Inclusion SEND

Information Report

Wirral Grammar School for Boys

Approved by:	Eleanor Vaughan	**Date:**
Last reviewed on:	November 2026	
Next review due by:	November 2027	

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

***Note:** If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.*

What is SEND like at WGSB?

At WGSB, we are committed to fostering a fully inclusive culture where every child, regardless of their needs or abilities, is supported to thrive and succeed. We believe that all pupils have the right to a high-quality education that nurtures their strengths, builds confidence, and enables them to reach their full potential.

We embrace diversity and ensure that every child, including those with Special Educational Needs and Disabilities (SEND), feels valued, respected, and included in all aspects of school life. Our staff provide a safe, supportive, and accessible learning environment where every pupil receives the tailored support they need to succeed academically, socially, and emotionally.

At WGSB inclusion is at the heart of everything we do. We strive to remove barriers to learning and celebrate the unique talents and contributions of all pupils. By fostering resilience, self-belief, and ambition, we aim to equip every child with the skills and confidence to succeed both in school and in life.

Together, we create a community where **every child matters, every voice is heard, and every success is celebrated.**

What are the current SEND numbers?

Currently (September 2026) at Wirral Grammar we have the following profile on our SEND register:

Year	7	8	9	10	11	12	13	Overall
Total SEND Number	31	29	23	29	18	15	16	159
Total EHCP	3	4	5	1	6	0	0	19

We follow national guidance to identify and support children with Special Educational Needs and Disabilities (SEND). SEND needs are generally grouped into four broad areas. This helps us understand how best to support each child and ensure they receive the right interventions and resources.

1. Communication and Interaction

This category includes children who have difficulties with speech, language, and communication. It also includes those with social communication difficulties, such as Autism Spectrum Condition (ASC). These pupils may struggle to express themselves, understand language, or engage in conversations and social interactions. Support may include speech and language therapy, social skills groups, and structured communication strategies.

2. Cognition and Learning

This applies to children who find learning more challenging than their peers. It includes a range of difficulties, from general learning delays to specific learning difficulties (SpLD) such as dyslexia (affecting reading and writing), dyscalculia (affecting maths), and dyspraxia (affecting coordination). These pupils may need additional support such as adapted teaching methods, extra resources, or targeted interventions to help with their learning.

3. Social, Emotional, and Mental Health (SEMH)

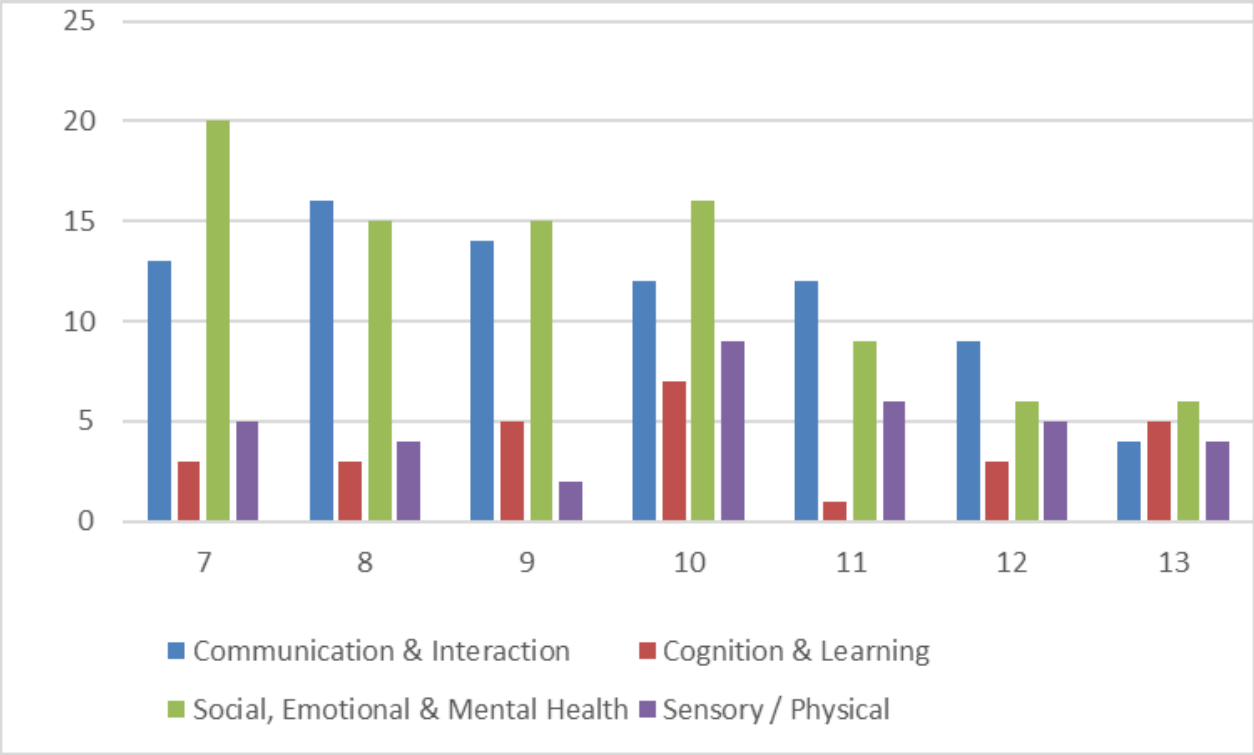
This category includes children who have difficulties managing their emotions, behaviour, or social interactions. They may struggle with anxiety, depression, attention difficulties (such as ADHD), or emotional regulation. These needs can impact their ability to engage in learning and build relationships. Support may involve counselling, behaviour support plans, mentoring, or structured routines to help them feel secure and supported.

4. Sensory and/or Physical Needs

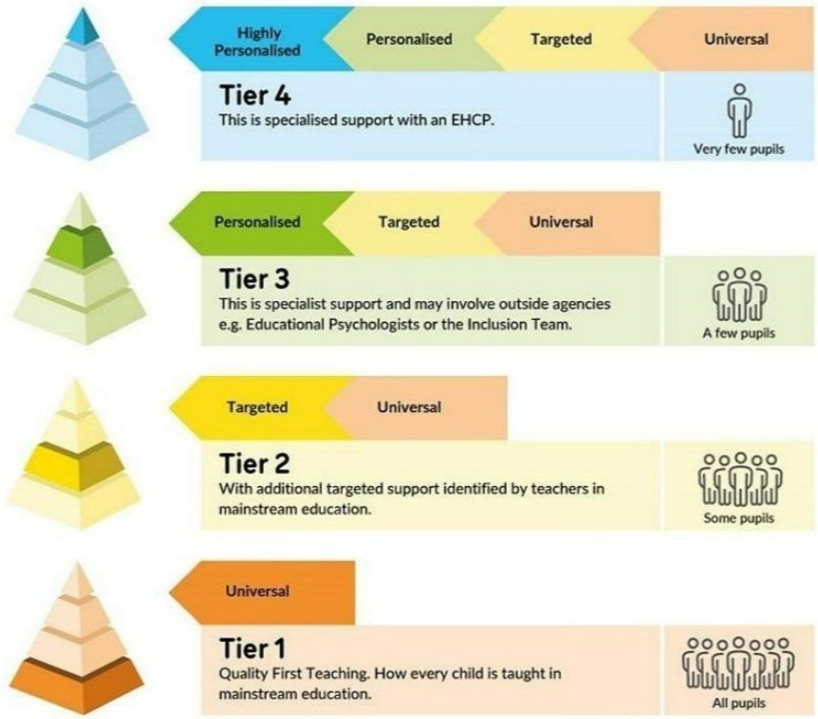
This includes children with physical disabilities, sensory impairments (such as vision or hearing loss), or medical conditions that affect their ability to access learning. Support may include assistive technology, modified learning materials, specialist equipment, or physical adjustments to ensure they can fully participate in school life.

Every child is unique, and some may have needs that overlap across different categories. Our aim is to provide a personalised approach to ensure all children receive the support they need to thrive. If you have any concerns about your child's learning or development, please do not hesitate to speak with our SEND team—we are here to help.

Within our SEND register our broad areas of need are currently :



We also ensure all students have access to Quality first teaching, implementing the Wirral LA's recommendations.



What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety based disorders/EBSA
	Attachment disorders
	Anger management
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child?



Our special educational needs co-ordinator, or SENDCO

Welcome to Wirral Grammar School for Boys!
As the Special Educational Needs and Disabilities Coordinator (SENDCO), I am delighted to extend a warm welcome to all our families.
At Wirral Grammar School for Boys, we are committed to providing an inclusive and supportive environment where every student can thrive. We understand that each student is unique, and we are dedicated to ensuring that all our learners have the resources and support they need to achieve their full potential.

I have worked in the school for 10 years, being a head of year in KS4 and KS3, as well as teaching Chemistry. I am passionate about inclusion and have successfully achieved te NPQ SEN in April 2026.

As an inclusion team we all work together to support pupils who need us, we work closely with LA and have fantastic working relationships with external agencies.

Our approach to supporting students with SEND includes:

- **Individualized Support:** We tailor our approach to meet the diverse needs of our students, ensuring that each child receives the right level of support.
- **Collaborative Planning:** We work closely with parents, carers, and students to develop personalized strategies that promote success and well-being.
- **Ongoing Communication:** We believe in maintaining open lines of communication to keep you informed and engaged in your child's progress and achievements.
- **Resourceful Environment:** Our staff is trained to implement effective teaching strategies and interventions that cater to a variety of learning needs.

I encourage you to reach out to me if you have any questions, concerns, or if you would like to discuss the support available for your child. Together, we can create a positive and enriching educational experience for all students.
Please feel free to contact me on
evaughan@wirralgrammarboys.com

Teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND.

We have recently run faculty training for inclusion and adaptations. The SEND team will often observe and quality assure the teaching as well.

Teaching assistants (TAs)

We have a team of 4 full time Tas and 1 party time TA. We do not offer full time 1-1 support. Our TA's support several pupils each. They have a focus year group or pupils.

Mrs Thomanson – Year 7 & 8 ELSA Trained

Mr Ashcroft – Year 9

Mr Taylor – Year 10 HTLA

Mr Botes – Year 10 & 11

Miss Elston – ELSA trained- All Years HTLA

Our BASE is the centre of our team. Here at least 1 TA will always be present to provide a safe space to any pupil that needs to regulate or have a time out from lessons.

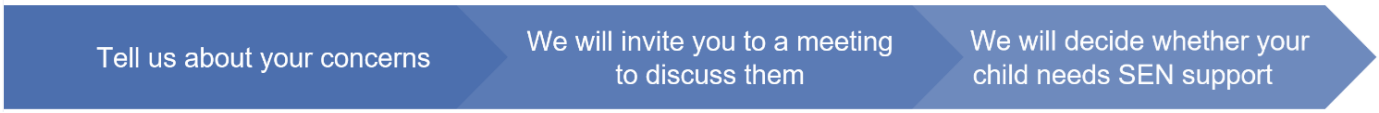
We offer mentoring, organisation and support in the base for ALL children.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists- EBSA training
- Occupational therapists
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Health Service in School
- Mental health counselling
- Local offer SENDLO
- EHCP Coordinators
- Autism UK
- Wirral Sight and Hearing team
- Sleep Wirral

What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher.

Please contact them via the school office.

They will pass the message on to our SENDCO, Miss E Vaughan, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

evaughan@wirralgrammarboys.com

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support, you will be informed of this and we would look at the next steps to fully support or diagnose your child.

For a diagnosis of any medical need there needs to be consistent behaviours observed at home AND school. A referral can be made and there is a long waiting list both in Wirral and Cheshire.

How will the school know if my child needs SEN support?

All our teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include Cat's tests, Accelerated reader, in subject tests or teacher observations.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCO will decide whether your child needs SEN support.

How will the school measure my child's progress?

We follow the Local Offers guidance and implement the Graduated response.

The **Graduated Approach** is a system used in schools to identify, assess, and support children with Special Educational Needs and Disabilities (SEND). It ensures that students receive the right level of help at the right time. This approach follows a continuous cycle of **Assess, Plan, Do, and Review**, allowing staff to monitor progress and adjust support as needed.

1. Assess

Teachers and staff regularly assess your child's progress through observations, classwork, and assessments. If concerns arise about their learning or development, the SEND team may be consulted. Additional assessments, such as screening tests or specialist evaluations, may also be used to gain a clearer understanding of your child's needs.

2. Plan

If extra support is required, staff will create a plan tailored to your child's needs. This may involve setting specific targets, adapting teaching methods, or providing additional resources. You and your child will be involved in discussions about what support will be put in place, ensuring that everyone understands the next steps.

3. Do

The planned support is then implemented in the classroom. Teachers and support staff work with your child, using different strategies or interventions to help them progress. This might include one-to-one sessions, small group work, or assistive technology, depending on their needs.

4. Review

After a set period, staff will review your child's progress to see if the support is effective. This review process involves teachers, the SEND team, and often parents and the child themselves. If progress is being made, the support may continue or be adjusted. If further intervention is needed, additional strategies or external specialist support may be considered.

This **Graduated Approach** ensures that support is flexible and responsive, adapting to your child's individual needs as they grow and develop. Our goal is to work in partnership with you to provide the best possible support and help your child reach their full potential.

We regularly assess student progress, and you will receive these data reports on a regular basis. Staff will closely monitor this information and will raise any concerns with the SEND team if necessary. If concerns arise, this may lead to further investigation, including classroom observations, followed by a discussion with both you and the pupil to determine the most appropriate support strategies. Once support measures are in place, they will be reviewed regularly to ensure their effectiveness and make any necessary adjustments to meet the student's needs.

How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Regular meetings will occur to;

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

There will be a formal review every year to evaluate your child's progress and support.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

we are committed to ensuring that every child receives the support they need to thrive in their learning. We understand that every pupil is unique, and we adapt our teaching approaches to meet individual needs, ensuring that all students can access the curriculum and achieve their full potential.

To provide tailored support, we create **Student Support Sheets (One-Page Profiles)** for pupils with identified needs. These documents are developed in collaboration with teachers, parents, and the pupil, providing key information about how your child learns best. They outline their strengths, challenges, and the strategies that will help them succeed in the classroom. All staff working with your child use these profiles to ensure a consistent and supportive approach.

We adapt our teaching methods in a variety of ways, including:

- **Differentiated Teaching** – Lessons are designed to be accessible for all students, with tasks adapted to different learning styles and abilities.
- **Scaffolding and Support** – Teachers provide additional explanations, step-by-step guidance, and structured resources to help your child engage with learning.
- **Flexible Grouping** – Pupils may work in small groups, receive peer support, or have additional adult assistance when necessary.
- **Assistive Technology and Resources** – If needed, we provide learning aids such as laptops, overlays, enlarged texts, or visual timetables to support access to the curriculum.
- **Emotional and Social Support** – We understand that learning is not just about academics. We offer mentoring, pastoral support, and quiet spaces for pupils who need additional reassurance or time to self-regulate.

We regularly review your child's progress through assessments and discussions with staff, parents, and the pupil themselves. If additional support is needed, we will work together to refine their **Student Support Sheet** and adjust teaching approaches to best meet their needs.

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

We are committed to creating an inclusive environment where every child, regardless of their needs, can fully participate in school life. We believe that all pupils should have equal opportunities to engage in learning, social activities, and enrichment experiences alongside their peers.

To ensure your child is included, we adjust so they can access the same activities as other pupils. This includes:

- **Adapted Lessons and Activities** – Teachers modify tasks, provide additional support, or use assistive resources to ensure all students can participate meaningfully in classroom learning.
- **Inclusive Clubs and Extracurricular Activities** – We actively encourage students with SEND to take part in after-school clubs, music, drama, and school trips, making adjustments where needed to ensure they feel comfortable and supported.
- **Specialist Sports and Social Groups** – In addition to mainstream activities, we run targeted sports sessions, social skills groups, and mental health support programs that welcome both SEND and non-SEND pupils. This fosters friendships, builds confidence, and promotes a sense of belonging.
- **Pastoral and Wellbeing Support** – We provide structured emotional and social support through mentoring programs, peer buddies, and quiet spaces where pupils can feel safe and included.

If you have any concerns or suggestions, our staff are always available to work with you to ensure your child's inclusion and wellbeing.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

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Transition to year 7

We understand that moving from primary to secondary school can be an exciting but challenging time, especially for pupils with Special Educational Needs and Disabilities (SEND).

Universally ALL pupils will receive a visit to their primary school, allowing them to meet a key member of staff, ask questions and be welcomed. We will also discus any additional needs woth primary school staff.

To ensure a smooth and positive transition, we provide enhanced transition support and peer support groups to help pupils feel confident, prepared, and welcomed into their new school environment.

Enhanced Transition Support

For pupils who may need extra preparation, we offer an extended transition process tailored to their needs. This may include:

- Additional Visits – Pupils can attend extra visits to the school before they start, helping them to become familiar with the buildings, classrooms, and key staff.
- Meetings with Key Staff – Pupils and parents can meet SEND staff, pastoral teams, and form tutors to discuss any concerns and individual needs.

Peer Support Groups

To help SEND pupils settle in and build friendships, we run peer support groups where they can interact with other students in a relaxed and supportive environment. These groups help with:

- Social Skills Development – Pupils take part in structured activities to build communication and teamwork skills.
- Confidence and Wellbeing – Pupils are encouraged to share experiences and strategies to help manage new situations and challenges.
- Reducing Anxiety – Knowing they have a safe space, and a supportive group helps pupils feel more secure in their new school.

Our aim is to ensure every SEND pupil has the right support to transition smoothly, gain independence, and feel fully included in their new school community.

Moving to Adulthood

we strive to ensure that all students, including those with Special Educational Needs and Disabilities (SEND), receive the support they need for a smooth transition beyond secondary school. Whether they choose further education, training, or employment, our structured and personalised approach helps them prepare for their next steps with confidence.

Award-Winning Careers Education

A comprehensive careers programme is in place to help pupils explore their interests, develop key employability skills, and make informed decisions about their future. Our award-winning careers education includes:

- Personalised Career Guidance – One-to-one meetings with qualified careers advisors to discuss aspirations and suitable pathways.
- Careers Fairs and Employer Talks – Opportunities to meet professionals from different industries and learn about career options.
- Vocational and Academic Pathway Support – Guidance on choosing the right college, apprenticeship, or employment route based on individual strengths and interests.

Mock Interviews and Work Experience

To prepare pupils for the world of work, mock interviews and work experience placements are offered, ensuring they develop confidence and real-world skills. These opportunities include:

- Mock Interviews with Employers – Pupils participate in realistic interviews with professionals, receiving constructive feedback to improve their communication and presentation skills.
- Work Experience Placements – SEND pupils receive support in finding placements suited to their needs, helping them gain practical experience and an understanding of the workplace.
- Support for Applications and CV Writing – Guidance is provided on writing CVs, cover letters, and completing application forms.

Sixth Form Personal Development Programme

For students continuing into Sixth Form, a personal development programme is in place to build independence, resilience, and essential life skills. This includes:

- Life Skills Workshops – Covering financial literacy, time management, and independent living skills.
- Leadership and Volunteering Opportunities – Encouraging students to take on responsibilities and engage with the wider community.
- University and Apprenticeship Preparation – Support with applications, personal statements, and interview techniques.

With this transition support, every SEND pupil is equipped with the confidence, skills, and knowledge to take their next steps successfully. For further discussions on how additional support can be provided for your child, please contact the SEND or careers team.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENDCO or the school office Schooloffice@wirralgrammarboys.com in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Out local offer has some further advice and out of school support.

Wirral – SENDLO Wirral

Cheshire West – Home | Live Well Cheshire West

Cheshire East- Local offer

Liverpool- SEND local offer - Liverpool City Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Wirral SEND Partnership Service

Local charities that offer information and support to families of children with SEN are:

Claire House Children's Hospice

Bebington, Wirral, UK

Provides specialist nursing care and emotional support for seriously and terminally ill children from 0–23 years, offering services at the hospice or at home, including support for family members.

en.wikipedia.org

Autism Together

Wirral, UK

Offers a range of services and support for individuals with autism and their families, including residential care, day services, and community support.

Send Low Wirral

Wirral Mencap

Wirral, UK

Provides support and services for people with learning disabilities and their families, including advocacy, social activities, and educational programs.

The Positivitree

Wirral, UK

Supports families of children with additional needs by offering peer support, workshops, and activities aimed at improving mental health and well-being.

The Open Door Centre

Wirral, UK

Provides mental health support for young people, offering services such as counselling, creative activities, and a drop-in centre to promote well-being.

These organisations are dedicated to supporting SEND families in Wirral, offering a range of services to ensure children and young people receive the assistance they need to thrive.

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages