



# BISHOP VESEY'S GRAMMAR SCHOOL

## Special Educational Needs and Disability (Inclusion) Policy

Staff covered by this procedure:	Teaching and Support Staff
Policy prepared by:	SENCO – Emma Sly
Approved by and date:	Full Board 1 February 2021 Full Board 31 January 2022 Full Board 30 January 2023
Date of Next Review/by whom	January 2024 by Full Board

## **Special Educational Needs and Disability Policy (inclusion)**

### **1. RATIONALE**

1.1 The Governing Body of 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.

1.3 In addition, please refer to the other relevant policies:

- Equality and Diversity Policy
- Safeguarding Policy
- Accessibility Plan

All the above policies can be found on the school website.

### **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 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**

3.1 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.

3.2 This will be achieved through achieving the following outcomes:

- making Special Educational Needs provision an integral part of our School Development Plan;
- enabling identified pupils with Special Educational Needs to reach their full potential,
- enabling successful transition of Special Educational Needs pupils beyond their life in the school;
- reducing 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 a one page profile when appropriate. Arranging specialised provision for pupils with Special Educational Needs;
- enabling all Special Educational Needs students to join in the activities of the

## **Special Educational Needs and Disability Policy (inclusion)**

school together with pupils who do not have Special Educational Needs, as far as is reasonably practical;

- ensuring that appropriate staffing and funding is in place for pupils with Special Educational Needs;
- ensuring 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;
- Ensuring that the special educational needs of pupils are identified, assessed and provided for;
- Identifying the roles and responsibilities of staff in providing for a pupil's Special Educational Needs;
- ensuring pupils are partners with school and parents/carers in the decision making about their education and to ensure that parents/carers are able to play their part in supporting their child's education;

### **4. OBJECTIVES**

- To implement the SEN and Disability Code of Practice 0-25 years (January 2015)
- To respond to the requirements of any Educational Health and Care Plan relating to a pupil on roll.
- To adhere to the Birmingham Local Authority (LA) guidelines for Inclusion.
- To implement the Equalities Act 2010.
- To maintain a register of pupils with Special Educational Needs and Disabilities.
- To liaise with outside agencies to assist in making appropriate provision for children with Special Educational Needs and Disabilities.
- To establish a good communication system, both within school and between school, external agencies, governors and parents/carers (Stakeholders).

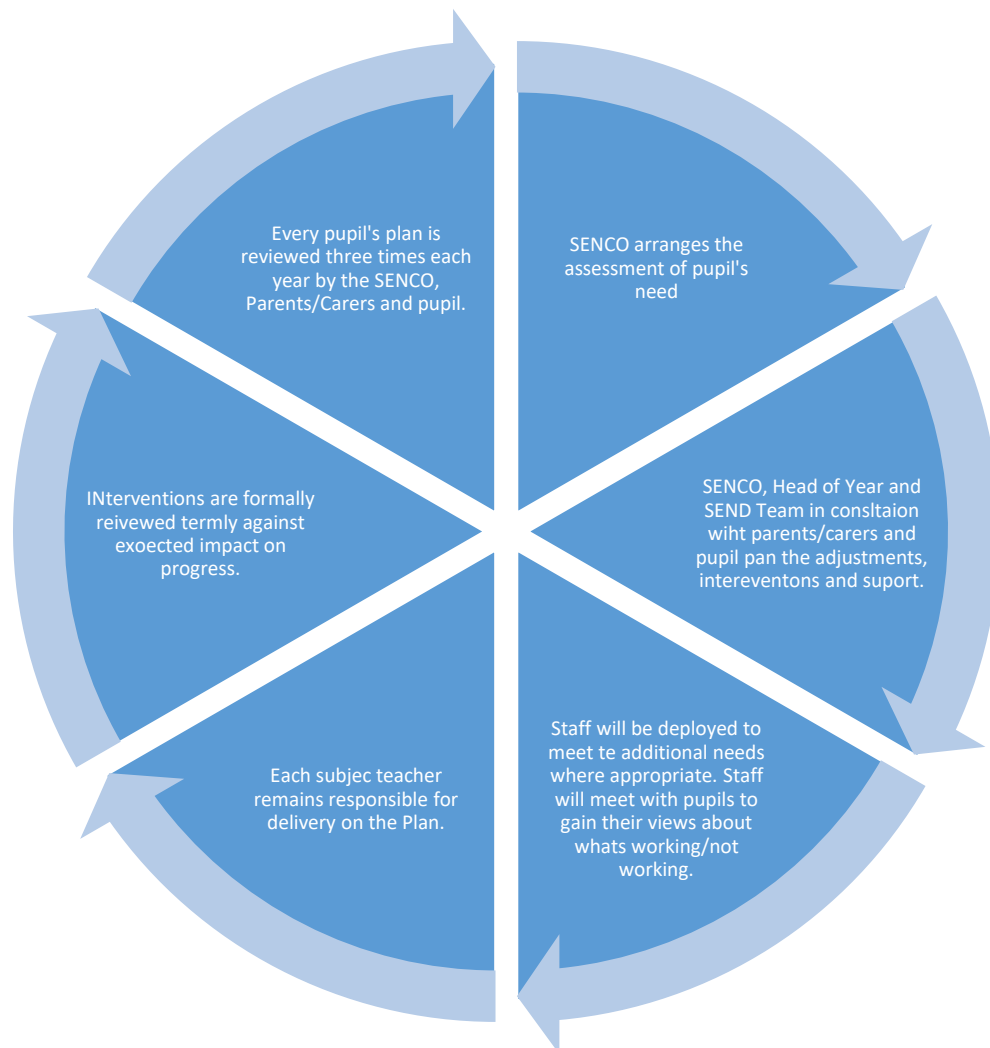
### **5. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

- 5.1 Clear procedures exist within school to identify a pupil's special educational needs under the broad areas of need: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, and sensory/physical needs. The purpose of the identification is to plan and where appropriate provide provision.
- 5.2 Pupils who need additional support will be placed on the Whole School SEND dashboard which sits within the Whole School Provision Map. Parents/Carers of those pupils will be informed and an appointment made with the SENCO to discuss their child's special educational needs and provision. Every endeavour will be made to make reasonable adjustments for pupils who may have a disability under the Equalities Act 2010. Pupils who need specialist help at a level which school is unable to provide are referred to an appropriate outside agency.

## Special Educational Needs and Disability Policy (inclusion)

### 6. A GRADUATED APPROACH TO SEND SUPPORT

Bishop Vesey's Grammar School practices the recommended graduated approach of: Assess, Plan, Do and Review



### 7. SEND SUPPORT

7.1 Interventions are provided that are additional to or different from those provided as part of our school's differentiated and quality first teaching approach. Referrals for support are triggered by concerns raised by staff about a student who, despite receiving high quality teaching and differentiated learning opportunities:

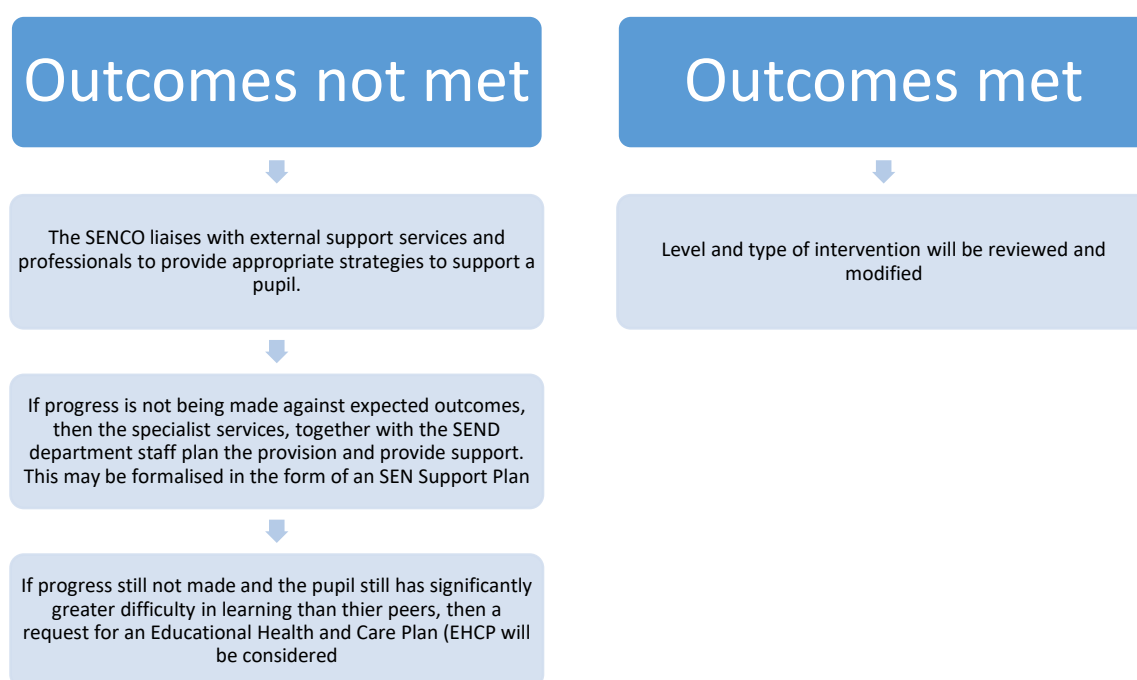
- makes little or no progress even when approaches are targeted particularly in pupil's identified area of development;
- shows signs of difficulty that result in low level of progress or attainment;
- has sensory/physical difficulties and continues to make reduced progress despite provision of specialist equipment and provision,
- has communication/interaction difficulties, and/or continues to make limited/no progress despite provision of high quality teaching.

## Special Educational Needs and Disability Policy (inclusion)

7.2 Concerns can also be triggered by parents/carers or pupils themselves. Listening to our pupils/parents/carers is an essential partnership at Bishop Vesey's.

7.3 The SENCO facilitates further assessment of the pupil's specific needs. The SENCO plans future support and expected outcomes for the pupils in discussion with colleagues. The action taken is monitored and reviewed against the outcomes. The pupil's teachers remain responsible for working with the pupil on a daily basis and for planning and delivering the curriculum and assessing progress.

7.4 All members of staff are directed to SIMS and the Whole School Provision Map where the needs of the pupil, level of support provided, relevant assessment data and strategies for supporting the pupils to achieve are kept. Parents/carers are consulted and kept fully informed of the action taken to help their child, and the outcomes of the actions.



## 8. TRAINING AND RESOURCES

8.1 Keeping staff up to date with changes in SEND policy and practice is essential to achieving successful outcomes for pupils with SEND. SENCO will ensure that all teaching staff and other relevant staff are aware of a pupil's specific SEND. The training is delivered by school staff with specialist knowledge and experience as well as by external agencies.

8.2 Funding for pupils with an EHCP and SEN Support Plan is accessed via the Local Authority funding route which is allocated to the school depending on the individual needs of the pupil. Requests for additional support and provision is currently being reviewed by the Birmingham Local Authority. Pupils from outside authority will be able to access funding via EHCP pathway. Pupils with an EHCP may have a personal budget identified by the Local Authority. The Local Authority can provide details about personal budgets in their local offer <https://www.localofferbirmingham.co.uk/>

## Special Educational Needs and Disability Policy (inclusion)

### 9. ROLES, RESPONSIBILITIES AND MONITORING REQUIREMENTS

- 9.1 The Headteacher Special Educational Needs Co-ordinator the Designated Safeguarding Lead and the School's senior 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.
- 9.2 The appointed governor for Special Educational Needs plays a vital role in ensuring that Special Educational Needs is included in all Full Board meeting agendas 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.
- 9.3 The Learning and Teaching Committee shall receive regular reports from the Headteacher, Special Educational Needs Co-coordinator (SENCO) and the Designated Safeguarding Lead on the practical implementation of this policy, highlighting any issues of concern and follow up actions.
- 9.4 The full Governing Body shall receive an annual report from the SENCO as part of its wider monitoring and evaluation role. This report will also be used to inform the required review of this policy.

### 10. LEADERSHIP AND MANAGEMENT

- 10.1 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 and ensures these are monitored in line with the guiding principles of this Special Educational Needs Policy.
- 10.2 This policy will be available to all students, parents and carers on the school website. This Policy is supported by the SEND Information Report which is updated annually and also available on the school website. <https://bvgs.co.uk/policies-2/>

### 11. ETHOS

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

- physically and mentally healthy
- safe from harm
- engaged in learning and achievement
- free from crime
- free from the impact of poverty

## **Special Educational Needs and Disability Policy (inclusion)**

### **12. STAFFING AND PROFESSIONAL DEVELOPMENT**

The Senior 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. The policy will be updated regarding any statutory changes. This will be reflected in the framework of professional development and staff training.