for students in the senior school
- Alternative small group opportunities within the school for pupils who find outside class times difficult, and
- A fully qualified counsellor is available two days a week on the Senior School campus

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice is sought from external agencies regarding strategies to best meet the specific needs of a pupil. This is only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special school
- Social Care
- Health partners such as School Nurse and Child & Adolescent Mental Health Service.

5.15 Complaints about SEND provision

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these, please contact the following:

- Class teacher
- Head of Section
- SENCo
- Headteacher

5.16 Contact details of support services for parents of pupils with SEND

The Sheffield Local Offer outlines all services that support children and young people with SEND in the Sheffield area. Special Educational Needs and Disabilities (Local Offer) services, events and activities | Sheffield Directory

Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnership Service) provides impartial, confidential information, advice & support to parents/carers of children and young people with special educational needs and/or disabilities on a range of topics. SENDIAS - Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnership Service) | Sheffield Directory

All local authorities have these services.

6 Review and Development

6.1 Procedure

This document, together with the effectiveness of its procedures, is reviewed annually by the SENCOs, Senior Management Team and Governing Board and as events or legislation change requires.

6.2 Links with other Policies

This policy should be read in conjunction with the following documents:

Accessibility Plan

Equal Opportunities Policy

Appendix A Learning Support Staff Referral Form

Pupil name		Form
Member of Staff making referral		Date
Main Areas of Concern		
Aspect	Tick if of Concern	Comments
Cognition and Learning		
<u>Literacy</u>		
Phonics		
Reading Comprehension and fluency		
Handwriting		
Grammar and Punctuation		
Composition- content and style		
Spelling		
<u>Maths</u>		
The number system		
Four rules		
Geometry & measurement		
Money & positional language		
Problem solving		
Statistics & fractions		

Behaviours for learning		
Organisation		
Social, Communication & Interaction		
Sensory and physical needs		
Main Concerns (please detail)		

Please answer the following questions as fully as possible.

1. What measures have you put in place to support them? e.g. differentiation, adapted planning, personalised learning etc.

2. Please detail any conversations about your concerns you have held with parents.

3. Action to be taken by SENCo:

Appendix B Birkdale School Review Meeting Record

Student

Form

Date

Attendees

Summary of discussion

Outcomes from provision

Action	By whom	By when



One Page Profile

Name

Cohort

Background Information:

Areas of difficulty, things that trigger fears/anxiety are:

Strategies that may help are:

Access arrangements:

Additional support:

Appendix D Student/Pupil Questionnaire

Name	Form:	Date of Birth:
Important information you would like us to know about you:		
What is important to you:		
Things you are good at:		
What you feel you need help with:		
What sort of support do you/would you find helpful:		
What are your hopes and aspirations for the future:		