



## **Birkenhead High School Academy**

# **SEN Information Report 2018**

### **Introduction**

Birkenhead High School Academy (BHSA) is an inclusive learning community which endeavours to take all practical steps to ensure that the curriculum, environment, and facilities are accessible to all pupils, staff and visitors.

All pupils, regardless of circumstance, should have access to the entire breadth of the curriculum and teaching which is appropriate for their needs and abilities. This includes physical access, within the constraints of the buildings and technical features to support, for example, visual and hearing impairment. There is also provision for the appropriate, safe, respectful and suitably supported environments for all activities for all pupils. We aim to put in place the necessary resources to enable pupils to participate and achieve, regardless of their personal challenges.

### **Aims**

**To provide an education that enables all children and young people to make progress so that they:**

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

**To ensure all students are able to make adequate progress which:**

- is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

**To comply with the legal obligations of the Equality Act 2010 and Children and Families Act 2014 so:**

- Disabled children and young people are not discriminated against, harassed or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Discrimination is eliminated, promoting equality of opportunity and fostering good relations between disabled and non-disabled children and young people.

## **To achieve our aims we will:**

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

## **Definition of Special Educational Needs (SEN)**

The Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014) states that: '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 them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

'A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Four Categories for Special Educational Needs and Provision:

- 1. Cognition and learning**
- 2. Social, mental and emotional health**
- 3. Communication and interaction**
- 4. Sensory and/or physical**

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. For further information about each of these areas, please refer to Appendix 1.

# SEN Provision at BHSa

We provide specialist SEN support in the following areas:

- Medical/Physical needs
- Curriculum support
- Sixth Form support
- Literacy difficulties
- Numeracy difficulties
- Social, Mental and Emotional Health needs
- Vulnerable pupil needs (eg. Looked After Children)
- English as an Additional Language (EAL)
- Staff training

## Criteria for SEN Action

We identify required actions for SEN students in terms of rates of progress to be achieved and access to learning. When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable *learning* need (as stated in the SEN definition above), the child or young person will be placed on the SEN register so that they are able to make greater progress with SEN support, rather than without it.

Important: By defining a child or young person as having SEN does not mean that they will automatically be placed on the SEN register (see below) and it may be the case that should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the register at some future point. In these instances, they will usually be placed on our Level 0 Register.

## The SEN Register and Categories

The SEN categories we use are:

- **Level 0: Support within the classroom**
- **Level 1: Additional SEN Support**
- **Level 2: Education Health Care Plan (EHCP)**

## The SEN Register

The SEN Support Register comprises of two categories. The highest category of need is represented by students who have an Education, Health and Social Care Plan (EHCP). These students require additional resources provided via a combination of school's funding plus 'top-up' funding provided by the Local Authority.

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having 'Additional SEN Support' (Level 1) and they form the second category of students whom we place on the SEN register. Students in this category receive a **Pupil Centred Plan**, which is drawn up and monitored in a similar way to that within an EHCP (see below) but which has a lower level of resource attached to it. Note: We also have a register for those pupils on SEN Level 0. All students will receive targeted support in the classroom from their teachers. Support will be monitored in the form of a Provision Map, a document which serves to indicate their needs to teachers as well as summarise the key aspects of their support.

## **Interventions and Support**

The BHSA Support & Intervention (S&I) Department and all BHSA staff operate with the following aim:

- To ensure that all students can access school life and the school curriculum regardless of additional need.

Within this remit the department seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver high quality teaching.
- By providing discrete interventions for students who are on the SEN register to support students in terms of their progress.
- By providing medical/physical support
- By providing discrete support as appropriate (e.g. EAL intervention, curriculum withdrawal and supported self-study).

### **The Curriculum and the Learning Environment**

‘All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.’ SEN Code of Practice 2014

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

At BHSA we offer a broad curriculum. This allows flexibility for students who experience a range of additional needs to progress and flourish. Flexibility can take the form of curriculum choices; it can, for example, be seen in terms of the range of option choices available in Years 10 and 11, where it is possible for students to follow a pathway that gives emphasis to their particular strengths and skills. Flexibility also exists in terms of the opportunity for students to have a bespoke curriculum, which may mean a reduction in the number of subjects taken, in order for students to cope better with the demands of their subjects.

Specific interventions are provided by the SEN team, which may require students to be withdrawn from certain lessons to receive the interventions, such as Literacy or Numeracy. Some withdrawals may come out of the student’s related subject curriculum time, e.g. Numeracy and Mathematics lessons; some withdrawals may involve students coming out of unrelated subjects. Should this be the case, we endeavour to ensure that a student is not withdrawn from the same subject all the time, but that there is a spread of withdrawals across a range of subjects so that

withdrawals cause minimum disruption to progress by the student in the subject from which the student is withdrawn.

### **Activities in Addition to the Curriculum**

At BHSA we operate a policy of inclusion in relation to all enrichment and extra-curricular activities and we strive to ensure that activities are accessible for all. We also operate a number of enrichment opportunities that are designed specifically for students who experience various forms of additional need. These may change yearly and are developed in conjunction with the needs of our pupils, for example they can include, touch typing skills, study skills, pupil focus groups, peer mentoring sessions.

### **Support for Improving the Emotional and Social Development of Pupils with SEN**

At BHSA we recognise the need to provide support for students who experience social and emotional difficulties. Support for students operates both at a general and more targeted level. At a general level we address social and emotional issues through work in lessons (in PSHE and particularly form sessions) and through the normal operation of our Pastoral system. At a targeted level (and for those students who experience specific needs), we offer internal support from our Health and Well-being Officer, Learning Mentor and (external) Counsellors. We also work with External Agencies, for example CAMHs.

## **Process of Referral and Intervention**

Our teachers are responsible and accountable for the progress and development of the pupils in their class. Where a pupil is not making adequate progress, the SENCO, teachers and parents will, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. *The majority of our pupils can make progress through such teaching.*

### **Identification, Information Gathering and Review**

The identification of SEN is built into the overall approach to monitoring the progress and development of all our pupils. At BHSA, we carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

Assessment consists of:

- Wellcom testing
- Foundation 2 Baseline Testing and follow up
- Year 1 Phonics Screener
- Key Stage 2 SATs testing
- MIDYIS Testing in Year 7
- Specialised testing. E.g. additional reading and spelling tests, dyslexia screening, processing speeds testing, visual stress screening
- Observation by specialist teachers or Educational Psychologist. E.g. ASD.

In addition to the above, teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils and student progress is regularly recorded in school monitoring. Where pupils are falling behind or making inadequate progress given their age and starting point they will be initially given additional support by their teacher.

Adequate progress is progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

At this initial stage of identification, teachers may suspect that a pupil has SEN. While gathering further evidence (including the views of the pupil and their parents) teachers will put general teaching support in place, where required. The pupil's response to such support can help to identify their particular needs.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SENCO, working with the class teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEN support that is required to support the child. For higher levels of need, BHSA has arrangements in place to draw on more specialised assessments from external agencies and professionals. These arrangements are part of the local offer.

## **Determining the Level of Support Required**

After identification and information gathering, a decision whether to take the referral further will be made.

Step 1: Consult with referrers

Step 2: Consult with teachers and other internal staff

Step 3: Consult with parents

Step 4: Consult with outside agencies where needed

Step 5: Decision: The student is SEN and will be placed on the register at level 0 (in-class support), Level 1 or 2 (additional support), or not.

Step 6: Inform parents of the outcome

Step 7: For EHCP Students: Consultation with outside agencies and parents to agree the EHCP.

Student identified as cause for concern by referrers, who will be either teachers, other school professionals, parents or outside agencies and details passed to SENCo.



Information gathering and meeting with SENCo, Progress Leader and other relevant parties.



**Decision:** Is the student SEN or not? at what level?  
**Inform parents**



**Appropriate support put in place and detailed on provision map**

**SEN Level 0 Support:**

Provision Map to raise awareness, where appropriate and advise on classroom strategies

**SEN Level 1 Support:**

Pupil Centred Planning with parental involvement

Additional SEN Support Plan SEN Interventions (Small group/ one to one support)

Medical/physical support where necessary

**SEN Support Level 2:**

As Level 1 and Education Health Care Plan

SEN Interventions planned in conjunction with External Agencies



**Twice yearly monitoring of progress and review of support**

Is the student responding to the level of support given?

Do we maintain, withdraw, increase or decrease SEN support?

Should alternative (none SEN) support be given as an alternative?

Student should be exited from SEN support

## The Process of Individual Planning

We create and operate two forms of plans for students on the SEN register; Education, Health and Social Care Plans (EHCP's) and Pupil Centred Plans (PCP's). The process of both identification and planning can be summarised as follows:

***Assess – Plan – Review – Do***

## **Pupil Centred Planning and Consultation with Parents and Students**

A key element of the 2014 legislation is to ensure that children, young people and their families and carers are central in the process of creating both forms of plan. At BHSA, we will ensure that this is the case by adopting a pupil centred planning approach to the creation of support plans.

This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents, carers and, where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families. Our staff follow a structured approach to this process and our aim is to write a structured plan that properly reflects the key views, concerns and wishes of the young person and their family. In the case of EHCPs, the planning process will often cover provision within education but also, where needs dictate, provision within Health and Social Care. Clearly when this is the case we operate a multi-agency approach to support. (Depending on the specific nature of the young person's needs, BHSA may be the lead agency when organising the creation of the plan, or in some cases it may be an external Health or Social Care agency that takes on this role).

For PCPs the process of creating the plan is essentially the same, in that it seeks to gather the young person's feelings and views in relation to their learning and needs, as well as their parent's/carer's views. The essential difference in comparison to EHCPs is that these plans are completely internally at BHSA.

### **Parent/Carer Consultation**

At all times we seek to work in partnership with parents/carers and our aim is always to reach a joint, agreed approach in relation to the planning of provision in response to student's needs. For students with higher levels of need (Level 1 and 2), who are placed on the SEN Register, the details regarding parent/carer involvement are shown below:

SEN Status	Parent/Carer Consultation	Detail
Additional SEN Support Level 1 EHCP Level 2	Phase 1: Identification of needs, placement/status on the SEN Register	Completion of parent/carer information regarding views on a child's needs and key issues experienced both inside and outside school.
	Phase 2: Resource identification and support plan development	Discussion and agreement regarding specific levels of intervention and resource requirements. Support plan drawn up and agreed (as part of PCP or EHCP).
	Phase 3: Monitoring, review and adaptation	Scheduled review of the support plan (PCP plan/EHCP) – consideration of effectiveness and any adaptation.

## Student Consultation

Students who are placed (or are in the process of being placed) on the SEN Register will participate in a Pupil Centred Planning process. The aim of this process is for the student to represent her own views about their needs (when relevant this will include needs that could relate to health and social care support) and about their experiences in school. The structure of this process will vary according to the student's age; the aim will always be to enable the student to best express her views and feelings about her educational experiences with regard to what works well, what they find problematic and what barriers they feel that they face.

Student SEN Status	Student Involvement	Detail
Additional SEN Support Level 1 EHCP Level 2	Phase 1 Collection of student views about school and learning	Students work within a designed framework/process to help elicit their views. What works and what helps the student to progress? What is difficult?
	Phase 2 Support plan design	Design of the support plan discussed with students – students views sought.
	Phase 3 Review and revision	Student's opinions collected about the success of the support plan – joint review of progress evidence. Discussion of amendments/alterations.

## Progress and Monitoring

Written into both EHCPs and PCPs are targets and success criteria. Both forms of plan will be reviewed and monitored on a termly basis. This monitoring consists essentially of measuring student's rates of learning progress and, in light of this, reviewing, amending, adapting or ceasing the plan. Any major changes to a plan will be discussed first and as we seek to ensure that the plan continues to reflect the views of the young person and their families. EHCPs are also monitored via a scheduled annual meeting between the key support agencies and the young person and their family.

## Responsibility for Co-ordination of SEN

The SENCO, Miss Rachel Kennerley, is responsible for the co-ordination of SEN provision within the school. Provision for pupils with SEN is a matter for the school as a whole.

## **Role of the Special Education Needs Co-Coordinator**

The SENCO should:

- Liaise with the Head-teacher/Senior Management to determine the strategic development of the SEN policy and provision for pupils with SEN
- Oversee the day to day operation of the school's SEN policy
- Liaise with and advise fellow teachers and classroom support staff and provide effective ways of disseminating and collecting pupil information to staff
- Manage support staff
- Co-ordinate provision and resources for pupils with SEN
- Monitor and regularly review the progress of pupils with SEN to ensure they are correctly placed on the SEN register
- Oversee the records of all pupils on the SEN register
- Liaise with primary schools, special schools, and units/bases in relation to transition planning and transfer documentation to receiving schools
- Liaise with parents/carers of pupils with SEN
- Contribute to the in-service training of staff
- Liaise with external agencies, including the Special Education Support Service, Health and Social Services and voluntary bodies
- Develop effective ways of overcoming barriers to learning through analysis and assessment of need
- Monitor the quality of provision to ensure it meets the needs of pupils with SEN.
- Collaborate with Curriculum Area Leaders, and classroom staff to ensure equality of learning for all SEN pupils
- Provide the Local Authority with necessary documents as requested
- Ensure effective deployment of SEN staff
- Ensure that the School Offer is appropriate to need

Appendix 2 gives details of all the members of the Support and Intervention department.

## **Responsibilities for the Co-ordination of SEN Provision in Addition to the SEN Department**

### **Junior KS1 and KS2 Leaders and Senior Progress Leaders**

Key Stage Leaders and Progress Leaders should ensure that their meetings contain the opportunity to discuss SEN issues including referral of concerns about individual pupils. They have a responsibility to collate information about specific pupils and raise concerns relating to SEN with the SENCO.

## **Curriculum Area Leaders**

Curriculum leaders should ensure that Curriculum Area meetings contain the opportunity to discuss SEN issues including referral of concerns about individual pupils. They must liaise with the SENCO and ensure that their team members liaise, to ensure that advice and guidance is provided for teachers requiring SEN support for the teaching of SEN students.

## **Subject Teachers:**

Subject teachers must ensure that they are aware of the Special Educational Needs of pupils in their classes. They should be familiar with details given on the school's SEN register and relevant information (EHCP, PCP, Provision Maps) and use the suggested strategies in order to help each pupil to make adequate progress. Class work and homework should be differentiated in accordance with the pupil's SEN.

## **Special Arrangements for Pupils with Special Educational Needs Examinations**

Pupils with Special Educational Needs may need special arrangements to ensure access to public examinations. Pupils may need to be assessed and their needs identified as follows:

- Access arrangements will be identified at the start of each academic year through the SEN register, EHCPs, PCPs, Provision Maps the pastoral team, teachers and parents.
- Investigations and assessments will be conducted, where appropriate, using external assessment where necessary.
- The SENCO will liaise with the examination officer to ensure that necessary applications are made and arrangements are put in place.
- For further details see Appendix 3.

## **Transition Arrangements for Students with SEN**

In the normal course of events our transition arrangements are such that all students who will be attending BHSA will, in the summer term of Year 6 meet, in their Primary School environment, a key member of staff from BHSA. Students then attend BHSA on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any issues that are identified.

Transition information is arranged when staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/primary colleagues and BHSA SENCO may be required. For some students, additional work may be needed, e.g. extra transition visits, particularly for students who are on the Autistic Spectrum. All SEN documentation is transferred from Primary Schools late in the summer term. A contact list detailing outside agencies we work with can be seen in Appendix 4.

## **Admission Arrangements**

BHSA will admit pupils with already identified SEN as well as identifying and providing for those not previously identified as having SEN.

### **Facilities for SEN Pupils or Pupils who are Disabled:**

The school is working with students with physical disabilities and their parents and carers to enable them to participate in school life as fully as possible. The School has wheelchair access and works with relevant organisations and agencies to adapt the environment and curriculum to ensure continuing access

### **Complaints Procedure:**

The school aims to be sensitive to the needs of the students and their parents. The SENCO is open to seeing parents at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties pupils may be facing and further steps the school might take.

Informal complaints may be made through the child's Form Teacher, Head of Year, Subject Teacher, Teaching Assistant, SENCO or the Deputy head-teachers will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible. More formally the Head-teacher will receive and investigate complaints and seek to resolve problems. Parents who have a concern which they feel has not been properly addressed may put their concern in writing to the Governing Body.

### **Parents' Right of Appeal:**

Following statutory assessment by the LA and a decision being made, parents have a right to appeal about the decision to the Special Needs Tribunal.

The following reasons may be used by parents to appeal:

- Refusal to make a formal assessment of the child's SEN
- The LA has refused to issue a Statement or EHCP

Parents may value independent advice and support when their child is being assessed for a possible Statement or EHCP. This can be sought from Parent Partnership.

*This policy has been written in light of the Children's and Families Act 2014 and the SEN Code of Practice that is contained within The Act. SEN policy at BHSA is also guided by the demands and guidance contained within the Disability Equality Act 2010.*

## Appendix 1:

### **Further Information about the Four Areas of Special Educational Need**

#### **1) Cognition and Learning**

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

A child or young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

#### **2) Social, Mental and Emotional Health**

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

### **3) Communication and Interaction**

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

### **4) Sensory and/or Physical Needs**

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be

required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties and further details can be found later in this section.

Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

## **Disabled Children and Young People**

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made. The specific duties that schools, early years providers, post-16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010 the key elements are as follows:

- They must not discriminate against, harass or victimise disabled children and young people;
- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

The duties on early years providers that are not schools cover discrimination in the provision of services: the terms on which services are provided; the termination of a service; and any other detriment. Early years providers that are not schools are required to make reasonable adjustments to procedures, criteria and practices; by the provision of auxiliary aids and services; and by physical alterations.

The duties on schools cover discrimination in admissions; the provision of education and other benefits, facilities and services; exclusions and any other detriment. Schools are required to make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Schools must also publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access, for disabled pupils, to the curriculum, the physical environment and to information. Plans and strategies must be reviewed and revised every three years.

Governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

The duties on Further Education Institutions within the Post-16 sector cover: admission; the education, course or qualifications offered to the student; and access to recreational or training facilities. Further Education Institutions must make reasonable adjustments to procedures, criteria and practices, by the provision of auxiliary aids and services and by physical alterations.

Further Education Institutions, local authorities and maintained schools, maintained nursery schools and academies and free schools are covered by the public sector equality duty and must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

The Department publishes detailed guidance for schools on their duties under the Equality Act 2010 which is available on the Department's website.

The Equality and Human Rights Commission also provides technical guidance for school and FE institutions and guidance on reasonable adjustments.

### **BHSA Access Strategy:**

The school has a responsibility to provide a broad and balanced curriculum for all pupils. The curriculum provided meets the needs of individuals and groups of pupils and responds to individual and diverse learning needs and overcoming barriers to learning.

The school will always try to ensure that the needs of most children with SEN and disabilities can be met in a mainstream setting.

#### **Main Principals:**

- Secure a greater involvement of pupils with a disability in the day to day life in school and participation in the curriculum
- Achieve changes in confidence in staff in teaching and supporting disabled children with a range of needs
- Secure improvements in the attainment and progress of disabled pupils.
- Demonstrate a commitment to innovation in curricular development, extending inclusive opportunities
- Ensure access to resources and high quality support to ensure full participation of all pupils
- Develop relationships with parents and carers and other involved agencies to provide the best learning environment
- Enable all pupils with SEN and disabilities to realise their potential
- All pupils with SEN and disabilities will be given a high quality of education and achieve educational standards appropriate to their capabilities
- Improve physical access to school and make them as accessible as would be reasonably expected
- Provide forward looking accessibility strategies

## Appendix 2

### SEN Staffing

Miss Rachel Kennerley                      Whole School SENCo

#### **Junior Department**

Mrs Lorraine McCulloch                      HLTA

Miss Abbie Crosby                              HLTA

Mrs Shirley Houghton                        TA

Ms Donna Vaughan                            TA

Mrs Kate Nelson                                TA

Mrs Lis Camden                                TA

Mrs Ann Goulding                             TA

Mrs Angela Popper                            TA

Mrs Sarah Kearney                            TA

#### **Senior Department**

Mrs Laura Moran                                HLTA

Mrs Dawn McEwan                             HLTA

Ms Lisa Clarkson                                TA

Miss Kim Williams                             TA

# Access Arrangements Policy 2018

## Introduction

The aim of this policy is to clearly define the role and responsibilities of those staff in school that have dealings with the Access Arrangements for our students during examinations, both in planning and preparation and also ensuring that correct and accurate procedures are in place prior to the start of any exam.

## Background

The school implements a range of access arrangements and reasonable adjustments in accordance with the Joint Council for Qualifications guidelines. These include:

- Supervised rest breaks
- Extra time of up to 25%
- Use of a word processor, electronic reader or scribe
- Rest breaks
- Other arrangements for candidates with disabilities

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment and to show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment.

**The Equality Act 2010 requires us to make reasonable adjustments where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled.** BHSA is required to take reasonable steps to overcome that disadvantage. An example might be an enlarged paper for a visually impaired person. Whether an adjustment will be considered reasonable will depend on a number of factors which will include:

- The needs of the disabled candidate/learner
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment on the candidate and other candidates

**The Equality Act 2010 definition of disability** is very important in helping us make a judgement about whether to consider applying for access arrangements or before making reasonable adjustments for girls. To quote the Act, disability means, 'limitations going beyond the normal differences in ability which may exist among people.'

Any arrangement or reasonable adjustment we consider has to be evidenced. The most complex but most common request we make to the exam boards is for extra time. In order to award extra time of up to 25% the school must assess the needs of the student based on one of the following documents:

- An Education, Health and Care Plan (EHCP) relating to secondary education which confirms the candidate's disability; or

- An assessment carried out from the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary education

So as not to give an unfair advantage, the specialist assessor's report must also confirm that the candidate has:

**At least one below average standardised score of 84 or less** which relates to an assessment of:

- Speed of reading; or
- Speed of reading comprehension; or
- Speed of writing; or
- Cognitive processing measures which have a substantial and long term adverse effect on speed of working

In addition to this core evidence, we must paint a picture of the normal way of working for the candidate, clearly demonstrating the need for extra time of up to 25%.

Once this evidence has been gathered, the Head of Educational Support must:

- Provide relevant information/evidence of the nature and extent of the disability or difficulty; i.e. the candidate has an impairment which has a substantial and long term adverse effect on her speed of processing
- Confirm that the candidate has persistent and significant difficulties when accessing and processing information show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom
- Show the involvement of teaching staff in determining the need for extra time of up to 25%
- Confirm that without the application of extra time of up to 25% the candidate would be at a substantial disadvantage
- Confirm that extra time of up to 25% is the candidate's normal way of working within the centre as a direct consequence of their disability.

It is expected that this information is supported with, for example:

- A letter from CAMHS, a clinical psychologist, a hospital consultant; or
- A Speech and Language Therapist; or
- A letter from a Local Authority Psychology Service or Local Authority Sensory Impairment Service; or
- An EHCP relating to the candidate's secondary education which confirms the candidate's disability.

Temporary access arrangements and applications for special consideration can also be made in certain situations. These arrangements can be processed as the need arises. An example could be, a Year 11 student has fallen off her bike and injured her writing hand. In such a case, the school would look at the most appropriate and reasonable adjustment to make to ensure that the student can access the exam but is not given an unfair advantage. As with all applications, the school must ensure that the appropriate documentation is held on file to support any arrangement made.

## **The use of word processors**

The use of word processors will be permitted when:

- A pupil demonstrates difficulties with handwriting, either in speed or legibility
- A pupil has a medical impairment that prevents them from using a pen
- A pupil is able to type quicker than they can write and it will speed up their processing
- An electronic reader is being used
- Use of a word processor is the normal way of working for the pupil.

Word processors will have the grammar and spelling checks disabled in these circumstances. The SENCo will approve all uses of word processors in examinations.

## **Roles and Responsibilities for Access Arrangements**

### **Mrs Lynne Kelly – School Examinations Officer (LK)**

Several months before the examinations are due to start; Mrs Kelly will make the arrangements and prepare timetables for all students requiring Access Arrangements. Any member of staff who has a question or query with any of the written instructions must see Mrs Kelly in the first instance who will then deal accordingly. Access arrangements are provided for specific students in accordance with JCQ Guidance and any problems or issues are discussed and addressed with PC in advance. PC will work with ICT technical staff to ensure all laptops are set out and working correctly well in advance of the start of the exam.

### **Miss Rachel Kennerley – SENCO (RK)**

To ensure that PC has relevant testing information and Form 8 reports to apply for Access Arrangements for pupils requiring them. To consult with pupils as to what arrangements will enhance their examination and inform pupils and parents what support they are eligible for. To regularly liaise with LK in the lead up to examinations to ensure that staff are fully aware of all access arrangements required for individual students and to discuss changes as they may arise.

### **Mrs Laura Moran – HLTA (LM)**

To liaise with RK in collating information for Form 8s and supporting pupils with access arrangements.

### **ICT Technicians**

Following instructions from LK, to ensure that the exams are provided with working, fully functional laptops well in advance of the start of an exam – the day before would be the recommended timescale.

They will be available for the Lead Invigilators on the morning or afternoon of an exam to be able to assist quickly with any problems that may arise with the laptop provision.

Additionally, technicians will:

- Ensure prior to the start of any exam that the Exam printer is ready and working to allow the Lead Invigilators to print out exam scripts as soon as the exam has finished.
- Make regular checks on the laptops to ensure that they are in full working order and fit for purpose and that all upgrades have been run in advance of any exams.
- Ensure that certain functions have been disabled on laptops for specific exams i.e. spell check or the calculator function.

## Appendix 4

### Contact Details of Support Services

Key support services with whom we work in close conjunction are:

Agency	Contact Details
Child and Adolescent Mental Health	Advise and duty line: 0151 488 8453/ 01244 397 644 (evenings/weekends)
The Speech and Language Therapy Service	0151 514 2334
Occupational Health (Clatterbridge)	0151 334 4000
Physiotherapy (Clatterbridge)	0151 334 4000
Wirral LA Sensory Service	0151 346 6666
Wirral Educational Psychology Service	0151 346 6666
Hearing Support Service	0151 346 6608
Children and Young People's Dept.	0151 666 4271
MEAS	0151 346 6697
Orrets Meadow	0151 678 8070