



JOSEPH PAXTON CAMPUS

**WIRRAL HOSPITALS' SCHOOL
SPECIAL EDUCATIONAL NEEDS
POLICY DOCUMENT**

Autumn 2023

Adopted

Autumn 2021 – Ref 17.21

Autumn 22 – Ref 67.20

Autumn 23 Ref 64.23

Review date Autumn 2024

Wirral Hospitals' School Special Educational Needs Policy

Wirral Hospitals' School is a complex organisation which makes provision on two sites for a wide range of students from 2 to 19 years of age.

The students are involved with the school for varying lengths of time and therefore require a great diversity of response from staff when considering their individual needs.

The school values the abilities and achievements of all its students and is committed to providing the best possible outcomes for all students.

Definition and Aims

This policy recognises the entitlement of all students to a balanced, broadly-based curriculum. The Governing Body will ensure that appropriate provision will be made for all students.

The SEN Aims of the School

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring additional provision as early as possible
- To identify, develop and focus on students' strengths, interests and abilities, whilst acknowledging the unique challenges presented by their SEN
- To ensure that students take as full a part as possible in all school activities
- To ensure that parents and carers are kept fully informed of their child's progress and attainment and are involved in creating a shared understanding of their child's needs – facilitated by school planning meetings
- To ensure that students are involved, whenever possible, in decisions affecting their future provision
- To support all staff in the delivery of effective teaching and learning of students with SEN
- To ensure that the atmosphere in the school will promote a happy, sensitive and secure environment where students can feel confident that their SEN will be understood and met
- Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to achieve best outcomes by parents and carers, teachers, support staff and students working together
- To ensure that Governors are up to date and knowledgeable about the school's SEN provision

Definition of Special Educational Needs and Disability

(SEN Code of Practice 0-25 Years - introduction)

Special educational needs (SEN)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disabled children and young people

xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Wirral Hospitals’ School will have due regard for the Special Needs Code of Practice (updated 2015) when carrying out our duties towards all students with special educational needs, and ensure that parents and carers are notified of the provision being made for their child.

Arrangements for Coordinating SEN Provision

Roles and Responsibilities

The SENCO for the school is Annette Owen-Petkova

The Assistant SENCO is Pauline Hoey

The SEN Governor is Mrs Karen Irvine

The Role of the SENCO

The SENCO role involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEN
- Liaising with the relevant Designated Teacher where a child is under the care of the Local Authority (CLA) has SEN
- Advising on the graduated approach to providing SEN support
- Liaising with parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, Career Connect, voluntary bodies and students' referring schools

The Role of the Governing Body

The Governing Body's responsibilities to students with SEN include:

- Ensuring that provision of a high standard is made for SEN students
- Ensuring that SEN students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy, including any expenditure of exceptional needs funding
- The SEN Governor will review and sign the SEN register on a Termly basis

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO
- Ensuring all parents and carers are informed of the provision made for their child
- Ensuring that the school has clear and flexible strategies for working with parents and carers, and that these strategies encourage involvement in their child's education

The Role of the Teacher

‘All teachers are teachers of children with Special Educational Needs’

SEN Code of Practice 2015: Special educational provision in schools

6.36 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

6.37 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.

Teachers’ responsibilities

- Being aware of the school’s procedures for the identification and assessment of, and subsequent provision for, SEN students
- Collaborating with the SENCO to decide the action required to assist the student to progress
- Working with the SENCO to collect all available information on the student
- In collaboration with the SENCO, assist in the implementation of Learning Plans (LPs) and Health Care Plans (HCPs), Pupil Passports and any intervention which has been developed by other professionals that support student progress (e.g. Speech and Language Therapy SALT plan)
- Working with SEN students on a daily basis to use LPS/ SALT plans and Pupil Passports within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school’s SEN policy

ADMISSION ARRANGEMENTS

Admission to the school is through referrals to the multi-agency Admission Panel in accordance with the LA’s criteria - described in Appendix 1.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION (Plan, Do, Review)

Where a student is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a three-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. (SEN Code of practice 2015 – section 6.44)

a. IDENTIFICATION, ASSESSMENT AND REVIEW

i. CATEGORIES OF SPECIAL EDUCATIONAL NEED

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that students' needs and requirements fall into four broad areas which are reflected in the school's SEN register:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

ii. IDENTIFICATION AND ASSESSMENT

SEN Code of Practice 2015

6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Medical conditions

6.11 The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting students at school with medical conditions' (see the References section under Introduction for a link)

All students attending the Joseph Paxton Campus require additional support and are registered as 'SEN School Support' on the SEN register unless they have an EHCP (Education Health and Care Plan). The process of considering SEN provision starts with the induction process, where students' and parents'/carers' expressed aspirations are facilitated and recorded. The resultant desired outcomes form the basis of planning, assessment and provision. It is important that all assessment and information is seen in the light of students' often complex needs and circumstances at the time of entry to the school and that any subsequent decision with regard to identification of need and provision must be made within this context. Approaches to assessment must be sensitive, neither making undue demands nor exposing the student to undue stress. Early identification of any change in their needs is a priority. It is also important

that strengths and skills are recorded and facilitate planning. The school will use appropriate screening and assessment tools, and ascertain student strengths, needs and barriers to progress in the following ways:

- Use of information gathered from the induction process and previous school to shape the student's curriculum and pastoral provision in the first few months. This information is recorded in the Student's Learning Plan and Pupil Passport and shared with Parents and staff as part of the initial 6 week review.
- Information given by parents/carers (through induction and ongoing communication)
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning (facilitated through student planning meetings).
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/developing awareness of their own needs, priorities and aspirations through the Pupil Passport process and the Learning Plan process.
- Reports or observations from other sources (e.g. Speech Therapist, Hearing Support Assessment)
- External exam results

b. PLANNING

i. RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the students' profile will include:

- Information from previous school/phases
- Information from parents and carers
- Information on progress and behaviour
- Learning Plans (LPs)
- Student Voice through Pupil Passports
- Education Health and Care Plans (EHCP) (if applicable)
- Health Care Plans (HCPS) (if applicable)
- Other individualised plans to support progress e.g. Speech and Language Plans (SALT), Sensory Integration Plans
- Information from health/social services
- Information from other agencies e.g. Career Connect Service

ii. NATURE OF INTERVENTION: SPECIAL EDUCATIONAL PROVISION

Based on the results of previous assessments, interventions provision can include:

- Deployment of extra staff to work with students
- 1-1 and small-group interventions for Wellbeing, Literacy and Numeracy, Speech and Language Therapy – including Social Thinking and Skills programmes.
- Provision of alternative learning materials/special equipment
- Group support
- Key Teaching Assistant for students, where necessary and appropriate
- Provision of additional adult time in devising interventions and monitoring their effectiveness

- Staff development/training to facilitate the development of specialist knowledge and skills, e.g. Speech and Language Therapist training and ongoing support
- Access to LA support services for advice on strategies, equipment, or staff training
- Facilitation of, or involvement in, a multi-agency plan/approach

iii. **LEARNING PLANS / PUPIL PASSPORTS**

Strategies for students' progress will be recorded in an LP (Learning Plan) and Pupil Passports (PP) containing information regarding:

- The nature of the student's needs and strengths
- Parent and Students' aspirations.
- Long-term Outcomes
- Short-term targets/Outcomes
- Sources of assessment
- Impact of difficulties on learning and functioning in the school environment/community
- Strategies
- Monitoring and assessment arrangements
- Provision made
- Outcomes of provision

The plans will record only that which is different from or additional to the normal differentiated curriculum within the school, and will focus on the outcomes identified in the planning process with the student and parents.

Pupil Passports (PP)

All students will be central to the production of their own Pupil Passport. The Pupil Passport contains 'person centred information' relevant to the students current experiences, interests, goals and needs which aims to help all staff plan effectively and support students in managing difficulties. The completion of Pupil Passport will be facilitated by their Head of House (usually with the House Learning Mentor) during the 6 week induction process. The student's form tutor will then review the Pupil Passport with the student on a regular basis to ensure that it remains relevant.

The PP will ensure student voice in identifying:

- The student's own perceptions of their strengths, needs and interests
- The student's priorities with regard to their needs
- How their needs can best be met
- Aspirations with regards to outcomes for their own lives.

c. REVIEWING

- LPs will be monitored on a regular basis and will be formally reviewed once a year by Form Tutors. The Learning Plan will be part of all other school review systems and review of EHCPs. The school will endeavour to hold the reviews in a 'Person Centred' manner and parents' and carers' views on their child's progress will actively be sought. Wherever possible or appropriate, the school will involve students in this process.
- Pupil Passports will be reviewed by Form Tutors every half term.

- ‘Parents (and carers) hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child’s needs and the best way of supporting them.’ (SEN Code of practice 2015 2.2)
- From Year 9 at the latest, reviews will focus on preparation for adulthood.

REQUEST FOR AN EHCP (EDUCATION, HEALTH AND CARE PLAN)

- The school will request an EHCP needs assessment from the LA when, despite an individualised programme of sustained and graduated approach to intervention the child or young person has not made expected progress. An EHCP needs assessment might also be requested by a parent, carer or outside agency.
- An EHCP may be applied for by the school if this is deemed necessary as part of the transition process.

An EHC Plan will normally be provided where, after an EHCP needs assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHCP needs assessment will not automatically lead to an EHCP.

iii. REVIEWS OF EHCPs (Education, Health and Care Plans)

EHC plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews. The SENCO will organise these reviews and invite:

- The student’s parent or carer
- The student if appropriate
- Any relevant teacher
- The SENCO
- Representative of the LA and any other person the LA considers appropriate
- Any other person the SENCO considers appropriate
- Any other person the student, parent or carer considers appropriate

The aim of the review will be to:

- Assess the student’s progress in relation to the objectives of the EHCP and Learning Plan (LP) targets
- Review the provision made for the student
- Consider the appropriateness of the existing EHC plan in relation to the student’s performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

STAFF DEVELOPMENT AND APPRAISAL

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN student. As a routine part of staff development, INSET requirements in SEN will be assessed. Ongoing support and training is delivered by the SENCO in line with the aims of the SIDP and any individual needs of students. The Governing Body will undertake a similar review of training needs. Support staffs' requirements in supporting students' needs will also be considered. The School's INSET needs will be included in the School Improvement and Development Plan (SIDP).

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students. When it is considered necessary, colleagues from the appropriate support services will be consulted. These can include:

- Educational psychologists
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Wirral SEN Advisory & Assessment Team
- FR Careers Ltd (Faye Rafferty)
- Social Services
- Autism Together
- CAMHS
- The National Autistic Society (NAS)

PARTNERSHIP WITH PARENTS

Wirral Hospitals' School firmly believes in developing a strong partnership with parents and that this will enable children and young people to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The school seeks to assist parents in developing an understanding of their child's strengths and needs, and in supporting them to help the child/young person to achieve their aspirations.

EVALUATING SUCCESS

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice as part of Whole School Quality Assurance Process.

- Analysis of student tracking data and test results.
- Monitoring of success of interventions.
- Consideration of success in ongoing monitoring of needs as identified in Learning Plans/PPs and Annual Review of EHCPs.
- School Self-Evaluation.
- The Governors' Annual Report to Parents and Carers.
- The School Improvement and Development Plan.
- National Autistic Society (NAS) – Autism Accreditation quality assurance.

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

REVIEW

The SEN policy will be reviewed on an annual basis and will take due cognisance of population changes and budgetary demands. The school is always subject to changing population and we must respond appropriately and promptly to these changes.

GLOSSARY OF TERMS:

- SEN: Special Educational Needs
- LA: Local Authority
- SENCO: Special Educational Needs Co-ordinator
- IHCP: Individual Health Care Plan
- PP: Pupil Passport
- EHCP: Education, Health and Care Plan
- CAMHS: Child and Adolescent Mental Health Service
- CoP: Code of Practice
- NC: National Curriculum
- INSET: In-Service Training
- SALT: Speech and Language Therapist/Therapy
- NAS – National Autistic Society

References

The SEND Code of Practice 2015 (COP)