



THE BIRKENHEAD PARK SCHOOL

SEN INFORMATION REPORT

What kinds of Special Educational Needs does the school provide for?

Birkenhead Park School is an inclusive mainstream secondary school with approximately 600 students on roll. In addition, the school has a SEN Resourced Provision for students with a statement or EHC Plan for Specific Learning Difficulties. The specialist provision is fully integrated into whole school provision and supports students with a variety of complex learning difficulties to be educated with their mainstream peers. There are currently 15 students within this provision.

Our objective is to meet the diverse SEN needs of our students and their families through a whole-school, integrated support system which combines high quality differentiated teaching and learning, regular and robust assessments of progress, pastoral care, SEN support and multi-agency interventions.

The four broad areas of need and support identified within the SEN Code of Practice 2014 (p86) are **'Communication and Interaction'**, **'Cognition and Learning'**, **Social, Mental and Emotional Health'** and **'Sensory and/or Physical Needs'** and the school works within these definitions. These areas exemplify the range of need for which the school is able to identify and provide support within the school's provision.

What are our current processes for identification and assessment of SEN?

The school recognises the definition of SEN as stated in the SEN Code of Practice 2014 (p83):

'A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age'.

The identification of SEN is built into the whole school approach to monitoring the progress and development of all students. Low attainment and relatively slow progress are not indicators of SEN. The school recognises that whole school planning should focus on two categories of students – a target group of those who are underachieving and less-experienced learners and those who have SEN. In addition, the school identifies other areas of vulnerability which may impact on progress and attainment, for example, disability, attendance, FSM, EAL and LAC.

The SEN Code of Practice 2014 (p83) states that the benefits of the early identification of SEN are widely recognised and, when combined with effective provision, lead to improved outcomes for young people. The school uses a variety of whole school screening on entry to accurately assess students' skills and attainments. More detailed information on the range of school assessments and criteria for SEN is available in our provision maps for each area of SEN.

Subject Teachers assess student progress regularly using a combination of Assessing Pupil Progress (APP) and summative assessment tasks each half-term. These are then combined to produce a Current

Cumulative Grade (CCG) which measures progress towards the student's aspirational target level based on 4 levels of progress. This process identifies students who are making less than expected progress given their age. This may be characterised by progress which is significantly slower than their peers starting from the same baseline, progress which fails to match or better their previous rate of progress, and progress which fails to close or widens the attainment gap. Initially, concerns would be addressed by targeted teaching focussed on the areas of weakness by the subject Teacher. Where progress continues to be less than expected, this may trigger a referral to the SENCO for further assessment.

The purpose of identification is to inform the action that the school needs to take, rather than to categorise the student. The school considers the need of the whole child and may focus assessments on areas other than academic attainment, for example, social needs or behavioural issues. For some young people, SEN difficulties may only become evident as they develop and the school aims to be alert to emerging difficulties. School staff will always listen and respond when parents express their concerns around their child's development or learning needs. Likewise, concerns expressed by students themselves are noted and acted upon.

The SEN Code of Practice 2014 (p 85) states that 'persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN'. The school staged behaviour systems and processes are fully integrated into SEN provision and concerns will be referred to the SENCO by pastoral staff. This may result in additional assessments to determine any causal factors, such as undiagnosed learning difficulties or mental health needs. The school has developed a 'Social, Mental and Emotional Health Profile' to focus on the student's risk and protective factors and inform referrals to other agencies. In the case of family or environmental circumstances which may be contributing to the presenting behaviours a Gateway referral is made to access additional services. A CAF may be completed to initiate support at Team around the Family (TAF).

What is our evidence base for the interventions that we are using around SEN?

The rationale for SEN provision at the school follows the principles outlined in the SEN Code of Practice 2014 (p88) which states that, '**High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching**'.

SEN provision is structured around the 'assess, plan, do, review' model suggested in the SEN Code of Practice (p89-90) and this process is fully integrated into the whole school teaching and learning policy. All faculties follow highly structured Learning Programmes which focus explicitly on the required skills, knowledge and understanding that students need to acquire in order to make progress.

The half-termly APP and summative assessments are analysed and diagnostic feedback is provided in books which generates a dialogue with the student through their written response. This process is underpinned by the SEN Code of Practice 2014 (p88) which states that, '**schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement**' and that, '**information on student progress should include high quality and accurate formative assessment**'. Each half-term the CCG data is analysed by Heads of Faculty and the Deputy Headteachers

and classroom interventions and responses are identified. The SENCO works closely with the Head of English and the Head of Maths to analyse progress data.

A planning flowchart summarises the process of increasing differentiation and personalisation that subject teachers utilise in their planning. All staff have been trained by the SENCO to make use of the 'classroom access strategies' document as a reference and planning tool to enable inclusive teaching approaches with a range of SEN. This approach is suggested by the SEN Code of Practice 2014 (p88) which recommends that Teachers have an understanding of strategies to support vulnerable students and high-incidence SEN. Teachers are encouraged to have person-centred conversations with students to agree on the barriers to learning and support strategies and ensure that students participate in decision making.

The curriculum is modified to meet student needs and ensure that student needs are catered for within classrooms. The English curriculum emphasises the development of literacy skills and interventions are embedded into classroom teaching. At Key Stage 3, all students participate in the Accelerated Reading Programme as a weekly session. This is supported by guided groups led by the Teacher or a Teaching Assistant (TA). This approach is designed to minimise excessive withdrawal and wave 3 interventions as reading and writing skills are part of the wave one curriculum. As stated in the SEN Code of Practice 2014 (p14), 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

Teaching Assistant support in the school is directed towards those students who have a statement or EHC Plan. The deployment of Teaching Assistant's is focussed on the SEN groups in each year where smaller teaching groups allow more targeted differentiation and a slower pace of learning. Teaching Assistants work in a keyworker role and work closely with the relevant pastoral teams. They will also attend multi-agency meetings, LAC reviews and annual reviews. The principles of Teaching Assistant support are outlined in the document 'Effective Deployment of Teaching Assistants' and include a focus on student progress and developing independent learners.

Specialist subject Teaching Assistants are attached to the English and Maths faculties to ensure that TAs have a good knowledge of the curriculum and the faculty priorities. All staff have had training on the effective use of Teaching Assistant's in lessons to promote progress and joint planning is encouraged. Teaching Assistants refer to the Learning Programmes to inform their support.

What processes have we got in place for children with an EHC Plan or statement currently?

What specialist support has been sought in the assessment process?

Children with a statement or EHC Plan are supported by a Person-Centred Plan which summarises their aspirations, an overview of their needs, what is important to them and the specialist advice generated through the assessment. The school does not use IEPs or additional SEN targets – all outcomes are focussed on the aspirational curriculum targets. Progress towards these targets is reviewed on a half

termly basis alongside attendance and behaviour data. The school is currently in the process of converting IEPs into PCPs.

Annual reviews for Year 9 and Year 11 are focussed on transition planning and are integrated into an appropriate time in the school calendar. They are supported by Connexions Advisors to ensure that there is an emphasis on aspirations and preparing for adult life. Reviews for the remaining year groups are held in the summer term.

The assessment process for statements has historically been led by the Local Authority and includes external advice from specialist assessments such as Educational Psychologists, Speech and Language Therapists, Community Paediatricians and Social Care. The school is now applying the new process for requesting EHC Plans which involves an Additional Support Plan being generated with costed provision and regular multi-agency reviews. A multi-agency meeting attended by the Educational Psychologist and/or the EHC Co-Ordinator from the Local Authority will then decide if an assessment needs to be initiated.

How are we deploying the Pupil Premium and monitoring effectiveness?

The Pupil Premium budget is managed by Mrs Johnson, Senior Deputy Headteacher. The Pupil Premium Report can be found on the school website.

How is this reflected in our deployment of the delegated SEN Budget?

The delegated SEN budget is used primarily to fund enhanced staffing within the SEN team. The school has a team of 9.6 full time equivalent Teaching Assistants who are line-managed by the SENCO. Funding is also allocated to buying in specialist services where necessary.

How does the school access specialist support services?

For students with higher levels of need, or those who are not making progress with school resources and interventions, the SENCO will consider referrals to external agencies for specialist assessments. This is agreed in partnership with parents and they are part of the decision-making. Referrals may be made to the Speech and Language service, CAMHs, Community Paediatricians, Occupational Therapy, Sensory Service, Educational Psychologist, ASC Specialist Team or SENATT. The outcomes of any specialist assessments are incorporated into the school support for the student and are shared with staff. Some children with complex difficulties are supported through regular multi-agency meetings which focus on issues around SEN.

In addition, some students with SEN may be supported by Social Care or Looked After. In these cases, the Safeguarding Officer attends multi-agency reviews and planning meetings and information is shared with the SENCO so that all barriers to a student's learning can be considered. The SENCO or a TA keyworker will attend multi-agency meetings with Social Care if there are particular concerns. The Safeguarding Officer is line-managed by the SENCO to ensure that the approach to SEN and other vulnerabilities is cohesive and integrated into school systems.

How do we use our tracking data to monitor the progress of students with SEN?

Each half-term the CCG data is analysed by Heads of Faculty and the Deputy Headteacher's and classroom interventions and responses are identified. The SENCO works closely with the Head of English and the Head of Maths to analyse progress data and plan responses or alternative teaching strategies. This information is shared with the Teaching Assistant team so that they can focus their support on students who are not making progress.

How is this information used in discussion with parents and young people?

Assessment data is shared with parents on a half-termly basis so that they know the progress that their child is making and their expected outcomes. All assessments generate written teacher feedback which students are expected to respond to so that they know the 'next steps' in their learning. In addition, time is built into the Learning Programmes for review and reflection at the end of each half term. The tracking data is used to inform all discussions with parents. In addition, annual parents' evenings allow subject Teachers and parents to have detailed discussions on student progress.

What plans are in place when provision or interventions need to be escalated?

The initial response to any concerns around progress would be classroom based and involve modified teaching strategies developed in dialogue with the student. If a child does not respond to a wave one intervention then the subject staff would deploy wave two faculty interventions in the first instance, for example, access to extra classes after school. There may also be a consultation with the SENCO. If concerns persist or worsen then the SENCO would consider referring to external agencies after consulting with parents.

What wider provision is available for supporting emotional needs and wider engagement?

The school has integrated the safeguarding, pastoral and SEN teams to ensure that all aspects of a child's needs are supported. Daily pastoral care is provided by the Form Tutor who ensures that all students are 'ready to learn'. The Assistant Heads of Year are non-teaching staff and their role involves daily classroom visits and availability at break and lunchtimes. In Year 7, there are two Assistant Heads of Year in order to provide additional support around transition for students and their families. The Heads of Year manage the pastoral team and discuss any emerging concerns on a weekly basis. The Safeguarding Officer role provides additional in-school support for children with social vulnerabilities and will also sign-post families to outside agencies that may address family or environmental issues. The school has an 'in-house' ESW who supports students and their families with attendance issues. The school has access to a School Nurse, a Youth Worker through the Health Services in School programme and a qualified counsellor from Brook.

The school runs an enrichment programme during lunchtimes and after school. Students with SEN will often be supported to access these activities as a targeted strategy to develop their social and personal

skills, self-esteem or enjoyment of school life. Students with SEN attend clubs alongside their peers and are included in all aspects of school life. The school also provides weekly 'Family Night' sessions where students and their families can access clubs and activities together.

Does the SENCO have access to and knowledge of the available resources for SEN?

The SENCO at The Birkenhead Park School is Ms Weekes and she can be contacted by email at offices@birkenheadparkschool.com or by telephone on 0151-652-1574. Ms Weekes is a qualified Teacher with a PGCE in Geography and SEN and she has attained the National SENCO Award and the National Professional Qualification for Headship (NPQH).

She is the School Champion for the Achievement for All programme which commenced in September 2012 and is an on-going school improvement initiative centred on SEN provision. Although she is not a member of the Senior Leadership Team, Ms Weekes works closely with senior and middle leaders within the school to determine the strategic priorities for SEN as part of the school improvement plan.

What expertise do we have in the school on SEN?

The SEN team at The Birkenhead Park School is led by a qualified SENCO. The TA team are all qualified to level 3 and some have achieved HLTA status. Faculty TAs are often recent graduates and the TA role is developed as a route into teaching through the Schools Direct programme. The school is part of the Achievement for All school improvement programme which commenced in September 2012. This programme involves regular school visits and training sessions led by an experienced School Coach. The school is working towards the Achievement for All Quality Mark in recognition of the whole-school, integrated model of SEN that it has developed.

The SEN team work with a caseload of SEN students with high incidence SEN. There is a large cohort of students diagnosed with ADHD and ASD at the school and the staff are skilled in supporting students with these areas of need. The school also has a high proportion of students who are LAC and the safeguarding, pastoral support and SEN support systems are fully integrated.

What are the arrangements for triggering additional support and are there any specialist local resources which the school uses?

This has been addressed in both section two and section ten of this report. Subject staff and pastoral staff are encouraged to consult with the SENCO if they have concerns about a particular student. The SENCO holds weekly 'drop-in' sessions for pastoral staff to discuss individual cases.

Is there a CPD plan in place to fill any current gaps in specialist support at the school level?

Over the last two years, the school has provided whole school training on the effective use of Teaching Assistant's, planning for students with ADHD and ASD, differentiation approaches, restorative justice and de-escalation strategies and the new SEN Code of Practice 2014. The English and Maths faculties have also done additional training on differentiation with the AfA School Coach. The TA team has accessed training in promoting independent learners and the principles of Early Support.

The CPD plan for this academic year is being developed around high quality teaching and learning for all students. The SEN and pastoral teams are working with CAMHs on a bespoke training package around the

impact of neglect, trauma and attachment difficulties on children and their development. The school is also working in partnership with Kilgarth and Claremount Special Schools to develop training packages.

Is there an up-to-date access plan in place? What specific areas does it identify for children and young people with SEN?

The school access plan is currently under review by the Governing Body. An updated link will follow.

Is there a clear policy on the involvement of parents? Is communication support available?

The school recognises that parental engagement is essential in achieving good outcomes for young people with SEN. Parents are a key resource for planning support and the SEN team build on parental knowledge of their child and also focus on wider outcomes and planning for adult life.

Students and their parents are encouraged to participate in decision making around their educational and wider needs. Parents are informed annually if their child is placed at SEN Support and they are given the opportunity to discuss the support plan with the SENCO.

Both students and parents contribute to annual reviews for statements and EHC plans and agree on their key priorities. Statemented students and those with EHC plans have a designated Teaching Assistant who acts in a keyworker role and is the first point of contact for parents. The SEN team have all been trained in Early Support principles and recognise the needs of families in accessing information and services. Communication support is available on request from parents.

What opportunities are there for parents to have structured conversations with teachers about progress?

All teaching and support staff at the school have been trained in structured conversations as part of our Achievement for All programme. The approach of 'explore, focus, plan and review' is used at parents' evenings, pastoral interviews and SEN planning meetings. A parent can request a structured conversation with the SENCO at any time if they have concerns.

What process is in place to ensure the full engagement of children and young people with SEN? Are students with SEN represented on the school council?

Students with SEN are encouraged to be active participants in their learning by all subject staff. They are expected to regularly respond to written feedback which focusses on the skills, knowledge and understanding that they need to develop to make progress. Areas of weakness are identified and addressed through this process. At SEN Support, teachers will encourage students to discuss their needs and agree on access strategies for their subject. This is an on-going dialogue after each assessment point and data collection.

Students with statements or EHC Plans or those with complex needs also work on developing a Person-Centred Plan with the SEN team. This ensures that they are fully engaged in their support and that

teaching builds on their interests and aspirations. Teaching staff use the PCP as a tool to engage the student and develop a positive working relationship with them. The TA keyworkers work closely with students and their families to address any emerging issues on a daily basis.

Students with SEN are represented on the School Council, as are children from other vulnerable groups. Students with SEN participate fully in the life of the school at all levels.

Is there a clear process to handle complaints?

The school has a complaints policy which is currently under review by the Governing Body. An updated link will follow shortly.

What are the arrangements for those with and without an EHC plan to get additional support from outside the school?

What specialist SEN support is being deployed and from where?

The process for triggering additional support from external agencies has already been outlined in section two. The school currently deploys a Specialist Teacher from the Orrett's Meadow Outreach Service for 1.5 days a week to support students in Year 7 and 8 with severe difficulties in acquiring literacy skills. The school has also bought in additional EP time from the LA in order to focus on the cohort of LAC with SEN. This project will consider individual cases and review a strategic approach to the needs of this cohort with multiple vulnerabilities. The school is planning a project with Claremount School Outreach Team to focus on the needs of students with a diagnosis of ASC.

Is other information available?

Relevant SEN documentation is available on the school website www.birkenheadparkschool.com in the 'parents' section under the 'SEN School Offer' tab. This includes an overview of the waves model of provision or graduated response, detailed information on each area of SEN in the 'assess, plan, do, review' format and information on the deployment of Teaching Assistant support in lessons. The 'access strategies' planning document is also available in this section. It is used by teaching staff to differentiate their teaching approaches for a range of SEND.

Parents can also access support from the Wirral SEND Partnership which is an impartial, independent and confidential service which gives free information, advice and support about matters related to SEND for parents and carers of children aged 0-25. The service gives practical, factual and impartial support to enable parents and carers to participate fully in decisions around education, health and social care. Their website is www.wired.me.uk. The school works closely in partnership with Wirral SEND Partnership and ensures that they are regularly briefed on our SEN provision.

How are transfer arrangements between school phases supported?

For transition between KS2-3, students with SEN are identified through the whole school induction process which starts in the summer term. Any student who may be vulnerable around transition is then offered an enhanced transition which may involve additional visits to the school and individual meetings with key staff. The SEN team attend transition meetings and meet with the primary SENCOs to exchange

information. The Year 7 TA has a key role in transition and will establish contact with students and parents to develop the keyworker role.

Students with particularly complex needs are offered a 'SENCO-led' transition which may involve classroom observations, Person-Centred Planning and attendance at multi-agency meetings. Summer school places are also routinely offered to allow students to familiarise themselves with the school site and key staff. The school are currently investigating buying-in additional EP time to support a targeted transition project.

What arrangements are in place between the school and colleges?

What arrangements are in place between the school and Social Care and other adult services?

Year 11 students are supported with their post-16 planning and transition to further education, apprenticeships or training providers. Connexions Advisors offer enhance information and guidance to students with SEN and support is available at lunchtimes and form times to complete application forms. Visits to post-16 placements to meet key staff are available and key information is shared with SEN teams. TAs will arrange and support individual visits to build confidence and allow students to make informed choices. Parents are involved through the annual review process. Students who have support from Social Care as they are Looked After or at Child Protection are directed to the Pathway team through multi-agency meetings with Social Care.

Where can parents access the Local Offer?

The Wirral Local Offer is available at www.wirrallocaloffer.org. This website provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other, local, support services. It intends to enable parents to have more choice and input into the support that their child receives.

Ms Weekes, SENCO September 2014