



BIRKENHEAD HIGH SCHOOL ACADEMY

Special Educational Needs and Disabilities Policy

1. Background

This policy should be read in conjunction with the Equal Opportunity Policy.

The 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.

2. Principles

Working practices are based on two principles:-

Inclusion - this means that all pupils who are able to benefit from mainstream education, and choose BHSA, should be enabled to do so. For some, this will mean receiving support appropriate to their needs, for varying periods of time. The support may be in class, to assist in gaining full access to the curriculum, or by withdrawal for periods of time to receive targeted support in order to address specific challenges to learning which are more appropriately managed individually. Withdrawal will be kept to a minimum to avoid unnecessary disruption to the continuity of learning. Some pupils may receive support outside of lessons, for example, for physical access.

Personalisation - this means that the needs of the pupil should drive the allocation of support. For each pupil, across the range of special educational needs, individual learning plans, with specific targets and associated entitlement to support are devised. These are agreed with the pupil and her parents/guardians and are regularly reviewed. At BHSA we aim to achieve the following outcomes for all of our pupils: being healthy; staying safe; enjoying and achieving, making a positive contribution and economic well-being (Every Child Matters 2003).

Where a child has SEND we endeavour to remove the barriers to their learning, as far as possible, so that they can achieve to the best of their ability. Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives (SEND Code of Practice, 2015)

3. Aims

This policy has regard to all relevant local and national policies and codes of practice to ensure that our provision is in line with best current practice. We will refer in particular to:-

- Children and Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Education Act 1996, Sections 316 and 316A



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- All pupils are valued equally, irrespective of their backgrounds or their abilities.
- All pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- The aims of education for all pupils will be the same.
- It is the responsibility of every member of staff to identify and meet the needs of their pupils.
- Every pupil is entitled to have their particular needs recognised and addressed.
- High quality support is offered to ensure that all needs are met.
- Opportunities are maximised to enable pupils with special educational needs to join in with all the activities available.
- Consideration of SEND crosses all areas of the curriculum and all aspects of teaching and learning.
- SEND provision is more effective if pupils and their parents/carers are involved.
- Provision for our pupils with special needs is part of a continuous cycle of assessment and review.

4. Practice

4.1 Arrangements for co-ordinating Inclusion and Special Educational Needs provision.

SEND provision is an integral part of the BHSA Development Plan and forms part of a coherent provision which will ensure that the needs of all pupils are identified, assessed, supported and monitored. Development Plans contain a section which ensures that this key element continually progresses, identifying resources and opportunities to support this. The Principal, Local Governors and the SENDCO work closely to ensure that each pupil has the opportunity to develop her potential to its maximum. All staff work co-operatively together to ensure that all pupils' needs are met.

4.2 Admission arrangements.

The web-site details the admission policy for pupils.

Pupils with SEND are admitted on an equal basis with others in accordance with the admissions policy.

Where a Local Authority proposes to name the Academy in an Education and Health Care Plan (EHCP), the Academy shall consent to being named, except where admitting the pupil would be incompatible with the provision of efficient education for other pupils and where no reasonable steps may be made to secure compatibility. In deciding whether a pupil's inclusion would be incompatible with the efficient education of other pupils, regard will be paid to the relevant guidance issued by the Secretary of State to Academies. In the event of any disagreement between the Academy and the LA over the proposed naming of the Academy in an EHCP, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent/carer of the pupil may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

If a parent/carer of a pupil in respect of whom an EHCP is maintained by the LA appeals to SENDIST either against the naming of the Academy in the pupil's EHCP or asking the tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision.



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Where the Academy has consented to be named in a pupil's EHCP, or the Secretary of State or SENDIST have determined that it should be named, the Academy shall admit the student not withstanding any provision of this agreement.

4.3 Specialist SEN provision

The SEND staff information lists several impairments, their identification and support:-

- Dyslexia
- Dyspraxia
- Asperger's Syndrome
- Autism Spectrum Condition (ASC)
- Speech and language difficulties
- Social, emotional and mental health difficulties
- Attention Deficit Hyperactive Disorder (ADHD)
- Hearing Impairment
- Visual Impairment
- Irlen's Syndrome
- Medical needs
- Complex needs

This list is merely an illustration and does not limit the support which the Academy will provide.

4.4 Accessibility Plan for those with SEND

As far as possible, within the constraints that the building sets, we will ensure that the needs of all pupils, staff and visitors are catered for, to ensure that all can participate in education of the very highest quality. Wherever possible, the accommodation will be adapted to ensure full access to every area. Most areas of the school are accessible via lifts. When necessary, classrooms allocated to particular classes can be changed to allow the use of rooms on the ground floor. While a number of impairments have been identified above, the Academy will not be limited solely to these. The SEND department will have the capacity to enable professionals from a wide range of agencies to assess and assist pupils in the most appropriate way.

Guidance from the DfE, the Disability Discrimination Act (1995) and The Equality Act (2010) is followed to ensure that all pupils' needs are met:

- That disabled pupils are not treated less favourably for reasons related to their disability.
- That reasonable adjustments are made for disabled pupils so they are not at a substantial disadvantage (this includes potential adjustments that might be needed in the future).
- That there is a plan to increase access to education for disabled pupils.

Further details on how resources are allocated to pupils with special needs are included in the Annual Report (see full details on Accessibility Plan).



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4.5 Identification and review of student needs

Categories of Special Educational Need - The current Code of practice does not assume that there are hard and fast categories of special educational need, but recognises that pupils' needs and requirements fall into four broad areas:-

- Communication and interaction e.g. Asperger's Syndrome
- Cognition and Learning e.g. Dyslexia
- Social, emotional and mental health eg. ADHD
- Sensory and/or physical e.g. hearing/ vision difficulties

The SEND Code of Practice 2015 makes it clear that all teachers are responsible for identifying pupils with special needs and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which these pupils can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for special needs provision.

4.6 Early Identification

Early identification of special needs is a priority. Appropriate screening and assessment tools will be used, and progress will be ascertained through:-

- Evidence obtained by teacher observation/assessment from feeder schools and observations in the classroom at BHSA.
- Performance in class assessments, judged against school assessment criteria.
- Progress in relation to objectives in the National Literacy and Numeracy Strategies, including reading and spelling age testing.
- Wellcom testing in Nursery and Reception
- Foundation 2 Baseline Testing and follow up
- Year 1 Phonics Screen
- Key Stage 1 SATs testing
- Key Stage 2 SATs testing
- MIDYIS testing in Year 7
- Other testing may be used to ensure that access arrangements for extra considerations in examinations can be made.

4.7 SEND Provision

On entry to the infant department, proposed provision will be based on teacher observation/assessment. On entry to the senior department at Year 7 or Year 12, each pupil's attainment will be assessed in order to ensure continuity of learning from either the primary or secondary school. For those pupils with identified special needs, the Principal, SENDCO and other colleagues as appropriate will:-

- Use the information from the feeder school to shape the curriculum and pastoral provision, in line with the Code of Practice 2015.
- Note areas where the pupil requires support.
- Ensure regular observations/assessments to provide regular feedback on achievements/ experiences, in order to plan the next steps in learning.
- Ensure pupils have the opportunity to demonstrate knowledge and understanding.
- Involve pupils in planning and agreeing targets.



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- Involve parents/carers.

4.8 Main methods of provision

- Full time education in the classroom, with additional help and support from the teacher by a differentiated curriculum.
- Periods of withdrawal to work with support staff.
- Support in class with adult assistance.
- Support from specialists in class or as part of a withdrawal programme.
- Help for parents/carers in contacting/arranging for specialist provision.

4.9 Monitoring progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:-

- Narrows the attainment gap between pupils and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-motivation and social or personal skills.
- Shows improvement in behaviour.
- Is likely to lead to opportunities upon leaving school.

Where staff decide that a pupil's learning is unsatisfactory, the SENDCO is to be consulted and the Head of Faculty or Progress Leader informed. The SENDCO and the teacher will review the approaches adopted. Where support additional to that of the normal class provision is required, it will be provided. Where concerns remain, despite sustained support, consideration will be given to requesting an EHCP. Parents/carers will be fully consulted at each stage. Parents/carers also have the right to request an EHCP.

4.10 Record Keeping

Comprehensive records will be kept of the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual records the pupil's record will include:-

- Information from previous phases/schools.
- Information supplied by parents.
- Information on progress and behaviour.
- Student's own perception of difficulties/progress.
- Any information from health/social services.
- Information from other agencies such as Connexions Service.

Teaching pupils with special needs is the responsibility of all staff. The core of the teachers' work is a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' interests, abilities and aptitudes. Some pupils may need increased levels of provision and support.



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The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having special needs, intervention will be as described in the three stages listed below.

4.11 Stages of Support

Level 0 Support

This support is characterised by interventions that are different from or additional to the normal differentiated curriculum. This action can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:-

- Make little or no progress.
- Demonstrate difficulty in developing numeracy or literacy skills.
- Show persistent emotional/behavioural problems, which are not affected by the strategies outlined in the school expectations.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite access to a differentiated curriculum.

If it is decided, after consultation with parents/carers, that additional support is required to make progress, the SENDCO, together with staff, will support the assessment of the pupil and have an input in planning future support. Subject teachers will remain responsible for planning and delivering individualised programmes. Parents/carers will be kept informed of the action and results.

Use of staff within Level 0

All staff have a responsibility in law to ensure that the needs of all pupils are met. Pupils identified to require support within school action will receive help by:-

- The provision of learning experiences different to or in addition to the already differentiated curriculum, as part of mainstream lessons.

Nature of Intervention

The SENDCO, together with the subject teacher, will decide the action required to help the pupil's progress. The actions might be:-

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/equipment.
- Group support.
- Provision of additional adult time to devise interventions and monitor effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to local authority support services for advice on strategies, equipment or staff training.
- Access arrangements for exams, which are also used as a 'normal way of working'.

Level 1 Support

This support is characterised by a sustained level of support and, where appropriate, the involvement of external services.



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Nature of Intervention

This will usually be triggered through continued concern, supplemented by evidence that despite receiving differentiated teaching and a sustained level of support, a pupil:-

- Still makes little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than expected.
- Continues to experience difficulty in developing numeracy/literacy skills.
- Has emotional/behavioural problems that often substantially impede personal learning or that of the group; this may be despite having an individualised programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus making barriers to learning.

Pupil Centred Plans (PCPs)

Strategies for progress will be recorded in a PCP, containing information on:-

- Information on pupil's interests and skills
- Teaching and learning strategies
- Interventions
- Date for review
- Views of the pupil and parents/carers
- Long term aspirations

The PCP will be discussed with the pupil and parents/ carers. The PCP will be reviewed annually. The reviews will be held in an informal manner with pupils and parents/carers will be invited to attend the meeting if they wish.

External support services will require access to pupils' records in order to understand the strategies used to date, and the targets set and achieved. Specialist health/education professionals may also be asked to provide further assessments and advice, and possibly work directly with the pupil. The consent of the parents/carers will be sought for any additional information required. The resulting PCP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, direct intervention/support from a specialist/teacher may be requested.

Request for Education and Health Care Plan

This will be requested from the Local Authority when, despite an individualised programme of sustained intervention within Level 1 a pupil remains a significant cause for concern. An EHCP may also be requested by a parent/carer or an outside agency. The following information will be available:

- Intervention that has been put in place to date
- Pupil's PCP.
- Records and outcomes of reviews undertaken.
- Information on the pupil's health and relevant medical history.
- Pupil's attainment.
- Literacy/Numeracy attainments.
- Relevant assessments from specialists such as support teacher and educational psychologists.



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- The views of parents/carers and the pupil.
- Social Services/Educational Welfare Service reports.
- Any other professional involvement.

An EHCP will normally be provided where the Local Authority considers the pupil requires provision beyond what the school can offer. It is recognised that a request for an EHCP does not automatically lead to an EHCP being offered. An EHCP will include details of learning objectives and these will be used to develop targets that are:-

- Matched to the longer term objectives set in the EHCP.
- Established through consultation with parents/carers and the pupil.
- Set out in a PCP.
- Implemented in the classroom.
- Delivered by the subject teacher with appropriate support where specified.

Review of ECHPs

These must be reviewed annually; the LA will provide information, at the start of each school year, on those pupils requiring reviews. The SENDCO will organise these reviews and invite:-

- Parents/carers.
- The pupil.
- Relevant staff.
- A representative of the LA.
- Any outside agencies considered appropriate.

The aim of the review will be to:-

- Assess the pupil's progress in relation to the PCP targets.
- Review the provision made in the context of the pupil's levels of attainment in basic literacy and numeracy.
- Consider whether the ECHP is still appropriate in the context of performance during the year, and whether to stop, continue or change it.
- Set new targets for the coming year.

EAL

Particular care will be provided for those pupils whose first language is not English. Their progress is monitored across all curriculum areas in order to ascertain whether any problems arise from uncertain command of English or from special educational needs. It may be necessary to assess their proficiency in English before planning any additional support that may be needed.

Access

We are an inclusive learning community and take all practical steps to ensure our environment, facilities, curriculum and working practices are accessible to all pupils, staff and visitors. We do this by:-

- Ensuring physical access to areas within the constraints of the buildings and by the provision of technology to enhance provision and performance when appropriate.
- Promoting non-discriminatory and inclusive working practices for all, ensuring that all feel equal and important participants in our work.

All pupils, staff and visitors will be provided with appropriate, safe, respectful and suitably supported environments for all activities.



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Pupils identified as having special needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are fully integrated. We appreciate that often pupils who have special needs or who are vulnerable have low self-esteem. All staff are encouraged to deal positively and pro-actively with all pupils' needs.

5. Roles and responsibilities

The Principal shall be the responsible person in relation to students with SEND.

While all staff have a responsibility to enable every pupil to achieve their potential, certain colleagues have particular responsibilities:-

- The Special Educational Needs and Disabilities Co-ordinator (SENDCO)
- The Inclusion Team Lead
- SEND Support Staff
- The appointed Governor (Mrs Lynne Kelly)

5.1 The Role of the Principal

These responsibilities include:-

- The day-to-day management of all aspects of the Academy, including the SEND provision.
- Keeping the Local Governing Body well informed about SEND within the Academy.
- Working closely with the SENDCO/SEND team.
- Ensuring that parents/carers are informed of the special needs provision that has been made for their child.
- Ensuring that there are clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.

5.2 The Role of the SENDCO

The SENDCO plays a crucial role in the SEND provision. This involves working with the Principal and Local 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 pupils with SEND.
- Liaising with and giving advice to colleagues.
- Managing the SEND support team.
- Maintaining pupils' records.
- Informing with parents/carers of the special needs provision that has been made for their child and liaising with them as to progress that is made through interventions.
- Liaising with external agencies, LA support services, Health and Social Services, Careers Service, and voluntary bodies.

5.3 The Role of Staff

Heads of Departments and Faculties are expected to oversee and monitor SEND provision within their particular remit. This will involve:

- Ensuring schemes of work include adjustments for SEND and are free from discrimination or bias



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- Ensuring opportunities are open equally to pupils with and without SEND
- Ensuring that effective differentiation is in place and to review and improve practice
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND in their subject area
- Ensuring inclusion is a regular item on department/subject meeting agendas

The Code of Practice clearly acknowledges the importance allocated to teaching staff, whose responsibilities include:-

- As practitioners responsible and accountable for the progress and development of the pupils in their class, planning and delivering an individualised programme and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting an increasingly personalised approach to support where required in response to successive cycles of planning and review.
- Awareness of procedures followed for the identification and assessment of, and subsequent provision for pupils with special needs.
- Keeping the SENDCO well informed about pupils' progress.
- An understanding of the procedures that exist to allow staff access to information about pupils with special needs.
- What exactly constitutes a 'level of concern' and at which point 'Action' is initiated.
- An understanding of the procedures that exist to alert the SENDCO to 'levels of concern'.
- An understanding of the processes by which parents/carers are informed of this concern and the subsequent SEND provision.
- Working with the SENDCO to decide the action required to assist pupils to progress.
- Working with the SENDCO to collect all available information on relevant pupils.
- Together with the SENDCO, develop PCPs for pupils with special needs.
- Working with pupils on a daily basis to deliver PCP targets within differentiated planning.
- Developing constructive relationships with parents/carers.

Additionally, parents/carers must be given clear guidance on how they can help and how they can provide additional information when and if required.

Public Examinations and Access Arrangements

- Recommendations for exam access arrangements will be based on the current JCQ criteria and the SENDCO will liaise with parents, students and the exams officer as to appropriate arrangements
- The SENDCO will complete a Form 8 Sections 1 and 2 and the access arrangements coordinator or educational psychologist will complete Section 3 and, with the exams officer, the student will be entered using the JCQ online application system
- Parents have the right to seek a diagnostic assessment for their child. However, the organisation or individual performing the assessment **must have prior contact** with the school to gather background information on the pupil before going ahead with the assessment. A privately commissioned assessment carried out without prior consultation



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with the centre cannot be used to award access arrangements, and external assessors must have a thorough and up to date understanding of the JCQ regulations.

- Teachers will supply the SENDCO with evidence of need so that a substantial and clear picture of this being a student's normal way of working can be built up
- Students requiring the use of a word processor in public examinations must demonstrate that this is their normal method of producing work in lessons and the school must hold evidence demonstrating the reasons for the award of the use of a word processor
- Students in KS3 who may require access arrangements in future will be monitored and extra time awarded will be on a needs basis, subject by subject whilst in KS3

More detailed information can be found in the school's Access Arrangements Policy.

5.4 Local Governing Body

The Local Governing Body's responsibilities include:-

- Ensuring that provision of a high standard is made for pupils with special needs.
- Ensuring that a 'responsible person' is identified to ensure that all those involved with teaching and supporting pupils with special needs in general, and statements in particular, do so effectively.
- Have regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy.

6. Monitoring and evaluation

6.1 Evaluating the success of the provision

The success of the SEND policy and provision is evaluated through an ASSESS-PLAN-DO-REVIEW cycle:-

- The SENDCO, Progress Leaders and Heads of Department will monitor classroom practice.
- Analysis of pupil tracking data and test results for individuals and for cohorts.
- Value-added data for pupils on the SEND register.
- Considering pupils' success in meeting PCP targets.
- Monitoring of procedures and practice by the nominated governor.
- The LA SEND moderation process.
- The Academy Development Plan.

We will consider the views of teachers, pupils, external agencies and parents/carers.



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SEND, Pastoral Care and Safeguarding

Pupils with SEND are statistically more vulnerable to peer-on-peer and other forms of abuse. School staff are alert to the additional challenges children with SEND may face, and the barriers that can exist when recognising abuse and neglect in this group of children.

These barriers may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation
- Being more prone to group isolation than other children
- The potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in overcoming these barriers

Safeguarding children and young people with SEND requires understanding, foresight, reflection and communication. Staff are trained to recognise and respond to the pastoral needs of pupils with SEND, and school policies such as the Safeguarding, Behaviour and Anti-Bullying Policies take these into account. The SENDCO liaises regularly with the DSL, Inclusion Team Leader, Progress Leaders, Heads of Year and other staff with pastoral responsibilities.

6.2 Complaints procedure

The complaints procedure is outlined on the school web site and further details are available on request from the school office. The SEND Code of Practice outlines measures that the LA must set up for preventing and resolving disagreements.

6.3 Continuing Professional Development (CPD)

Staff are encouraged to attend courses that help them to acquire, or develop further, the skills required to work with pupils with special needs. These needs will be communicated to the SLT by the SENDCO and will form an essential strand of the CPD programme. Part of the SENDCO's role will be to develop awareness of resources and practical teaching procedures. CPD requirements in special needs will be a routine part of staff development. The Local Governing Body will undertake a similar review. NQT and new staff will be given training on the SEND policy as part of their induction programme.

6.4 Links to support services

External support services make an important contribution in assisting to identify, assess, and provide support for pupils with special needs. Some of the support services that may be involved are:-

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing/Visual impairment services
- Pupil Referral Service
- SEND Support Service
- Educational Service for Physical Disability



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6.5 Partnership with parents/carers.

We are committed to developing a strong partnership with parents/carers in order to enable those pupils with special needs to achieve their potential. Parents/carers have a unique overview of their child's needs and how best to support them, this gives them a key role in this partnership.

We will make available, to all parents/carers of pupils with special needs, details of the parent partnership service available through the LA.

6.6 Pupil participation as in Code of Practice

The Code of Practice states that 'schools should show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school'.

We believe that, as far as possible, all the pupils should be involved in making decisions, where possible, from the start of their education with us. This involvement will develop throughout the Key Stages. Our aim is to have confident pupils, who know that their opinions are valued and who are able to make choices.

6.7 Links with other schools

We have established links with schools in order that information relevant to a pupil's SEND is transferred before or on entry to BHSA.

Pupils will join us at four stages:-

- Nursery (Foundation 1)
- Reception (Foundation 2)
- Year 7
- Year 12

Links with other organisations

In addition to links with support services, links will be made as necessary with other organisations.

These may include:-

The Dyslexia Institute	Pressure Point
The Dyspraxia Foundation	MEAS
Royal National Institute for the Deaf	CAMHS
RNIB	Hearing Support Service
Orrets Meadow	Vision Support Service
SENAAT	The ADHD Foundation

Review

This policy will be reviewed when there are changes in the law, or in accordance with the schedule set by the Principal and agreed by the ATB.



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