



Birkenhead High School Academy

SEND Information Report 2022-23

Who are the members of the Inclusion Team at BHSA?

- Mrs Gemma Morris (Inclusion Team Lead)
- Miss Rachel Kennerley (SENDSCO)
- Miss Michelle Mazumder (SENDSCO Assistant- HLTA)
- . Miss Elizabeth Barton (Learning Mentor)
- . Mrs Jill Risk (Learning Mentor)
- Mrs Laura Moran (Access Arrangements Officer- HLTA p/t)
- . Mrs Lynne Kelly (Exams Officer)
- Mrs Sophie Barnoux (TA Senior School)
- . Mrs Helen Green (TA Senior School)
- Mrs Michelle Ryan (TA Senior School)
- Mrs Kathryn Waterson (TA Senior School)
- Miss Abbie Crosby (SENDSCO Assistant- HLTA p/t- Junior School)
- . Mrs Sasha Jacobson (HLTA Junior School)
- . Miss Emma Cullender (HLTA Junior School)
- Mrs Suzy Kellett (HLTA Junior School p/t)
- Mrs Lis Camden (TA Junior School)
- Mrs Natalie Chesters (TA/Learning Mentor Junior School p/t)
- Mrs Shirley Houghton (TA Junior School p/t)
- Mrs Sarah Kearney (TA Junior School p/t)

- .Mrs Olena Matiukha (TA Junior School)
- Mrs Kate Nelson (TA Junior School p/t)
- . Mrs Juliane Newton (TA Junior School)
- .Miss Jessica Pang (TA Junior School)
- Mrs Angie Popper (TA Junior School p/t)
- Mrs Donna Vaughan (TA Junior School)

How do we identify students with SEND?

We use a range of tools for the identification of students with a special educational need. Information from parents/carers is particularly important, as are the transition documents from previous schools and settings. We use information from class and subject teachers, as well as data from Early Years goals, phonics screener and National tests at Key Stage 1 and 2. Primary school transfer data is also used. Students in Year 7 are screened using the CAT4 testing. This year we have introduced a CAT4 reading test too. Regular reading and spelling baseline tests are carried out. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap compared to their Age Related Expectations
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How do we inform parents/carers if a pupil has SEND?

Class teachers, support staff, Key Stage leaders and Progress leaders are involved in regular meetings with parents/carers. The SENDCO is often involved in such meetings alongside other staff to discuss concerns and to help plan appropriately to support the pupil.

How many pupils with SEND are currently on our roll?

We currently have 1,216 pupils on roll at BHSA, with 414 being in the Junior School. There are 185 pupils on the SEND register and 211 pupils on the monitoring register. We have 31 pupils with additional funding.

Which areas of SEND are provided for?

BHSA currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

What strategies are used to support students with SEND in school?

BHSA offers high quality, differentiated teaching in all classes. Teaching students with SEND is the responsibility of all teaching staff, not just the Inclusion Team. We have high expectations of all pupils and specific strategies suggested by the Inclusion Team are put in place. We offer some small group teaching to tackle specific problems in English and maths. Some of these sessions may be 1:1. We also provide lunchtime, after school and enrichment sessions to support students with SEND. For social, emotional and mental health issues, we have the Inclusion Team Lead and Learning Mentors who offer 1:1 support for students. We also hold several social skills groups for invited pupils from many year groups. Parents/carers receive regular grade grids from school and individual targets are reviewed regularly.

Specific support programmes are used throughout the school such as IDL, TT Rockstars, Pathways to progress and Success@Arithmetic.

How do we measure and evaluate progress of our SEND pupils?

We track the progress of all students through their:

- Grade grids
- Teacher assessments
- Progress meetings
- Feedback from subject teachers
- Standardised tests

We use the assess-plan-do-review cycle to ensure that all children with SEND make progress. This means that pupils with SEND are regularly reassessed to see whether the interventions in place for them are appropriate or if they need to be increased, changed or discontinued. From this year we used 'Provision Map' to streamline our student profiles and provision documents. Information about individual pupils is then added to the SEND Register. Learning Plans will be created for individual students, which are reviewed termly. Individual pupils have Pupil Passports too.

What arrangements are there for involving parents/carers?

Our department has an open-door policy and parents/carers are welcome to approach us. We are available for face-to-face meetings (or virtual were required) or we are happy to discuss any issues or concerns over the phone. The SENDCO can also be contacted via email:

r.kennerley@birkhs.gdst.net

What support will there be for our students' overall wellbeing?

At BHSA, we believe that a happy, healthy pupil is more likely to flourish and succeed. Encouraging good mental health, along with good physical health is very important at BHSA. We have a strong, whole-school emphasis towards wellbeing and positive mental health across all of the curriculum areas.

BHSA is part of the Health Services in Schools Programme (HSIS). We have a youth worker who works closely with the Inclusion Team Leader and SENDCO to ensure that health needs are met. The students at BHSA can access counselling in school via the Action For Children charity who also offer Beat The Blues and Bounce Back programmes for students. The Mental Health Support Team can also deliver 1:1, small group or whole class support around various worries.

We can signpost parents to the school nurse team.

Hatch offers pupils from year 4-11, 1:1 mental health and wellbeing support 1 day a week.

Staff also have half termly meetings with CAMHs for advice/support.

Learning Mentors can give time limited mentoring support upon referral.

'Time-Out' cards can be given to students who need to take a break from a lesson during the day to regulate themselves. Some students may visit the Inclusion Team staff for support in the loft as needed throughout the day.

What arrangements are in place for consulting your daughter and involving her in her education?

Student's views are sought through individual conversations and questionnaires. All staff at BHSA are here to support our students. The views of the students, as well as those of the parents/carers are sought and added to the Pupil Passport as required.

How will the curriculum be matched to the needs of students with SEND?

All teachers plan differentiated lessons with the needs of each student in the class in mind. Maths and English lessons are taught in ability streams. Some of these streams are smaller and allow for more individual support. In addition, specific resources and strategies will be used to support students individually and in small groups. A personalised timetable may be used to support a student. We consult and take advice from external agencies who help to support some of our students. Ways to support a student with SEND will be recorded on their Pupil Passport and Learning Plan to ensure staff plan accordingly for individual needs.

What expertise and training do our staff have?

All members of the Inclusion Team are qualified staff and receive regular training to update and extend their knowledge and expertise. This knowledge is then disseminated to other teaching staff during INSET sessions and staff meetings. There are regular drop-in sessions for staff with the SENDCO and Inclusion Team to discuss students, as well as training from specialist organisations such as SALT, Tourette's Action, Mental Health, EAL, ASD and ADHD professionals.

How is a student with SEND able to engage with others?

Birkenhead High School Academy is an inclusive school that ensures all students can work and socialise together through the school day. The extensive enrichment programme provides all students with opportunities to mix with other students of different ages and abilities.

How does the school involve other agencies if a student is not making necessary progress?

If a student's additional needs cannot be met within the school's current provision, referrals to outside agencies (e.g. CAMHS, Educational Psychologists, Speech and Language and the school nurse 0-19 team for referrals to the community paediatricians) can be made. Any referrals are made after consultation with parents/carers who are included at every stage of the process. Any interventions are carefully monitored and intervention strategies are shared with subject teachers. We are able to apply to the local authority for a pupil funding agreement (PFA) or Education Health Care Plan (EHCP) for a very small percentage of students with severe and complex needs. However, an application does not guarantee funding.

How can further information be accessed?

More information about how to support students with SEND can be found on the Wirral Local Offer website localofferwirral.org

Birkenhead High School Academy's SEND policy can be found on the school's website.

Should you wish to contact either Mrs Morris (Inclusion Team Lead) or Miss Kennerley (SENDCO), please ring the school on 0151 652 5777.

The SENDCO can also be contacted via email: r.kennerley@birkhs.gdst.net

The Inclusion Team Lead can also be contacted via email: g.morris@birkh.gdst.net

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