

## **Special Education Needs at BVGS – the School Offer (SEND information report)**

The Governing Body (Bishop Vesey's Grammar School) is committed to ensuring that the necessary provision is made for every pupil that has special educational needs.

A child is defined as having Special Educational Needs if he or she has a learning difficulty, which needs additional help other than that given in a normal classroom context or requires the teacher / school to make specific alterations to their teaching and/or the learning environment. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age in same area.

### ***How does BVGS know if my child needs extra help?***

Early identification of special educational needs and disability means that for many students, the extra help required is identified at primary school. We liaise with primary schools before transition to ensure continuity of support before joining us.

If during their time at BVGS, we start to notice altered patterns in academic and pastoral progress, we have an effective assessment process which identifies barriers to learning and provides appropriate action to reduce these barriers.

### ***What should I do if I think my child has a special educational need or disability?***

Contact the Special Educational Needs Co-ordinator (SENCo) who can then make enquiries on your behalf to the relevant agencies. Keeping a record of significant events that raise concerns would benefit the information gathering stages of enquiry greatly.

### ***How will I know how BVGS supports my child in school?***

Any provision plan put in place will be created with full consultation of the student, parents and SENCo.

### ***What individual provision is provided for SEN students?***

All students on the SEN register at Bishop Vesey's are supported by a pupil profile that allows them to communicate with staff their strengths, areas of need and ways to support them with their needs. These are updated at least annually.

***How will the curriculum match my child's needs?***

BVGS is committed to ensuring all pupils can access the full curriculum through reasonable adjustments. Guidance will be given by the student's Head of Year when choices about curriculum need to be made.

***How will I know how my child is doing?***

The school reports to parents using card marks twice annually and a full report once annually. There will also be one parents' evening per academic year. At any point in the academic year, you can contact the student's Head of Year to find out how they are doing in school academically and pastorally.

***What support will there be for my child's overall well-being?***

At BVGS, we have a highly effective pastoral network. The form tutor, Learning Mentor, Head of Year, Designated Senior Person in charge of Safeguarding and Child Protection and the Assistant Head Teacher in charge of Behaviour are all responsible for the well-being of the students. We have monitoring in place for measures such as behaviour, attendance and punctuality.

***How will my child be included in activities outside of the classroom, including school trips?***

All reasonable adjustments will be made where necessary to ensure that all students can access activities outside of the classroom. Risk assessments will be made where necessary and alternative arrangements planned in advance to the full extent possible.

***How will the school prepare for my child joining BVGS as a new student?***

The SENCo, Learning Mentor and Designated Senior Person will meet with the student, parents and teachers from their previous school to discuss transition arrangements. The aim is to have continuous provision throughout transition to minimise disruption to the students' education. Individual tours of the school can be arranged prior to induction days where necessary. During the first term in school, there will be careful and close monitoring of the student from their Learning Mentor, form tutor and Head of Year.

***How will I be involved in planning for my child's learning provision?***

There will be full consultation with parents whenever decisions need to be made about provision in the classroom. If parents are unhappy with provision or feels it needs to be reviewed, they should contact the SENCo to arrange a meeting.

### ***What should I do if I need to complain about the SEN support offered?***

If you want to complain about a school's [SEN support](#), you should do it while your child is still registered at the school.

This includes complaints that the school has not provided the support required by your child's SEN statement or education, health and care (EHC) plan.

### ***How to make a complaint***

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's special educational needs co-ordinator (SENCO).
2. Follow the school's complaints procedure.
3. Complain to your [local authority](#).

Complain to the [Education Funding Agency](#) instead of the local authority if both the following apply:

- the school is an academy or free school
- your complaint is not about an SEN statement or an EHC plan

[The full school complaints procedure can be accessed click here.](#)

### ***What is the school's provision for students with disabilities?***

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover Education. Disability is defined by the DDA as "A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

The Governing Body recognises three key duties towards students with a disability, under Part 4 of the DDA:

- Not to treat students with a disability less favourably for a reason related to their disability
- To make reasonable adjustments for students with a disability so they are not at a substantial disadvantage

- To plan to increase access to education for students with a disability.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools.

At Bishop Vesey's Grammar School we have a general duty to:

- Promote equality of opportunity between people with a disability and people without
- Eliminate discrimination
- Eliminate harassment related to a disability
- Promote positive attitudes towards people with a disability
- Encourage participation by people with a disability in public life
- Take steps to take account of people's disabilities even where that involves treating people with a disability more favourably than other people.

It is a requirement that the School's accessibility plan is resourced, implemented and reviewed and revised as necessary.

### **Key Objective**

To reduce and eliminate barriers to access the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

The following is to be read in conjunction with the Action Plan for Disability Equality Scheme and the school's policy for Special Educational Need (SEN).

### **Our Aims**

The school plans, over time to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the School's plan will be in the following areas:

- Increasing the extent to which students with a disability can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which students with a disability can take advantage of education and associated services
- Improving the delivery of information to disabled students, staff, parents and visitors to ensure it meets needs.

What we currently provide at Bishop Vesey's Grammar School to help make the curriculum accessible.

A range of initiatives and strategies are currently in place:

- Individual Birmingham LA funded support for students with a Statement of Special Educational Needs
- Individual and small group support from outside agencies
- Individual and small group support delivered by our own Learning Support Team
- Mentoring on a 1:1 basis for identified students
- Whole school training on differentiation, teaching strategies and teaching styles
- Review of KS3, KS4 and KS5 curriculum
- Diversity is used as a resource for learning
- Effective communication with parents to support personalised learning
- Staff Training with regard to SEN Provision
- Effective Data Tracking
- Effective implementation SEN Strategies

Current adaptations to the buildings include:

- Ramp Access to Biology
- Ramp in language corridor and Accessible Toilet provision
- Ramp Access to the Link Bridge for Headteachers Office, Finance and Exams, Geography and Heads of Year.
- Access to the Dining Hall (via prior arrangement).
- Ramp Access to the Hive study area
- Ramp Access to the Sports Hall
- Ramp Access to the School's Astro Turf Facility.
- Plans for the new STEM Block to be completely DDA compliant

[To access the full Accessibility plan \(including action plans\) click HERE](#)

***Who can I contact for further information?***

**Special Educational Needs Co-Ordinator – Mr Randle [m.randle@bishopveseys.bham.sch.uk](mailto:m.randle@bishopveseys.bham.sch.uk)**

**Designated Senior Person in Charge of Safe-Guarding and Child Protection – Miss Steadman [k.steadman@bishopveseys.bham.sch.uk](mailto:k.steadman@bishopveseys.bham.sch.uk)**

School Business Manager – Graham Swindells

Deputy Head Teachers – Russell Bowen and Ruth Hearn

Assistant Head Teacher (Head of Sixth Form) – Dave Goodwin

KS3 Learning Mentor – Mrs Arrandale

KS4 Learning Mentor – Mrs Hodgkinson

KS5 Learning Mentor – Mr Nowek

Head of Year 7 – Mr Doughty

Head of Year 8 – Mr Bousfield

Head of Year 9 – Miss Field

Head of Year 10 – Mr Williams

Head of Year 11 – Mr Davis

Head of Year 12 – Mr Greenwood

Head of Year 13 – Miss Egan

	<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Social, Mental and Emotional</b>	<b>Sensory and Physical</b>
<b>Examples</b>	Autistic Spectrum Diagnoses (ASD) Speech, language and communication needs	Dyslexia Dyspraxia Dyscalcula	Attention Deficit and Hyperactivity Disorders (ADHD) Obsessive Compulsive Disorder (OCD)	Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Disability Medical Conditions
<b>Training of staff</b>	Staff have been trained by the Autism Education Trust in Level 1 Autism Awareness	Staff have been given training on strategies for assisting those with dyslexia and dyspraxia	All staff have received training on ADHD from a community psychiatric nurse in November 2013	Staff have been trained in the use of hearing and radio aids and strategies for supporting those with visual impairment.
<b>Outside agencies</b>	Communication and Autism Team (CAT) Educational Psychologist	Pupil and Schools Support (PSS) Educational Psychologist		Sensory Support Services (including teacher of the deaf)