

# POLICY

## *Wirral Grammar School for Boys*



<b>Policy</b>	Special Educational Needs and Disabilities
<b>Responsible Manager</b>	Eleanor Vaughan SENDCO
<b>Approval Date</b>	October 2024
<b>Review Date</b>	October 2025
<b>Approved by</b>	The Governing Board

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### 1. Aims

Wirral Grammar School for Boys is committed to inclusion and the education of all boys of grammar school ability. This SEND policy details how Wirral Grammar School for Boys will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all staff. Wirral Grammar School for Boys will ensure that staff in the school are able to identify and provide for those pupils who have special educational needs and disabilities to allow these pupils to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The staff and governors of Wirral Grammar School for Boys will ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of SEND students. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved – Local Authority School, parents/carers, students, children’s services and all other agencies.

Wirral Grammar School for Boys is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Wirral Grammar School for Boys is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

### 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 SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.



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### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the 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.

### 4. Roles and responsibilities

#### 4.1 The SENDCO

The SENDCO is Miss E Vaughan

They will:

- Work with the headteacher and SEND governor 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
- 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
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### 4.2 The SEND governor

The SEND governor is Mrs Alison Whitehead and will:

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

#### 4.3 The Headteacher

The Headteacher will:



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- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 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
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and implementing support plans in everyday learning.
- Monitoring and facilitating high quality teaching to enable all learners to progress.

## **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, dyslexic tendencies and 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
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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

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.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will 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. This will then be referred to the SENDCO for consultation.

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### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents 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 these early discussions will be added to the pupil's record and given to their parents.

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

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

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

The class or subject teacher will work with the SENDCO 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 or 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

The assessment will be reviewed regularly.

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

### **5.5 Our approach to teaching pupils with SEND**

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will provide a range of interventions to suit pupils needs.

### **5.6 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.
- Student support sheets, giving support information to aid student learning.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



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- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.7 Additional support for learning**

We have a team of teaching assistants who are trained to deliver interventions, both on a 1-1 basis and small groups.

We work with the following agencies to provide support for pupils with SEND:

- Special Education Support Services.
- Child and Adolescent Mental Health Services
- Child Development Centre (Consultant and Community Paediatricians)
- Social Services
- Voluntary agencies, e.g. Wirral Autistic Society
- Brook Advice
- Response
- ELSA support

### **5.8 Expertise and training of staff**

Our SENDCO has experience in this role, and undergoes regular updated training.

They are allocated time off timetable each week to manage SEND provision.

We have a team of teaching assistants who are trained to deliver SEND provision.

In the last academic year, staff have been trained in mental health first aid and ELSA support.

### **5.9 Evaluating the effectiveness of SEND provision**

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

- Reviewing pupils' individual progress towards their goals each term using Student Support Statements
- Reviewing the impact of interventions after 16 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

#### Student Support Statements (SSS)

Student Support Statements (SSS) are student centred and focus on what the student feels will benefit them. They include suggested strategies to be used by teacher, support staff, parents and student and the date the provision starts. The SSS should include information about:

- The teaching strategies to be used
- Examination access arrangements
- Background information on the pupil.



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### **5.10 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 trip(s)

All pupils are encouraged to take part in sports and performances.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our school's accessibility plan is available on our website and covers:

- How the school Improves its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- How the school manages the availability of accessible information to disabled pupils

### **5.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to fully take part in all school activities. We have a zero tolerance approach to bullying.

### **5.12 Working with other agencies**

The SENDCO usually liaises with other agencies. This may be delegated to the Learning Mentor. Parents are informed when a referral is made to other agencies. The most frequently used agencies are:

- Special Education Support Services.
- Child and Adolescent Mental Health Services
- Child Development Centre (Consultant and Community Paediatricians)
- Social Services
- Voluntary agencies, e.g. Wirral Autistic Society
- Brook Advice
- Response

### **5.13 SEND and Exam Entries**

The school ensures that it meets the requirements of the Disability Discrimination Act 1995 and the Disability Equality Duty Act introduced in 2006.

The school meets the requirements of the DDA by ensuring that the exams centre is accessible. The Deputy Headteacher responsible for SEND will inform subject teachers of candidates with SEND and the information is provided for each pupil at the start of the year and kept under review. The Deputy Headteacher can inform staff of any special arrangements that individual candidates can be granted during the course of the exam. Making access arrangements for candidates to take exams is the responsibility of both the SENDCO and the Examinations Manager. Submitting completed access applications to the awarding bodies is the responsibility of the Examinations Manager. Invigilation and support for access arrangements are organised by the SENDCO and Examinations Manager.



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In cases where reasonable adjustment and special consideration are required, the school follows the JCQ guidance entitled 'Access Arrangements and Reasonable Adjustment'. These guidelines are checked at the start of each examinations period and the SENDCO and Examinations Manager liaise to ensure that the school is compliant.

### **5.14 Access arrangements and reasonable adjustments**

Where a candidate with a learning difficulty requires an assessment of his needs, he will be assessed by an appropriately qualified specialist assessor as appointed by the head of centre. The school has a written process in place to not only check the qualification(s) of our specialist assessor(s) but also that the assessment process is administered correctly. The school will assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and effectively implementing those arrangements once approved.

Wirral Grammar School for Boys will submit any applications for access arrangements or reasonable adjustments by the published deadline ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. For GCSE and GCE qualifications, a JCQ Centre Inspector will sample a centre's applications. The school will ensure that for GCSE and GCE qualifications, a file is presented by the Examinations Manager which must contain for each application the downloaded approval for the respective arrangement(s), supporting evidence of need (where required) and a signed data protection notice. This information must be available for inspection at the venue where the candidate is taking the examination. The school will submit requests for modified papers by the published deadline.

The school recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010<sup>†</sup>. This includes its duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. A written disability policy setting out how the centre seeks to comply with the Equality Act 2010<sup>†</sup> and fully supporting disabled candidates must be available for inspection purposes. <sup>†</sup>or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy. Under the SEND and Disability Act 2001 parents will also be able to request independent disagreement resolution and the school will make further information about this process available on request.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 The local authority local offer**

Our local authority's local offer is published here: [SENDLO Wirral. Wirral's Local Offer of SEND Services](#)

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### **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **7. Links with other policies and documents**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy