
Special Educational Needs and Disability Policy and Information Report

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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.

Birkdale School aims to respond to the needs of its learners with SEND through adopting the graduated approach following the assess, plan, do, and review cycle as outlined in the SEND Code of Practice 2014. To achieve this, 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 their peers
- 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
- 2010 Equality Act

Education, Health and Care Plans (EHCP)

- An Education, Health and Care Plan is a legal document that describes a child’s special educational needs and disabilities, and the provision required to meet those needs. It is written by the local authority (LA), following assessments by an Educational Psychologist and other professionals involved in a child’s development and care, and is reviewed at least annually by the school with parents and others
- If the LA is responsible for paying school fees, the fees are exempt from VAT. However, if parents are responsible for paying, VAT is applied
- In very rare occasions, the LA may pay for an independent school place but only if they deem the school to be the only setting that can meet a child/young person’s learning needs

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 school's SENCo will:

- Work with the DH Academic and SEND governor, when appropriate to determine the strategic development of the SEND 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
- Foster positive working relationships with parents to plan and review appropriate provision
- Assess pupils' needs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive quality first teaching and appropriate additional support
- Produce one page profiles/learning plans where necessary and share these via the school's provision map
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies
- Liaise with other educational settings to facilitate smooth transition
- When necessary, work with the Head and governors to ensure that the school meets its responsibilities under the Equality Act 2010 regarding 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 in class, small group and 1:1 support as necessary
- Liaise regularly with the SEND team
- 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 (Senior School only)
- Advise on suitability of setting for new admissions

4.2 SEND Governor

The SEND Governor should:

- Help to raise awareness of SEND issues at governor meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governors on this
- Work with the DH Academic and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Deputy Head (DH) Academic

The DH Academic will:

- Work with the SENCo and when possible the SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Assistant SENCOs

The Assistant SENCOs are responsible for:

- Providing in class, small group and 1:1 support
- Liaising with classroom teachers to identify areas of strength and weakness for individual pupils
- Producing one page profiles/learning plans where necessary and sharing these via the school's provision map
- Providing professional guidance to colleagues, contributing to staff training where appropriate
- Liaising with staff, parents and other agencies to ensure that pupils with SEND receive quality first teaching, appropriate additional support and regularly reviewed targets
- Maintaining and resourcing of the Prep/Pre Prep SEN bases
- Maintaining and updating paperwork for all students with SEND in their setting in compliance with General Data Protection Regulations
- Reviewing the effectiveness of SEND provision through lesson observations, tracking progress, teacher meetings, parental meetings, and monitoring interventions
- Facilitating the smooth transition of pupils as they progress through the school or move to different settings
- Liaising with external agencies under the direction of the SENCo
- Liaising with SLT in Prep/Pre Prep settings
- Having day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision to support individual pupils within the setting, including those with EHCPs, under the guidance of the SENCo
- Attending and contributing to regular SEND team meetings
- Providing teachers with information and advice about strategies so that they can differentiate their lessons effectively to better support and meet the needs of all individual pupils, working within the graduated approach

4.5 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 (Pre/Pre Prep only)
- Ensuring they follow this SEND policy
- Referring pupils via Teacher Concerns Form (Prep/Pre Prep) or email (Senior) 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)
- Facilitating the use of auxiliary aids and assistive technology
- Being aware of pupil needs through accessing information provided by the SENCo

4.6 HLTA/TAs

Each HLTA/TA is responsible for:

- Deliver and organise interventions as required
- Provide in class support as directed by class teachers, Assistant SENCos or the SENCo
- Record information using appropriate paperwork, as required

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, speech and language difficulties
- Cognition and learning, for example, dyslexia, and developmental co-ordination disorder (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

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
Exact
Dyslexia Portfolio
Dyslexia Screener (DST)
CTOPP 2
TOMAL 2
DASH
DASH 17+
WRAT 4

The SENCo may also observe students in lessons and/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

We consult with parents and where possible, with pupils when deciding whether additional support is required. This is usually the first stage of the graduated approach to meeting student need. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents and where possible, pupils are listened to and their views are considered when planning provision
- Everyone understands the agreed outcomes sought for the child/young person
- Everyone is clear on what the next steps are and how and when provision will be reviewed

In most cases, notes of 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 pupils receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We adopt best practice by meeting pupils' needs through implementing the graduated review using the assess, plan, do, review cycle.

The class or subject teacher works with the SENCo to assess a pupil's needs. This may draw on their:

- Current and historic progress, attainment and development
- 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

When moving between Birkdale school settings the Assistant SENCos cross phases to support pupils during transition, facilitating seamless provision.

On entry:

- A planned induction programme is delivered in the summer term to support the transfer of pupils starting school in September. This is enhanced for those with SEND or who are anxious about transition.
- 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 new routines
- The SENCo/ Assistant SENCos will normally contact parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry
- If pupils are known to have SEND transfer from another setting, the previous school records are requested. Parents will usually be contacted to identify and address 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
- 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/Learning Plans
- Reasonable adjustments (including auxiliary aids and assistive technology) are made to overcome any disadvantage experienced in schools and increase 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 quality first, inclusive teaching which considers 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 to address their needs.

Our approach to teaching children with SEND is underpinned, in line with the SEND Code of Practice by the principles that teachers are responsible and accountable for the progress and development of all the pupils in their class and that wherever possible those with SEND should be educated alongside their peers. Any additional intervention is time bound and outcome led.

If children need to receive additional support, we offer the following small group and 1:1 interventions:

- Speed Up (handwriting speed and legibility)
- Spelling
- Study support
- 6th Form Mentoring
- Reading comprehension
- Book club
- Social skills group
- Coaching 1:1
- Specialist bespoke 1:1 support
- IDL (International Dyslexia Learning)

5.7 Adaptations to the curriculum and learning environment

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

- Personalising our curriculum, for example by allowing pupils to drop a language and offering extra English and Maths lessons
- Being flexible in the deployment of staff and resources to meet changing pupil need
- Allowing pupils access to auxiliary aids and assistive technology, for example, 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.
- Putting in place exam access arrangements

5.8 Additional support for learning

Support for pupils with SEND is enhanced by input from a number of outside agencies, including:

- Speech and Language Therapy
- Educational Psychologists
- Autism Team
- ADHD Team
- CAMHS
- Vision Support Service
- Service for Deaf and Hearing Impaired Children

5.9 Expertise and training of staff

At Birkdale, our Learning Support Team comprises of; one full-time SENCo, two Assistant SENCos, a full-time Teaching Assistant and a part-time HLTA.

Based at **Senior School** is the SENCo and a part-time HLTA

Based at **Prep School** is one full-time Assistant SENCo and two part-time Teaching Assistants who support all pupils (they are not under the remit of the SEN department).

Based at **Pre-Prep** is one part-time Assistant SENCo and classroom based Teaching Assistants who support all pupils (they are not under the remit of the SEN department).

5.10 Securing equipment and facilities

The school will loan equipment on a trial basis.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing and monitoring pupils' individual progress
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCo
- Holding review meetings

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

- Extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.
- All pupils are encouraged to attend our residential trips
- All pupils are encouraged to take part in special events such as Sports' Day
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities whenever possible.

An 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.

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
- 6th Form well-being coach
- Safe spaces for pupils to access to help manage anxiety
- A fully qualified counsellor is available two days a week
- Targeted lunchtime clubs for children that need support with social relationships

We have a zero-tolerance approach to peer-on-peer abuse

5.14 Working with other agencies

If pupils fail to thrive and make progress, external agencies may be involved. In most cases, this will only happen if the permission has been given by a parent/care. This and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special school
- MAST
- 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
- Head/Head of Prep

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 in the 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.

SSENDIAS - 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 SENCO, Policy Committee 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, Equality and Diversity Policy
- Exam Access Arrangements

Appendix A - Learning Support Staff Referral Form

Pupil name:	Staff name:
Class/form:	Date of referral:
Main Areas of Concern	
Description of the child: <i>Briefly describe how the pupil presents and the difficulties they are having accessing the curriculum.</i>	
Support already in place: <i>Briefly explain what measures you have put in place, e.g. differentiated or adapted lessons/planning/resources</i>	
Conversations with parents: <i>Briefly outline concerns that have already been raised with or by parents/outside agencies.</i>	
Desired action from Learning Support: <i>Briefly outline the desired support here and tick the specific areas of concern below.</i>	

Areas of Concern - Cognition and Learning (Literacy)			
Phonics/Spelling		Handwriting/fine motor	
Reading fluency and comprehension		Grammar and Punctuation	
Further detail:			
Areas of Concern - Cognition and Learning (Maths)			
Number/Place value		Money & Time	
Addition/Subtraction		Shape, Space & Measure	
Multiplication/Division		Problem Solving	
Further detail:			
Areas of Concern - Behaviours for Learning			
Emotion & Behaviour		Communication & Interaction	
Sensory & Physical		Social, Mental & Emotional Health	
Further detail:			
To be completed by Learning Support			
Name:		Date received:	
Support to be put in place	Y/N	Dates to/from:	
Action to be taken by Learning Support (e.g. type of intervention, by whom and frequency):			
Desired outcome/targets of intervention/support:			

Appendix B - Birkdale School Review Meeting Record

Student name:

Form:

Date:

Attendees

Summary of discussion

Outcomes from provision

Action	By whom	By when