



## **Birkenhead High School Academy**

# **SEND Information Report 2020-21**

### **Who are the members of the Inclusion Team at BHSA?**

- Miss Lyndsay Cumiskay (Inclusion Team Lead)
- Miss Rachel Kennerley (SENDCO)
- Miss Makaela Thomas (Learning Mentor p/t)
- Mrs Laura Moran (HLTA Senior School p/t)
- Mrs Dawn McEwan (HLTA Senior School p/t)
- Miss Lisa Clarkson (TA Senior School)
- Mrs Michelle Ryan (TA Senior School)
- Miss Michelle Mazumder (TA Senior School)
- Mrs Alison Coulthard (TA Senior School)
- Miss Abbie Crosby (HLTA Junior School)
- Mrs Lorraine McCulloch (HLTA Junior School p/t)
- Mrs Suzy Kellett (HLTA Junior School p/t)
- Mrs Lis Camden (TA Junior School p/t)
- 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 Kate Nelson (TA Junior School p/t)
- Mrs Angie Popper (TA Junior School)
- Mrs Donna Vaughan (TA Junior School)

## **How do we identify girls with SEND?**

We use a range of tools for the identification of girls with a special educational need. Information from parents/carers is particularly important. 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. Girls in Year 7 are screened using the CATS4 testing. 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, Key Stage leaders and Progress leaders are involved in regular meetings with parents/carers. The SENDCO is often involved in such meetings alongside other teachers 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 1,193 pupils on roll at BHSA, with 414 being in the Junior School. There are 174 pupils on the SEND register and 146 pupils on the monitoring register. We have 8 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 girls 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 and after school enrichment sessions to support girls with SEND. For social, emotional and mental health issues, we have the Inclusion Team Lead and Learning Mentor who offer 1:1 support for students. Parents/carers receive regular grade grids from school and individual targets are reviewed regularly.

## **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. Information about individual pupils is then added to the SEND Support Register and Junior School Provision Map or Senior School support plan, which are reviewed termly. Individual pupils have pupil centred plans (PCPs).

## **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 (currently virtual due to Covid restrictions) or to discuss any issues or concerns over the phone. The SENDCO can also be contacted via email:

[r.kennerley@birkhs.gdst.net](mailto:r.kennerley@birkhs.gdst.net)

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

At BHSA, we believe that a happy, healthy child 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 and school nurse who work 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.

We give 'Time-Out' cards to girls who need to take a break from a lesson during the day and others visit the Inclusion Team staff for support as needed through 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 the girls. The views of the students as well as those of the parents/carers are sought and added to the Pupil Centred Plan (PCP) for each individual student with SEND.

## **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 girls 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 PCP to ensure staff plan accordingly for individual needs.

## **What expertise and training do our staff have?**

All members of the Inclusion Team are qualified and receive regular training to update and extend their knowledge and expertise. This knowledge is then disseminated to other teaching staff during INSET sessions. There are regular drop-in sessions for staff with the SENDCO to discuss students.

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

Birkenhead High School Academy is an inclusive school that ensure all girls can work and socialise together through the school day. The extensive enrichment programme at lunch times and after school provides all students with opportunities to mix with other girls of different ages and abilities, however due to current Covid-19 restrictions these have been paused.

## **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.

## **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](http://localofferwirral.org) Birkenhead High School Academy's SEND policy can be found on the school's website.

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

The SENDSCO can also be contacted via email: [r.kennerley@birkhs.gdst.net](mailto:r.kennerley@birkhs.gdst.net)

The Inclusion Team Lead can also be contacted via email: [l.cumiskay@birkhs.gdst.net](mailto:l.cumiskay@birkhs.gdst.net)

***Updated October 2020***