

Frequently asked questions and answers

1. Who are the best people to talk to in this school about my child's Special Educational Needs (SEN)?

Whole School SENCo: Miss Rachel Kennerley

Email: r.kennerley@birkhs.gdst.net

Tel: 479 5606 (direct line) 652 5777 (via School Office)

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEN needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEN in the school to achieve the best progress possible.

Head Teacher Mrs Rebecca Mahony
Mrs Corynne Peace (Junior School)

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The class teacher (in Junior School)

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and informing the SENCo.
- Devising pupil targets and Pupil Centered Plans (PCPs) and reviewing these with parents at least once each term.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

Progress Leaders (in Senior School)

Responsible for:

- Liaising with your child's form tutor and subject staff about their academic progress and pastoral matters.
- Reporting any concerns to the SENCo.

The SEN Governor Mrs. Deborah Johnson

Responsible for:

Making sure that the necessary support is given for any child with SEND who attends the school.

2. What are the different types of support available for children with SEN?

The support provided at BHSA depends on the needs of your daughter and will be discussed with parents/carers as well as your daughter. Examples of the support we offer are included in the list below, though other types of help can be put in place if needed.

- In class support by Teaching Assistants.
- Support in lessons such as coloured overlays, differentiated worksheets for example worksheets with larger fonts, transcripts, Time out cards, additional time to complete tasks and exams
- Small group support in English and/or Maths at lunchtime.
- Peer mentoring.
- Study/ learning skills help.
- Dyslexia/ EAL/ social skills support
- Support with home-learning.
- Access arrangements for exams eg. use of a laptop, reader, extra time.
- A personalised curriculum with fewer subjects.
- Discussions with the Health and Well-being Officer, School Counsellor or Youth Worker.
- One to one support or small group support after school.
- Pupil Centred Plan (PCP) drawn up with parents/ carers and their daughter.

All support is reviewed at intervals during the year to ensure that it is effective and continues to benefit the student.

Class/subject teacher input, via excellent targeted classroom teaching.

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3. How can I let the school know that I am concerned about my child's progress in school and do I get a say in their support?

If you have concerns about your child's progress, you should speak to your child's class teacher or Progress Leader initially.

- If you continue to be concerned that your child is not making progress, you may speak to the SENCo.

At BHSA we feel that it is important that Parents/Carers and our girls are always involved in decisions about their support. Parents/Carers and their daughters are invited to Pupil Centred Plan (PCP) meetings where interventions and progress are discussed. SEN pupils receiving additional support to that provided in the classroom will have a PCP review twice annually or more often if necessary. If Parents/ Carers choose not to attend, their daughter will still be consulted about any decisions made regarding her support. Similarly any child with an EHCP plan will have their interventions reviewed with their Parent/Carer and any outside agencies involved. The SENCo can also be contacted by phone or email regarding any concerns parents have.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

5. How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Wirral LEA, includes money for supporting children with SEN.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including
 - the children getting extra support already,
 - the children needing extra support,
 - the children who have been identified as not making as much progress as would be expected.From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6. Who are the other people providing services to children with SEN in this school?

The school follows the SEN Code of Practice (2014) for children who have special or additional needs.

Teachers provide work that is specially designed to match the ability of their class/subject groups. They do this using a variety of materials and classroom support.

If a child has special or additional needs, parents will be informed that their child is being registered on the special needs register. Those children requiring additional support to that which is provided in the classroom will have a Pupil Centred Plan (PCP) which is reviewed with parents during the year.

For a small proportion of children, the school may need to involve the use of advice of specialists outside of school. Parents will always be informed of this in advance, so that they have the opportunity to ask questions and raise any concerns.

At BHSA, we are sensitive to the needs of all children and ensure that their achievements are recognised. We aim to provide all of our children with a curriculum differentiated to their needs, if those needs can be met by the school.

BHSA works closely with outside agencies such as Hearing Support Services, SENATT/ Orrets Meadow, CAMHS, MEAS, ASD, Speech and Communication and Occupational Therapy Services as well as GPs, Educational Psychologists, Social care and paediatricians. If meetings are arranged with these services Parents/ Carers are invited to attend.

7. How are the teachers in school helped to work with children with SEN?

The SENCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Hearing difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Hearing Support Service, Autism Outreach Team service.

8. How will the teaching be adapted for my child with SEN?

Class/subject teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs

Girls requiring extra time, electronic readers or laptops in tests in class or exams are provided with these. If your daughter needs to use a laptop all the time in school this can be discussed with the SENCo (in these cases it is normal for the Parent/Carer to provide a suitable laptop). In formal exams girls normally sit in a different room so that they can receive extra time without being disturbed by other pupils leaving the room and extra help is on-hand for those using laptops/ electronic readers.

9. How will you measure the progress of my child in school?

- Your child's progress will be continually monitored by her class/subject teacher.
- Her progress will be reviewed with the Progress Leader and SENCo every half term in English and Maths.
- At the end of key stage 2 in Juniors (i.e. at the end of year year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with an EHCP will be formally reviewed at an Annual Review.

- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

10. How will you support my child when they are joining this school or moving on to a different Key Stage?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. PCPs will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENCo or class teacher will discuss the specific needs of your child with the Progress Leader of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their Senior School on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

11. Are there different pathways girls with SEN can follow in Senior School?

In Year 7, as well as looking at their SATs levels, we use baseline testing, which includes MidYis testing and a reading and spelling test, to ensure that girls are in appropriate teaching groups from the start of their education with us. The school also provides diagnostic testing, where appropriate.

We have a nurture group for pupils who have more severe learning or social and emotional needs, this comprises of 6-10 pupils (depending on the Year group), where students have extra English and Maths support instead of a Modern Foreign Language and complete fewer topics in History, Geography and RE. For those working in the nurture group it is expected that they will have made accelerated progress during Year 7 and will work with the mainstream groups in Year 8. A homework club is available for girls in the nurture group with staff available to help them with their work. There is also a homework

club available in the library where laptops and research materials are available for all students. A Learning Mentor is also available for students.

In addition we offer English and Maths support at lunch time or after school for girls who are not achieving their age related expectations or who are having difficulties with certain topics. We can also provide specialist dyslexia teaching, English as an Additional Language (EAL) tutoring, social skills and study support sessions when required. Furthermore our support team works alongside subject staff, particularly in Maths and English. Pupils' progress is monitored regularly to ensure that appropriate support is provided.

Further up the school there are a range of pathways where a variety of Key Stage 4 courses can be followed alongside GCSE subject options and subject staff will advise Parents/ Carers and their daughters which options would be best suited to them.