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

Bishop Vesey's Grammar School believes that pupils with special educational needs and disability (SEND) should have their needs addressed in an inclusive environment. They should have access to a broad and balanced education, including access to the National Curriculum. Pupils will be enabled to access lifelong learning, allowing them to fulfil their potential as confident, determined and resilient members of society. We adhere to the Equality Act of 2010. A copy of our Accessibility Plan can be found on our website

A child is defined as having Special Educational Needs if they 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 can I find the Local Offer for the Birmingham authority?

The Local Offer for the Birmingham authority can be found at:
https://www.localofferbirmingham.co.uk/
Click and follow the link for information about services for children, young people and families with special educational needs.

Who is Bishop Vesey's Special Educational Needs Co-ordinator and how can I make contact?

Mrs Emma Sly is the Special Educational Needs Co-ordinator (SENCO). She can be contacted via the school office: tel:
0121 250 5400
email: e.sly@bishopveseys.bham.sch.uk
Appointments for parents/carers to discuss the needs of their child are available on request. The SENCO and members of the SEND team are available during parent consultation days, parent's evenings, welcome evenings and SENCO drop-in sessions as well additional SEND reviews during the year.

Who is Bishop Vesey's Designated Safeguarding Lead and how can I make contact?

Ms Kate Steadman is the DSL and can be contacted via the school office: tel:
0121 250 5400
email: k.steadman@bishopvesey.bham.sch.uk

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 discuss next steps and make enquiries on your behalf to the relevant agencies if appropriate. Keeping a record of significant events that raise concerns would benefit the information gathering stages of enquiry greatly

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 and previous school if they are joining us in Year 12. We liaise with primary schools before transition to ensure continuity of support before joining us and liaise with the Secondary Schools once the student has joined us in Year 12

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.

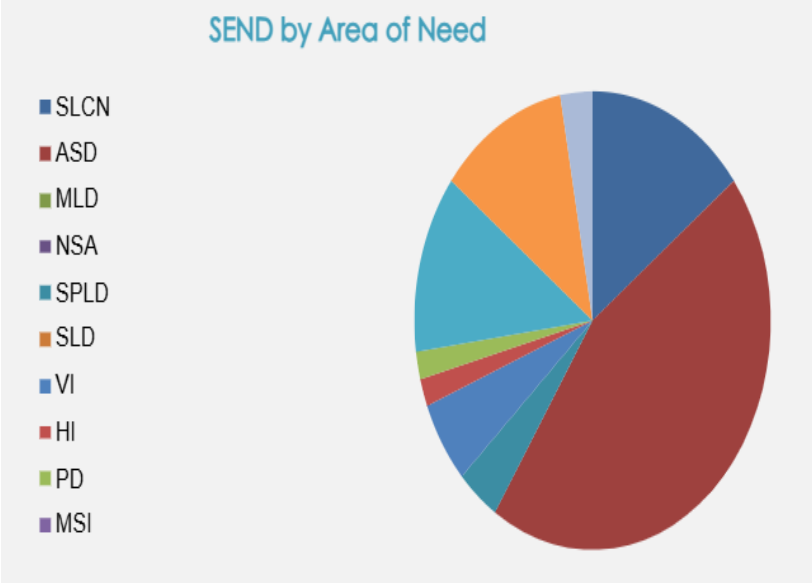
What kinds of Special Educational Needs and Disability (SEND) does Bishop Vesey's make provision for, what does this provision look like and do we know it works?

All students at Bishop Vesey's have access to high quality teaching. In addition, provision is made under the four broad areas of need, as described in the Special Educational Needs and Disability Code of Practice: 0 – 25 years, January 2015.

SEND at BVGS – In Summary

An example of the breakdown of need for 2026 shows the wide range of need across the school. The level of support and provision required varies across all year groups and every student is treated as an individual and their needs met accordingly.

SEND BY AREA:



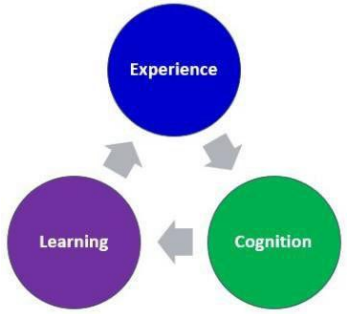
Strengths of SEND in school:

- Ethos and relationships including families
- Students with SEND feel safe
- Culture of working together to support SEND
- Assess, Plan, Do, Review process
- CPD for SEND Staff and well as CPD for all staff regarding SEND
- SEND Parent forum
- Support offer, both for curriculum and intervention
- Links with external organisations and with families and schools
- Transition

External agencies we work with

- Speech and Language therapist
- Educational Psychologist
- SALT Solihull
- A2E (Specialist teacher service for ASC,ADHD, VI, HI and SPLD) and SENDCO Network
- CAMHS/FTB
- Case officers in SEND Team
- Primary schools for transition and outreach
- Social Services
- Accepting Behaviour

Cognition and Learning



Types of need and what they could look like

A pupil learns at a slower pace or in a different way to their peers and their long term outcomes may not be the same.

Examples of support in our school

- High quality teaching and learning
- Adaptive teaching
- Pastoral support - Form Tutor, Head Of Year, Designated Safeguarding Lead and Learning Mentor
- One Page Profiles will be provided for all staff
- Individual Support Plans for those students on Sen Support Provision Plan (SSPP) and Educational Health and Care Plans (EHCP)
- Some pupils will access support within the classroom from an additional adult.
- For a very small number of pupils, additional literacy / numeracy intervention will be provided
- For a very few pupils 1 – 1 support will be accessible
- Support from Language, Learning and Strategic Support Team [Pupil and School Support - Local Offer Birmingham]

How we check it is working

- Using school monitoring and tracking procedures e.g. teacher observations, pupil assessments, attendance monitoring, learning walks
- Conversations with the pupil and their parents/carers about their learning
- Further and more specialist assessments will be undertaken for the pupils receiving more focused teaching and support
- Termly Reviews of One Page Profiles and ISPs

Figure 1 The parts of communication.

Communication and Interaction

Types of need and what they could look like

A pupil may have differences in understanding what is said, being able to express what they want to say and understanding social behaviours.

Examples of support in our school

- Quality First Teaching
- Pastoral support - Form Tutor, Head Of Year, Designated Safeguarding Lead and Learning Mentor
- A very small number of pupils will access support within the classroom from an additional adult
- For pupils with a diagnosis of autism or those on the Autism Pathway, advice is available from the Communication and Autism Team (CAT)
- For pupils with a speech, language and communication need; advice is available from Speech and Language Team (SALT)
- One Page Profile provided for all staff

How we check it is working

- Using school monitoring and tracking procedures e.g. teacher observations, pupil assessments, attendance monitoring, learning walks
- Conversations with the pupil and their parents/carers about their learning
- Further and more specialist assessments will be undertaken for the pupils receiving more focused teaching and support
- Termly Reviews of One Page Profile

Social, Emotional and Mental Health

Examples of support in our school

- High quality teaching
- Pastoral support - Form Tutor, Head Of Year, Designated Safeguarding Lead and Learning Mentor
- Well-being practitioner available for students within school via referral by the Designated Safeguarding Lead
- Specific staff trained as Mental Health First Aiders- Designated Safeguarding Lead, Key Stage Three Learning Mentor and the Deputy Head Teacher i/c Key Stage Three.
- Referral by school for one to one support with external organisation Reach
- Pastoral support - Form Tutor, Head Of Year, Designated Safeguarding Lead and Learning Mentor
- One Page Profile
- For a very small number of pupils, personalized/safety plans will be put into place as required
- Mentoring is available to some pupils on a limited basis
- Referrals to Forward Thinking Birmingham, school nurse, and other specialist organisations will be made as required
- Specific staff trained as Mental Health First Aiders
- Well-being practitioner available for students within school via referral by SEND Team
- Educational Psychology support About the service - Local Offer Birmingham

How we check it is working

- Using school monitoring and tracking procedures e.g. teacher observations, pupil assessments, attendance monitoring, learning walks
- Conversations with the pupil and their parents/carers about their learning
- Further and more specialist assessments will be undertaken for the pupils receiving more focussed teaching and support
- Progression Framework is used where appropriate to monitor progress of provision
- Termly Reviews of One Page Profiles

SENSORY AND / OR PHYSICAL

Types of need and what they could look like

Some children may have a hearing impairment, a visual impairment and/or a physical disability. They may also have sensory differences which impact on their daily life.

Examples of support in our school

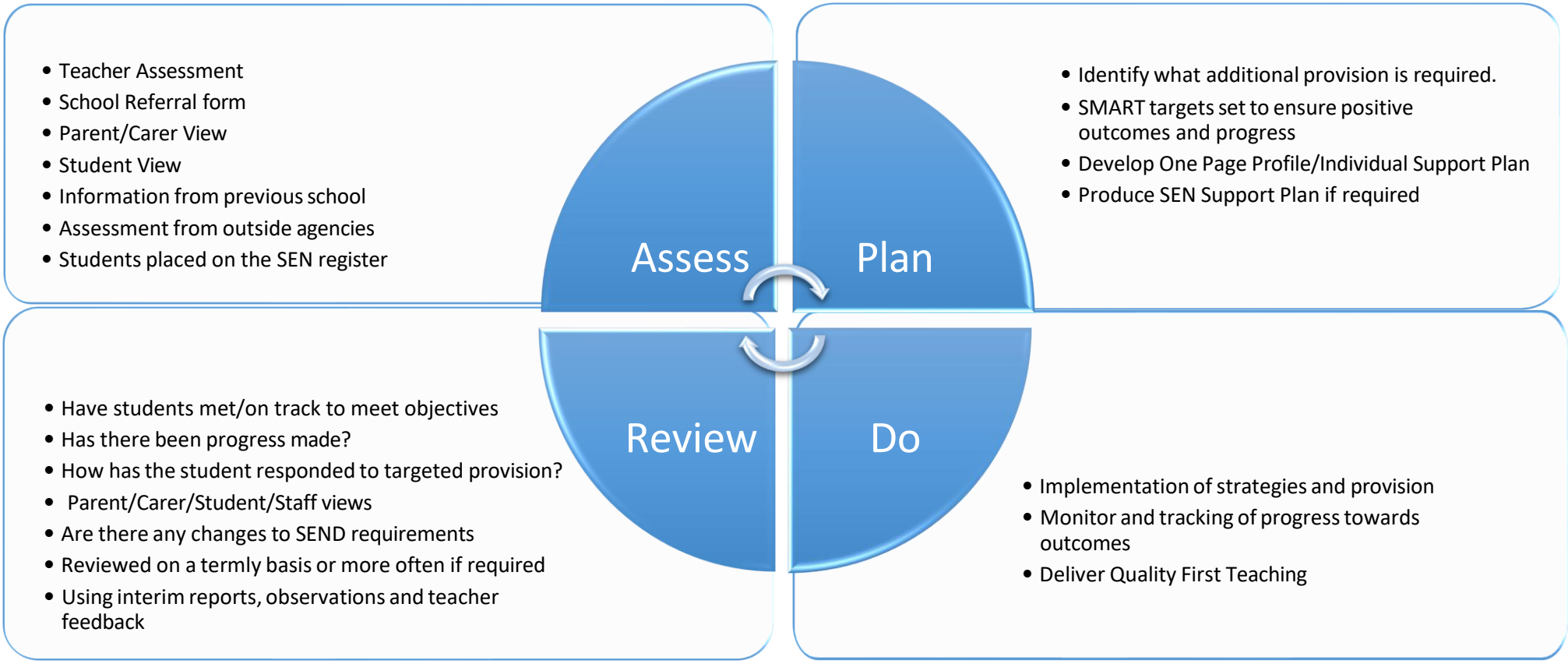
- Medical/Care Plan/ Individual Health Plan (IHP)where appropriate
- Quality first teaching
- One Page Profile
- For children with a medical diagnosis, advice is provided by the Sensory Support Services, (Visual Impairment and Hearing Impairment) and the Physical Difficulties Support Service (PDSS) https://accesstoeducation.birmingham.gov.uk/sensory-support/

How we check it is working

- Using school monitoring and tracking procedures e.g. teacher observations, pupil assessments, attendance, attendance monitoring, learning walks
- Conversations with the pupil and their parents/carers about their learning
- Termly review of need where appropriate
- Further and more specialist assessments will be undertaken for the pupils receiving more focused teaching and support
- Termly Reviews of Plans

How does Bishop Vesey's identify and assess SEN?

At Bishop Vesey's we value relationships and this is at the heart of everything we do. Knowing each student as an individual allows us to identify and assess at an early stage. Bishop Vesey's follows a graduated approach (Assess, Plan, Do and Review) as recommended in the 'SEN and Disability Code of Practice: 0 to 25 years 2014'.



How important is my involvement in the education of my child with Special Educational Needs at Bishop Vesey's Grammar School?

Education is a partnership between the child, parents/carers and school. Bishop Vesey's seeks to establish good communication with parents/carers and involve them in their children's learning. Research shows that this enhances children's happiness, confidence and achievement. Parents/carers will be informed if their child is going to get additional support and will be invited into school to discuss how home and school can work together. Parents/Carers are strongly advised to use the school website to keep up to date with general information and to attend parent's evenings and any other additional meetings to support their child within school. Bishop Vesey's recognises that parents/carers hold key information and have unique knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them.

How is progress measured for pupils with SEN?

Bishop Vesey's academic reporting process measures the progress of all pupils, including those with SEND. Heads of Department, overseen by the Senior Leadership Team, are responsible for monitoring progress and identifying underachievement. The Head of Department is responsible for reviewing the data for pupils with SEND and liaising with subject teachers/the SEND team, as appropriate, to ensure that suitable provision is being made.
Where pupils receive additional provision, progress is monitored by the staff involved and provision is adjusted accordingly. Pupils on the SEND register have a pupil profile which is reviewed regularly. The profile details the specific area of need of the pupil, the strategies and/or interventions required, as well as the baseline data.
Education and Health Care plan (EHCP) reviews take place annually as outlined in the Code of Practice guidelines. Views of the pupil and their parents/carers are essential in assessing the impact of additional support provided.
Parents/carers are able to discuss the progress of their child with subject teachers as well as the SENCO, by making an appointment throughout the year. Parents/carers also have the opportunity to discuss their child's progress at half-termly SENCO Drop in's. Urgent concerns can be discussed by appointment with the SENCO.

How does the school get more specialist help for pupils if they require it?

Additional support can be accessed from the school's pastoral team, senior leadership team and the SENCO. However, specialists may be involved when a pupil continues to make little or no progress despite evidence based SEN support. Specialists may also be involved to advise school staff on early identification of SEN.
These are the agencies that work within our school and the pupil's parents/carers will always be involved in any decision to involve specialists:

Language, Learning and Strategic Support TeamSupport for pupils with cognition and learning difficulties.
Contact:
Via school SENCO
For further information on Access to Education, Telephone: 0121 303 8288
Web: https://accesstoeducation.birmingham.gov.uk/

Communication and Autism Team (CAT)
Specialist support for pupils with a diagnosis of Autistic Spectrum Condition (ASC).
Contact:
Via school SENCO
For further information on Access to Education, **Telephone**: 0121 303 1792
Email: birminghamaethubtraining@birmingham.gov.uk
Web: https://accesstoeducation.birmingham.gov.uk/

Speech and Language Therapy
Citywide service for pupils with communication difficulties.
Contact:
Via school SENCO
West Midlands Speech & Language Therapy Service
Moseley Hall Hospital, Alcester Road, Moseley, Birmingham, B13 8JL
Telephone: 0121 466 6256, Web: http://wmspeechtherapy.co.uk/

Forward Thinking Birmingham (FTB)
Mental health support from 0 - 25 years.
Contact: Via school SENCO
For further information, **Telephone**: 0300 300 0099,
Web: https://www.forwardthinkingbirmingham.org.uk

Sensory Support (hearing or visual impairment)
Specialist support for pupils with a sensory impairment.
Contact:
Via school SENCO
For further information on Access to Education, **Telephone: 0121 303 1792**
Email: A2Egeneral@birmingham.gov.uk Web: https://accesstoeducation.birmingham.gov.uk/

Physical Difficulties Support Service (PDSS)
Specialist support for pupils who may require physical accommodations to access education.
Contact:
Via school SENCO
For further information on Access to Education
Telephone: 03030 402 040, **Email**: DRC@disability.co.uk Web: https://www.disability.co.uk/

School Nurse
Provides care plans for pupils with long-term health conditions which impact on their education.
Contact:
Via school SENCO

How can I get additional support as a parent/carer?

SENDIASS (Formerly called Parent Partnership Service)
Provides quality and impartial advice to parents, children and young people to ensure they can fully participate in all education, health and other care decisions.
Contact:
Via school SENCO
Telephone: 0121 303 5004
Email: sendiass@birmingham.gov.uk

How will my child with SEND be supported through transition?

We are aware that transition can present particular difficulties for pupils with SEND.
For pupils moving from Year 6 to Year 7 our SENCO liaises with the SENCO at your child's primary school to support them through this important transition:

- Where possible visits to primary schools are made by the Designated Safeguarding Lead and the SENCO in the summer term to meet new pupils. Where appropriate, the SENCO will also attend EHC Plan reviews for children who have been offered a place at Bishop Vesey's.
- All pupils are invited to attend Year 6 Induction Day in July.
- Pupils with additional needs are invited to come into school for an additional visit if required. This can be with parents/carers or staff from the current schoolmeet the SEND team. This day allows everyone to get to know each other better.
- Pupils with more complex needs are invited to make additional visits to school by arrangement with the SENCO

In years 9, 11 and 13 transition planning takes place for students with EHCPs . They have access to independent careers advice and specialist support services, as required (e.g. teacher of the deaf). Where appropriate, pupils are assessed for exam access arrangements and these are established as a students Usual Way of Working and evidence is gained

How does Bishop Vesey support pupils with an Education and Health Care Plan?

Pupils who already have an Education and Health Care plan:
Provision for pupils who already have an EHCP will be in accordance with the statutory guidelines. Pupils and their parents/carers are encouraged to visit the school to discuss the provision that Bishop Vesey is able to offer.
EHCPs are reviewed annually with the outside agencies involved, using a person centred approach where apporpriate For students transitioning between Key Stages 3 and 4, this will take the form of a 'Pathway' where career and future aspirations will also be considered within the provision. Pupils will have two other less formal reviews during the year to discuss targets and ensure that provision is working.

Applying for a new EHCP:
If the SENCO, parents/carers and outside agencies agree that the pupil is not making progress, despite a high level of targeted and personalised support, it may be appropriate to apply for an EHCP. Bishop Vesey's follows the procedures and guidelines laid out on the Birmingham website when undertaking this process, with guidance from the educational psychologist and SENAR.
The student may be making academic progress but there might be other reasons that a student requires a higher level of support than is ordinarily available (OAG) within

school. This will be an application using a collaborative approach ensuring the student is kept at the centre of everything that we do

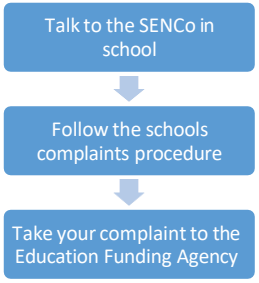
How does Bishop Vesey's ensure that children with disabilities have equal access?

Bishop Vesey's complies with section 69 (2) of the Children and Families Act, which describes the arrangements for the admission of disabled pupils. For more information, please read the following documents which are available on the school website under SEND:

Bishop Vesey's Grammar School Accessibility Plan 2020

What should I do if I have a complaint about how my child's SEND are being met and how will my complaint be dealt with?

Both staff and governors are committed to resolving complaints as quickly as possible. If possible, concerns and complaints will be handled and resolved informally, by your child's SENCO, without the need to make a formal complaint. If you are dissatisfied with informal attempts to resolve your complaint and you wish to take the matter further, a formal complaints procedure will need to be started.
Further information can be obtained from the school website:



Who is the named Governor responsible for Special Educational Needs at Bishop Vesey's Grammar School?

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.

Mr Mark Maybury is the named Governor for SEND at Bishop Vesey's Grammar. Mr Maybury receives an annual report from the Head Teacher and the SENCO detailing the provision made and outcomes for pupils with SEND. Governors have a responsibility to challenge, support and advise the Head Teacher if outcomes are not being met. Mr Maybury's's contact is m.maybury@bishopveseys.bham.sch.uk

Approved FGB: October 2025