



SPECIAL EDUCATIONAL NEEDS & DISABILITY

At **Wirral Grammar School for Boys**, we believe that all pupils have equal value and worth and that all pupils irrespective of their additional needs will play a full and active role in the life of the school both in and outside the classroom. We believe that all pupils should have full access to the curriculum, that specialist provision should be available according to their level of need and that all staff are responsible for ensuring that pupils with additional needs achieve their full potential.

The Governing Body aims to recognise pupils' special educational needs; to meet those needs within the resources of the school and the Local Authority, to promote awareness of those pupils; to pay due regard to the Special Educational Needs and Disability Code of Practice 2014 and enable those young people to achieve their full potential. An appointed Governor has specific responsibility for SEND and reports to the governing body after visits and meetings with the SENDCO. Miss Ellie Vaughan acts as SEND Coordinator (SENDCO) and is responsible for the day-to-day provision.

At Wirral Grammar School for Boys, in line with the SEND Code of Practice, September 2014, we adopt a graduated response to meeting a wide and varied range of special educational needs including: communication and interaction; cognition and learning; social/emotional and mental health difficulties; sensory and/or physical needs. Pupils are placed on the SEND register according to their level of need.

Progress of all pupils with additional needs at WGSB is closely monitored via fortnightly meetings with the Learning Mentor and the Head of Year to discuss provision and suggest intervention appropriate to need. All pupils on the SEND register have a Student Support Sheet which details additional provision and is written by the pupil in conjunction with our Learning Mentor, Mrs Smith, and our Teaching assistants. SEND pupils are fully integrated and supported in the mainstream classroom. We are able to run interventions throughout the school day such as, ELSA, handwriting, spelling, revision skills and organisation. We also have a SEND base within the school for pupils to access and to receive support when needed.

The school is partially accessible to pupils in wheelchairs and a lift can access all but one department. SEND is resourced as part of the annual funding allocation, received directly from the Education Funding Agency to meet the needs of all SEND pupils on roll. The school also receives funding from the Local Authority for designated provisions for example SEND statements and Educational Health Care Plans (EHCP). Funding received covers the provision of appropriate staffing, training and educational resources/equipment.

The school values the support from the wide range of Local Authority Support facilities such as SENAAT; Educational Psychological Service; Child and Adolescent Mental Health Services; Hearing and Visually Impaired Service; Speech Therapy and Physiotherapists. We work closely with outside agencies facilitating a multi-disciplinary approach, working closely with Children's Services. Partnerships with parents are essential; therefore formal and informal liaison takes place on a regular basis.