

How the effectiveness of the provision made for pupils with SEND is evaluated

How do you evaluate provision?

How well do SEND students do at school?

If a student has been identified as needing SEND support and a PCP has been put into place we follow the system of 'Assess, Plan, Do, Review' thereby evaluating the effectiveness of a particular intervention.

Year 10 –At the end of Year 10, from examinations and teacher assessments, Y10 SEND students are on target to achieve 5A*-C/9-5 including English and Maths next year.

GCSE Examination Results 2016:-

- 100% 5A*-C including English & Maths for students with SEND
- There were 14 students on the SEND register in total. 11 had prior attainment data and are thus included in the progress calculations.

This year our SEN students did particularly well achieving 0.46 above their expected 8 scores.

Pupil	A*	A	B	C	D		Levels of progress Maths	Levels of progress English
1		7	3	c			5	4
2	10	1					5	5
3		2	4	3			3	4
4		4	4	1			3	4
5		2	5	3	1		3	4
6		1	4	4	1		no KS2 data	
7		1	3	2	1		no KS2 data	
8		3	3	3	1		no KS2 data	
9		1	3	3	2		3	4
10		7	3				4	4
11	5	4	2				4	5
12			7	2			3	4
13		1	7	1			3	3
14		1	5	2			3	3

A-Level Examination Results 2016:-

- Of the 3 SEND students 2 made the expected or above expected progress.

<p>Arrangements for consulting parents of children with SEND and involving them in their children's education</p> <p>Arrangements for consulting young people with SEND and involving them in their education</p>	<p>How am I involved in my child's education?</p> <p>How is your child involved?</p>	<p>If a student is identified as needing SEND support then a Person Centred Plan (PCP) is written, this is written in consultation with teachers, support staff, parents, outside agencies if applicable and the student themselves. It is a process that involves gathering all parties' feelings and views in relation to learning and the environment and can involve meeting in person using email or telephone a conversation.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes</p> <p>This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>The school will send home 3 reports each year which will show your child's current and target levels as well as reporting on their effort, behaviour and homework. Heads of Department, Heads of Year and form staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including Inclusion/ SEN.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register).</p> <p>The school provides information for parents through newsletters; information on the website and VLE; Open/Information days; Parents Evenings and letters home.</p>
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>Yr6 Transition</p>	<p>During the summer term of Year 6, a key member of the Pastoral staff from West Kirby Grammar School (usually the head of year) will visit students in their Primary School environment. Students then attend West Kirby Grammar School 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.</p> <p>Transition information is arranged when Pastoral staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/primary colleagues and West Kirby Grammar School's SENCo (or other SEN staff) may be required. For some students, additional work may be needed in terms of a 'Transitions Toolkit' or other documents designed to collect specific information, particularly for students who are on the</p>

	<p>Yr11 Transition</p> <p>Post School, Transition</p>	<p>Autistic Spectrum. All SEN documentation is transferred from Primary Schools late in the summer term.</p> <p>Students Transferring into school at the beginning of yr12 are encouraged to alert the SENCo and records and or examination considerations can then be requested from the previous educational setting. Similarly students leaving the school are able to request their SEN records, once registered at a new school/ college.</p> <p>We prepare students for the move from school to University or work in a variety of ways that include; support and advice in the completion of UCAS applications, careers support and advice Apprenticeships talk by the Apprentice Hub - Understanding of how apprenticeships work and an alternative to University and 2 days of careers seminars – run by Careers Connect. In addition we also run a course on learning to cook for 1 and student finance.</p>
<p>The approach to teaching pupils with SEND</p>	<p>How do you teach students with SEND needs?</p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs through the use of a Person Centred Plan and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p>	<p>At West Kirby Grammar School 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 and Sixth Form, where it is possible for students to develop a curriculum 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.</p>

		<p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.</p> <p>We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website.</p>
Additional support for learning that is available for pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Specific interventions are provided by the SEND 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. Withdrawal can also be during form time on a particular day.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p>
The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured	What training have the staff supporting children and young people with SEND had or are having?	<p>Within Learning Support we have a team we have staff who have a range of experience and training covering various SEND needs including the National SENCo Qualification; Diploma in Therapeutic Counselling, NVQ 3 in Advice & Guidance; BSc (Hons) Substance Misuse Studies, PG (Dip) Youth and Community Studies, MA Youth Work, City & Guilds Level 4 Working with Parents, PG (Cert) Education. Mindfulness and wellbeing.</p> <p>Training is provided to all staff, including teachers and TA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND. As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>
How equipment and facilities to support children and young people with SEND will be secured	What happens if my child needs specialist	As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your

	equipment or other facilities?	child's needs. If you believe your child needs specialist equipment or other facilities please contact Alex Duffey or discuss the issue at the next review/parents evening.
How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEND	<p>What social, before and after school, and other activities are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A large range of academic and hobby/interest clubs are available at WKGS. They are open to all students, including students with SEND. Details of these clubs are available from form teachers.</p> <p>Additionally we run a house system in school which provides the opportunity for your child to be involved a diverse range of activities and represent their house in doing so. Activities range from Bake-off and photographic to House music and Sports day. Students are able to choose the areas that they have most interest in. Details of these are available from house assemblies and on our website.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school.</p> <p>Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>Support for improving emotional and social development.</p> <p>This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying</p>	<p>What support will there be for my child's overall well-being?</p>	<p>At WKGS we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students. In addition each form in lower school is assigned a sixth form helper to be available twice a week to provide support to that class should they need it.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Heads of year; Wellbeing manager; Learning Mentors; and jigsaw reps (sixth form supporters). We also have excellent relationships with a number of external agencies, for example: Butterflies; Child and Mental Health services (CAMHS) and Health Services in Schools (HSIS).</p>
<p>How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting</p>	<p>What specialist services and expertise are available at or</p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Targeted Prevention Team; Service Six; Speech and Language Service; Education Entitlement and</p>

<p>pupils' SEND and supporting their families</p>	<p>accessed by the school?</p>	<p>Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Wirral County Council.</p> <p>If you believe your child needs support from a specialist please contact Alex Duffey or discuss at the next review/parents evening.</p>
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at the school</p>	<p>Who can I contact if I have a complaint?</p>	<p>Please contact our Assistant Headteacher Mrs Karen Cliffe. The schools complaints procedure is available on the school's website</p>
<p>Contact details of support services for parents of pupils with SEND</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>Wirral SEND partnership: www.wired.me.uk/Parent-Partnership.asp</p> <p>Wirral county council: https://www.wirral.gov.uk/</p> <p>Autism Concern: http://www.autismconcern.org/</p> <p>CAMHS: www.youngminds.org.uk</p>
<p>Named contacts within the school for when young people or parents have concerns</p>	<p>Who should I contact if I want to find out more about how WKGS supports pupils with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>The Acting SENCo is Alex Duffey available at Contact details- aduffey@wkgs.net or on 0151632 3449 Or Assistant head teacher Karen Cliffe Contact details - kcliffe@wkgs.net Or SENCo Governor Lesley Broadbere Contact details - Available from the school on 0151 632 3449</p>

Information on where the local authority's local offer is published.	Where can I find out about other services that might be available for our family and my child?	Wirral County Council local offer information: localofferwirral.org
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West Kirby Grammar School's SEND Information report

West Kirby Grammar School is a selective, but fully inclusive mainstream school serving the Wirral and West Cheshire and North Wales. Staff and governors are committed to ensure that all students reach their full potential. We are committed to celebrating diversity within our school community and creating an environment where everyone can flourish and progress. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs.

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.**

This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

