



BISHOP VESEY'S GRAMMAR SCHOOL

Special Educational Needs Policy

Review prepared by:	Assistant Head i/c Student Welfare
Previous Review date/by whom	Learning and Teaching Committee 23 April 2018; Ratified by Full Board of Governors 9 th July 2018
School's next annual review date/by whom:	Summer 2020 by Full Board of Governors
Approved by Full Board of Governors	8 July 2019
Signed by Chair of the Board of Governors:	



SPECIAL EDUCATIONAL NEEDS POLICY

1. RATIONALE

1.1 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 as outlined in the Special Educational Needs Code of Practice 2015. It has also been written bearing in mind the SEN and Medical Categories Guidance January 2019.

1.2 This policy has also been written with the United Nations Convention of the Rights of The Child in mind. All of our policies consider Articles 3 and 28- the child's best interests and the right of the child to an education. This policy also reflects Articles 2 and 29- every child has the right to have their abilities and interests developed

2. CONTEXT

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 a the teacher / school to make specific alterations to their teaching and/or the learning environment (special teaching). 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.

3. AIMS

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need in all the areas outlined under the Special Educational Needs Code of Practice 2015 and the SEN and Medical Categories Guidance 2019. This will be achieved through achieving the following (specific) outcomes:

- Making Special Educational Needs provision an integral part of our School Development Plan
- Enable identified pupils with Special Educational Needs to reach their full potential.
- Enable successful transition of Special Educational Needs pupils beyond their life in the school.
- Reduce barriers to achievement and offer a variety of alternative curricula in Key Stages 3, 4 and 5 to meet the needs of the individual.
- Each Pupil to have an individual learning programme when appropriate. This could be in the form of an Educational Health Care Plan (EHCP), a pupil profile or guidance for teachers to follow.



- Arrange specialised provision for pupils with Special Educational Needs in year groups to meet the needs of groups with low-level achievement
- Enable all Special Educational Needs students to join in the activities of the school together with pupils who do not have Special Educational Needs, as far as is reasonably practical.
- Ensure that appropriate staffing and funding is in place for pupils with Special Educational Needs.
- Ensure that all governors, particularly the Special Educational Needs governor, are up to date and knowledgeable about the School's Special Educational Needs provision.
- Full Governing Body involvement in the future development and monitoring of this policy.
- Developing a complementary and consistent Disability Equality scheme that reflects the legal duty of the Governing Body to promote equality of opportunity between disabled people and other people.

4. ROLES, RESPONSIBILITIES AND MONITORING REQUIREMENTS

- The Headteacher (Dominic Robson), Special Educational Needs Co-ordinator (Matt Randle), the Designated Senior Person in charge of Safeguarding and Child Protection (Kate Steadman) and the School's leadership team has responsibility to ensure the implementation of the Special Educational Needs Policy. Individual teachers have a duty to ensure that they check the Special Educational Needs list and then implement the EHCP and/or pupil profiles within their classroom. Everyone has collective responsibility for this and all teachers are required to provide high quality first teaching and monitor progress.
- The appointed governor for Special Educational Needs plays a vital role in ensuring that Special Educational Needs stays on the Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with Special Educational Needs. This includes making all staff who are likely to teach these pupils aware of those needs.
- The responsible Governing Body Committee shall receive regular reports from the Headteacher, Special Educational Needs Co-ordinator (SENCO) and the Designated Senior Person on the practical implementation of this policy, highlighting any issues of concern and follow up actions.
- The full Governing Body shall receive an annual report from the relevant Governing Body Committee as part of its wider monitoring and evaluation role. This report will also be used to inform the required (annual) review of this policy.



5. LEADERSHIP AND MANAGEMENT

- The Governing Body and the Leadership Team will set a clear ethos, which reflects the School's commitment to Special Educational Needs provision and the Every Child development are monitored in line with the guiding principles of this Special Educational Needs Policy.
- An abbreviated copy of the School's Special Educational Needs Policy will be communicated to parents and students via website, newsletter, school comms, parents evening and displays around school.

6. ETHOS

The school will build an inclusive ethos that is underpinned by aiming for the following outcomes to be achieved for all students:

- Healthy
- Safe from harm
- Engaged in learning and achievement
- Free from crime
- Free from the impact of poverty

7. STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training.