

University of Birmingham School Special Education Needs (Disability), Care and Inclusion Policy

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Part 1 - Introduction

1 Philosophy

- 1.1 At the University of Birmingham School we aim to be as inclusive as possible and endeavour to support all of our students, including those who have special education needs and disabilities, at any time during their school lives.
- 1.2 The School seeks to raise achievement, remove barriers to learning and to increase physical and curricular access for all.
- 1.3 All students with SEND are valued, respected and equal members of the School.
- 1.4 As such, provision for students with SEND is a matter for the School as a whole.
- 1.5 All teachers are teachers of every student including those students with Special Educational Needs and Disabilities.
- 1.6 However, we believe that students with special needs and disabilities may, at times, require extra resources if they are to achieve their potential.

2 Principles and Objectives

- 2.1 Our vision for the School is firmly rooted in excellence for all, and thus the University of Birmingham School will be an inclusive learning environment, with our provision meeting the individual needs of students with SEND.
- 2.2 We will ensure the Personal Learning and development Programme will be used to raise awareness of SEND so that all pupils and students have a clear understanding of the differing needs of members of their School community.
- 2.3 We will ensure that all students will have access to a broad and balanced curriculum, which is differentiated to make it appropriate and engaging to each individual's needs and abilities.
- 2.4 The provision for meeting special educational needs will, as far as is practicable, be delivered in the mainstream environment through different teaching and learning styles, plus tailored support including additional staff, in line with best practice.
- 2.5 We will work in partnership with the student's parents and carers and other external professional agencies to provide for the student's individual needs.
- 2.6 The Governing Body and staff of the School will endeavour to ensure that all students enjoy a broad, balanced and relevant curriculum, which will be differentiated to meet individual needs.
- 2.7 In Year 7, and in our pre-arrival induction processes, early identification of all students requiring support is a central aspect of our approach, and will begin when we liaise closely with primary school teachers to understand the students coming to the University of Birmingham School.
- 2.8 As student's progress through the School, the use of groups and grouping, additional adult support and support interventions, as well as bespoke learning materials and equipment, will all be utilised to meet individual needs.

- 2.9 Students will experience online testing of their literacy and numeracy attributes through such programmes as STAR Literacy and Maths to support expert identification of issues by staff.
- 2.10 The School intends to draw on a unique combination of strengths to support students in SEND, with the University's School of Education housing one of the foremost Departments for Special Needs and Disability in the country.
- 2.11 Background information on Special Educational Needs, literacy, numeracy and EAL will form a key element of every new teacher's induction.
- 2.12 All staff will have ongoing training and development to support them in teaching students with these specific needs as part of their normal classroom planning and practice.
- 2.13 While the core approach will be to provide such support in mainstream classes there may be occasions where individuals need specific help away from class.
- 2.14 Individual needs will determine the approach used.
- 2.15 Equally, staff will ensure that all these processes are handled in ways that avoid labelling and stereotyping.
- 2.16 Special Educational Needs staff, including Individual Support Teachers and Teaching Assistants will be available, as the School grows to full capacity, to support and advise teachers, in and out of class.
- 2.17 The objectives of the governing body in making provision for students with special educational needs are:
- a) To enable students with SEND to maximise their achievements;
 - b) To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed;
 - c) To develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the students;
 - d) To work in partnership with parents/carers to enable them to make an active contribution to the education of their child;
 - e) To maximise the potential for ICT for students with SEND;
 - f) To ensure successful transition to reach their potential, become flourishing citizens who make a successful transition into adulthood (whether into employment, further or higher education or training).
 - g) for students with SEND, and;
 - h) To take views and wishes of students into account.
- 2.18 Our policy complies with the statutory requirement laid out in the Equality Act 2010: advice for schools DfE Feb 2013, and the SEND Code of Practice 0 – 25, 2014.
- 2.19 The School staff will also refer to the following policies/guidance:
- a) Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014);
 - b) The School's Equality and Inclusion Policy;
 - c) Local Authority and School Offers for SEND;
 - d) The School's Safeguarding Policy;
 - e) The School's Accessibility Plan, and;

f) National Teachers Standards (2012).

3 Definition of Special Educational Needs and Disability (SEN/D):

- 3.1 Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.
- 3.2 Students have *difficulty accessing the curriculum* if they:
- Have significant difficulties in learning in comparison with the majority of children of the same age.
 - Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- 3.3 Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents, carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.
- 3.4 Lack of adequate progress may be indicated by:
- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
 - Working at standards significantly below age expectations, particularly in literacy or numeracy.
 - Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed;
 - Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment, and;
 - Poor communication or interaction, requiring specific interactions and adaptations to access learning.

4 Provision (Curriculum Support) will be achieved by:

- 4.1 Identifying and assessing individual student's needs.
- 4.2 Reporting of students' needs to all members of School staff.
- 4.3 Providing an appropriate curriculum, taking into account:
- National Curriculum (where relevant) and examination syllabuses;
 - Continuity and progression, and;
 - School and Departmental Development Plans.
- 4.4 Delivering an appropriate curriculum, taking into account:
- The use of suitable teaching materials;
 - The use of suitable technology (hardware, peripherals and software packages) together with appropriate technical support to meet the needs of SEND pupils and students;
 - Effective, differentiated teaching strategies;

- d) A supportive learning environment, and;
 - e) Encouraging a positive self-image.
- 4.5 Providing learning support through:
- a) Curriculum development;
 - b) Support teaching;
 - c) Bespoke training, and;
 - d) INSET.
- 4.6 Using outside agencies where necessary and appropriate.
- 4.7 Monitoring individual progress and making revisions where necessary.
- 4.8 Ensuring that parents and carers understand the process and involving them in the support of their child's learning.
- 4.9 Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
- 4.10 Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
- 4.11 Teaching Assistants and teachers collaborate effectively.

Part 2 - Structural Arrangements

5 Responsibility for the Leadership and Co-ordination of SEND Provision

- 5.1 Mrs K Campbell (National SENDCo Qualification holder) is the School's Special Needs Co-ordinator. She will provide support and advice for all staff working with special educational needs students.
- 5.2 The Chair of the Pastoral Liaison Governor Sub-Committee is the 'link' governor for SEND.

6 Roles and Responsibilities:

- 6.1 The roles and responsibilities of school personnel with regard to special educational needs are given below.
- 6.2 They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- a) In partnership with the Principal, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND;
- b) Ensuring, through the Performance Development process, that the Principal sets objectives and priorities in the School Development Plan, which includes provision for SEND;
- c) Monitoring the policy through the school's self-review procedures;
- d) All governors are informed of the school's provision, including funding, equipment and staffing, and;
- e) Reporting annually to parents on the school's policy through the website.

SEND Governor:

- a) Making sure that the Governing Body are aware of SEND issues and ensure the School have the necessary resources to support children and young people with SEND.
- b) If a situation arises where a parent or carer has a complaint about the provision for SEND, the SEND Governor will be involved in ensuring the complaints procedure is followed in order to resolve the parent or carer's concern.

The Principal:

- a) Setting objectives and priorities in the School Development Plan, which includes SEND;
- b) Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources, and;
- c) Informing the Governing Body.

SENDCo:

- a) Disseminating information and raising awareness of SEND issues throughout the school;
- b) Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy;
- c) Managing and developing the roles of Teaching Assistants, through training and Performance Development;
- d) Screening and identifying students;
- e) Coordinating provision for students;
- f) Supporting the teaching and learning of students with SEND;
- g) Keeping accurate records of all students with SEND;
- h) Drawing up, reviewing and monitoring Pupil Profile Sheets for those with SEND and others, as required;
- i) Monitoring departmental delivery of the SEND Policy;
- j) Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants;
- k) Being responsible and accountable for the whole-school SEND resources and sharing with the Principal and the Director of Operations responsibility for the allocation of funding devolved directly from the Education Funding Agency;
- l) Oversee the annual SEND reviews process and chair the meetings;
- m) Liaising with parents and carers of students with SEND;
- n) Liaising with and advising fellow teachers and support staff;
- o) Contribute to the initial teacher education and training programme;
- p) Liaising with schools including feeder primaries and specialist settings;
- q) Liaising with other SENCOs, both locally and nationally;
- r) Liaising with outside agencies;
- s) Assessment of learning difficulties and testing for exam access arrangements;
- t) Contributing to in-service training and external training (as appropriate), and
- u) Being involved in preparing the SEND report, which forms part of the Principal's Autumn Term

Report to the Governing Body.

Subject Leaders:

- a) Departmental Practice to ensure the needs of students with SEND are met in their subject to include the writing or contribution to the writing of Education, Health and Care Plans according to the school's SEND Policy;
- b) Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work;
- c) Ensuring appropriate teaching resources for students with SEND are purchased from department capitation, and;
- d) Raising awareness, of college responsibilities towards SEND.

All other staff - "All teachers are teachers of special needs":

- a) Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SENDCo/Learning Support Team;
- b) Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes;
- c) Ensuring Pupil Profile Sheets are considered in lessons;
- d) Monitoring progress of students with SEND against agreed targets and objectives;
- e) Report the progress and attainment of students with SEND as part of the Annual Department Performance Review;
- f) Be fully aware of the school's procedures for SEND, and;
- g) Raising individual concerns to SENCO.

Teaching Assistants:

- a) Support students with SEND and the wider school population.
- b) Plan and deliver individualised programmes where appropriate:
 - Monitor progress against targets;
 - Assist with drawing up individual plans for students and supporting pupil profile information document development, as required;
 - Contribute to the review progress, either in person or with a written report;
 - Work with small groups in or out of the classroom, under the direction of the class teacher;
 - Support students on Educational Visits, as required, and;
 - Jointly plan with teachers, where appropriate.

Other

- a) Communicate SEND issues to and from the University of Birmingham School;
- b) Raise awareness of SEND issues at Departmental, Pastoral and Senior Leadership Team meetings;
- c) Keep departmental documentation up to date, and;
- d) Attend meetings as required.

7 Admission Arrangements

- 7.1 The University of Birmingham School provides for students with a wide range of abilities and/or difficulties.
- 7.2 Places for children with or without a special educational need are allocated in line with the whole School Admissions Policy of the Governing Body.
- 7.3 Admission arrangements are outlined in the prospectus and published on the school website and in the Local Authority Admissions Booklet.

8 Inclusion

- 8.1 At the University of Birmingham School, all students irrespective of ability, race, gender or need, are respected and valued as individuals.
- 8.2 This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience.
- 8.3 Students with SEND will be integrated and included fully into the life of the School as a whole, including its social and cultural activities.
- 8.4 The School believes that:
 - a) the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
 - b) staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice, and;
 - c) the family and community should work together.
- 8.5 All students have the entitlement to a broad, balanced and relevant curriculum.
- 8.6 All students with SEND are planned to be taught for most or all of the week with their peers in mainstream classes by subject teachers and study the appropriate curriculum, as is appropriate and identified in their ILP.
- 8.7 In Year 7, students will be grouped by form for all subjects with the exception of Art, Computing, Design Technology and Music.
- 8.8 The School is currently discussing grouping arrangements for Years 8 onwards.
- 8.9 The sizes of the classes should be no more than 25 (the final numbers are dependent on Admission Appeals) allowing more individual support and attention.
- 8.10 All teaching and support staff are aware of the need to consider the National Curriculum Inclusion Statement in their planning and teaching to strive to:
 - a) Provide suitable learning challenges;
 - b) Meet students' diverse needs, and;
 - c) Remove barriers to learning and assessment.
- 8.11 In addition to the statutory curriculum, the School provides a broad programme of compulsory enrichment activities and other optional extra-curricular activities.

- 8.12 Enrichment activities will be timetabled to allow students to experience activities that would normally sit outside a traditional curriculum.
- 8.13 Staff will strive to ensure equal access to these activities for all students, including making reasonable adjustments for those with physical disabilities.
- 8.14 As part of the extended provision, a study club will be provided on campus on every school day between the end of the school day and 6pm. Students will have access to ICT and will be given academic and pastoral support to aid progress and build confidence. Study club is open to all students.

9 SEND Facilities

- 9.1 The Individual Learning Department is based on the first floor and includes an SEND Resource Base and office for the SENDCo and Teaching Assistant team to use, as well as a small group / interview room, large SEND group room and wheelchair / appliance store.
- 9.2 It is immediately adjacent to the lift.
- 9.3 Meetings and planning will take place here.
- 9.4 Most teaching will take place within classrooms, with occasional withdrawal immediately outside the classroom as required; all clusters have 'break-out' seating and tables to accommodate this.
- 9.5 All rooms will be appropriately resourced for ubiquitous use of ICT as per our ICT strategy and policy.
- 9.6 Disability access: the school is fully DDA compliant.
- 9.7 No curriculum activity will exclude any student due to any disability or learning need.
- 9.8 Accessible toileting and hygiene facilities is provided, including an SEND Therapy room on the ground floor, disabled toilets distributed throughout the building and appropriate changing facilities.

10 Complaints Procedures

- 10.1 All complaints will be treated seriously and investigated appropriately in line with the School's Complaints Policy.
- 10.2 As part of our duty of care, the School will endeavour to ensure that parents and carers are fully informed at the outset of their time working with the University of Birmingham School of the existence of a variety of sources of support and advice through our website, information sharing, parents and carers' evenings and other mechanisms.
- 10.3 These organisations may include the Parent Partnership Service, Mediation services, the SEND Tribunal, ACE (Advisory Centre for Education), IPSEA (Independent Parental SEND Advice) and other specialist charities such as BDA (Dyslexia), SCOPE, NAS (Autism).

11 Monitoring and Evaluation of this Policy

- 11.1 The School, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work.

- 11.2 The SEND policy will be reviewed and updated on an annual basis.
- 11.3 The department will complete a self-evaluation document that is monitored by the Principal and Governing Body.
- 11.4 The School will employ a series of methods to gather data for analysis including:
- a) Observation of teaching (including Performance Development observations;
 - b) Analysis of the attainment and achievement of students with SEND;
 - c) The views of parents and students at progress and review meetings;
 - d) Key Stage 3 Teacher Assessment Levels and GCSE results;
 - e) Post-16 and 18 destinations of students with SEND;
 - f) Maintenance of assessment records e.g. reading and spelling ages that illustrate progress over time;
 - g) Regular meetings with subject leaders, pastoral leaders, teams and teaching assistants;
 - h) Self-review document for the Governing Body;
 - i) Departmental Development Plans;
 - j) Evidence of planning and targeted expenditure for SEND;
 - k) The SENDCo reviewing procedures in consultation with subject, pastoral leaders and outside agencies;
 - l) Feedback from departments, pastoral staff and outside agencies, and;
 - m) Number of complaints received.
- 11.5 In association with the Principal, the SENDCo produces an SEN information annual report which is included in the Principal's Autumn Term report to the Governing Body.

Part 3 - Identification, Assessment and Provision

12 Identification

- 12.1 The University of Birmingham School will support the needs of a range of pupils including those with SEND. Such needs include:
- a) Cognition and learning;
 - b) Communication and interaction;
 - c) Social emotional and mental health difficulties, and;
 - d) Sensory and physical/medical needs.
- 12.2 In consultation with parents, carers and other adults working with the pupil/student (e.g. teaching assistant, learning support assistant) an appropriate programme of support will be drawn up.
- 12.3 The purpose of identification is to work out what action the school needs to take rather than to fit a pupil into any specific category.
- 12.4 The School aims to identify the needs of our pupils by considering the whole child and taking into consideration a variety of factors which may also act as barriers to learning, such as:
- a) Attendance and Punctuality;

- b) Health and Welfare;
 - c) EAL (English as an Additional Language);
 - d) Being in receipt of Pupil Premium Grant;
 - e) Being a Looked After Child, and;
 - f) Bereavement.
- 12.5 Some pupils with disabilities or medical concerns may have learning difficulties that call for special educational provision.
- 12.6 However, not all children deemed to be disabled will require this provision.
- 12.7 A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010.
- 12.8 We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 12.9 The school uses the **graduated response** as outlined in 'The Code of Practice 0-25' (2014) to help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND area.

13 New Intake Students in Year 7 - Primary Liaison

- 13.1 Relevant feeder primary schools are contacted and visited in the year prior to transfer.
- 13.2 Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC Plan is referred to the SENDCo.
- 13.3 Contact will then be made with the primary school.
- 13.4 The relevant Local Authority notifies the School about students who are transferring with EHC plans in the spring of their Year 6.
- 13.5 Where practicable, the SENDCo will attend their Annual Review to ensure a smooth transition is made.
- 13.6 At this meeting, the SENDCo becomes the 'Lead Professional' for the child with an EHC plan.
- 13.7 Relevant information is disseminated to teaching staff before transfer.
- 13.8 All teachers will be given information about students prior to the beginning of the new School year.
- 13.9 This includes Key Stage 2 SATs results, details of any learning difficulties plus advice and strategies to use with individual students in the classroom.
- 13.10 This is known as the 'Individual Learning Plan'.
- 13.11 ILPs will also be made available to supply and cover teachers when the student's teacher is absent.
- 13.12 On entry in September, all Year 7 students take appropriate tests determined by the Principal, to gauge literacy and numeracy levels.
- 13.13 The outcomes of the tests will be communicated to Form Tutors, subject teachers, learning support staff and mentors to support an understanding of 'baseline' performance. This can help highlight any students whose special needs have not previously been recognised. New entrants at other times of the year may also be tested if insufficient information is available from their previous school.
- 13.14 Identification and assessment of need within subject areas is the responsibility of departments. A

standing item on departmental agendas will be the consideration of students, not already identified, whose learning is a cause for concern.

- 13.15 Where a student has a significantly greater difficulty in learning than the majority of children of the same age, or has a disability that hinders the child from making use of the educational facilities within the School, the SENDCo must be informed. Referrals from two or three subjects mean that a student will automatically be assessed for placement on the School's Register of Concern. Appropriate support will be put in place and progress monitored.
- 13.16 Parents may also refer their child to the SENDCo for assessment of apparent learning difficulties.
- 13.17 This should preferably be done via the student's Form Tutor.
- 13.18 If it is thought that sufficient grounds for concern exist, an assessment will be made using a variety of diagnostic tests.
- 13.19 Areas for concern include:
- communication and interaction;
 - cognition and learning;
 - behaviour (emotional and social development);
 - Sensory or physical needs, and;
 - medical conditions.
- 13.20 Individual Diagnostic Assessments will be used for students who are placed on the Summary Sheet List. A variety of tests will be available, including the Access Reading and Schonell Graded Word spelling. This information is made available to members of staff via the SEND area.
- 13.21 Staff Observation:
- Members of staff consult with the SENDCo if they notice students who may need specialist help during the school year.
 - Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
 - The SENDCo may then ask for additional diagnostic assessment to be undertaken for other professionals.
- 13.22 **Referrals by Parents or Carers:**
- A student's parent or carer may express concern.
 - Once information is gathered the process is the same as for staff referrals.
 - All such referrals will be acted upon.

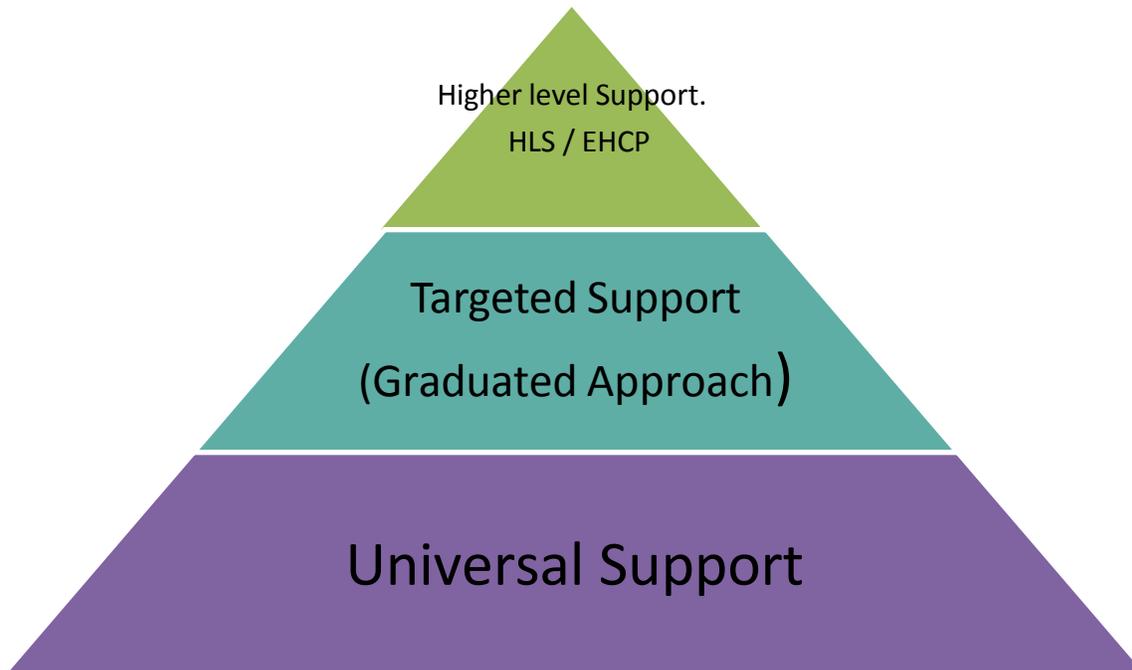
14 Provision

- 14.1 Teaching students with SEND is a whole school response.
- 14.2 Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.
- 14.3 The majority of students at the University of Birmingham School will learn and progress through these

differentiated arrangements.

- 14.4 A '**graduated response**' is adopted for students identified as having SEND.
- 14.5 A level and type of support is provided to enable the student to achieve progress.
- 14.6 Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

A Graduated Approach to SEN Support



14.7 **Graduated Response:**

Wave 1:

Good or outstanding teaching by all teaching staff. For your child this would mean:

- a) That the teacher has the highest expectations for your child and all children in their class;
- b) That all teaching is built on what your child already knows, can do and can understand;
- c) A variety of teaching and learning strategies are in place to ensure your child is engaged in class;
- d) Specific strategies (which may be suggested by the SENDCo) are in place and consistently applied to support your child to learn and make progress;
- e) Your child's teachers will carefully monitor your child's progress and assessment will identify and gaps in understanding/learning which may need some additional support to support them to make the best possible progress.

Wave 2:

Is initiated where students have failed to make adequate progress as identified by the SENDCo through the School's assessment arrangements.

Criteria for Wave 2 include:

- a) Low Numeracy / Literacy scores
- b) Level 3 or below in Key Stage 2 SATs
- c) Teacher's observations
- d) Primary Teachers' comments
- e) Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy;
- Smaller group sessions;
- Appropriate teaching groupings / setting by attainment;
- Group support on a regular basis.
- Key Stage 3 Numeracy, Literacy and Subject booster classes, where appropriate.
- Additional staff training.

Wave 3

- a) Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.
- b) They are requested to:
 - Provide specialist assessments;
 - Give advice on teaching strategies or materials, and;
 - Provide short-term support or training for staff.
- c) The Pupil Profile Sheet is revised and new strategies are put in place following the involvement of student and parents.
- d) Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources.
- e) The application will be evaluated against the 'Crisp' criteria established by the Local Authority/SENAR.
- f) The SENDCo is responsible, on a daily basis, for providing support and mentoring, allocates students with statements a specified amount of support.
- g) The process of target setting, monitoring and reviewing remains the same as at Wave 2 and teaching assistants are fully involved.

14.11 Statutory Assessment/Statements/Education and Health Care Plans

- a) If a pupil is in need of more specialist support from external agencies e.g. Speech and Language Therapy, the SENDCo, will discuss this with parent or carer and obtain their permission then liaise with the appropriate services.
- b) A Higher Level of Support Plan (HLSP) will then be written using information from all the adults who work with the pupil.
- c) The parent or carer will be invited to contribute to the plan and attend all reviews to discuss the outcomes and plan for any further support.
- d) If, after following an HLS plan, a pupil still requires further support or, if he/she has lifelong or significant difficulties, they may undergo a 'Statutory Assessment Process' which is usually requested by the school but can be requested by a parent or carer.
- e) This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.
- f) The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
- g) The application for an Education, Health and Care Plans will combine information from a variety of sources including:
 - Parents and Carers
 - Teachers
 - SENDCo
 - Social Care
 - Health professionals
- h) Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set.
- i) A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an Education and Health Care Plan.
- j) Parents and Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an Education and Health Care Plan.

Further information about outside agencies and EHC plans can be found via the SEND Local Offer:
<https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx>

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by the (Birmingham) Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily

available. The School and the child's parents or carers will be involved in developing and producing the plan.

- b) Parents and Carers have the right to appeal against the content of the EHC Plan. They may also appeal against the School named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

15 Pupil Profile Sheets and Reviews

- 15.1 The strategies that will be employed at Wave 2, Wave 3 and for students with Education and Health Care Plans are recorded in the Pupil Profile and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision.
- 15.2 Not all students with SEND will have a Pupil Profile, their progress is closely monitored.
- 15.3 Contents of the Information Sheet include:
 - a) Access Arrangement information;
 - b) Teaching strategies to be used, and;
 - c) Additional provision to be put in place along with data referring to attainment and specific needs.
- 15.4 The Pupil Profile is communicated to all staff who support the student's learning, to the parents or carers and the student.
- 15.5 Pupil Profile Sheets are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified.
- 15.6 Prior to review, teaching staff return the completed target sheet:
 - a) Outlining the steps they have taken to help students achieve their targets;
 - b) Current assessment information;
 - c) Observations;
 - d) How well the targets have been achieved, and;
 - e) Future concerns and targets
- 15.7 **Continuous monitoring of individual progress**

Monitoring of individual progress is completed rigorously by Pastoral and Subject Review system, individual reviews, screening tests and through procedures described in the School's Assessment Policy.
- 15.8 **Provision of an appropriate curriculum**
 - a) Through their Departmental Development Plans, the SEF and in conjunction with SEN statements, provision for students with SEND will be regularly reviewed and revised.
 - b) It is the responsibility of the individual department at the University of Birmingham School to ensure that the requirements of the School's Curriculum are met for those students with SEND in partnership with the Learning Support Department.

15.9 Provision of Curriculum Support

The Learning Support Department will help subject areas in the following ways (although this is not an exhaustive list):

Curriculum development:

- a) Planning with individual members of staff / departments;
- b) Selection / design and preparation of suitable materials;
- c) Selection / design of teaching strategies.

Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCo will assist by:

- a) Planning appropriate programmes of work;
- b) Preparation of relevant and differentiated materials;
- c) Team and individual teaching;
- d) Helping to facilitate a wide range of teaching and learning styles;
- e) Evaluating and reviewing what has been achieved.

Withdrawal

Some students with special educational needs may be withdrawn 1:1 or, within small group sessions or, to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with the University of Birmingham School's inclusive ethos.

In-service Training

- a) The SENDCo will provide INSET for NQTs and other new staff at the school on Code of Practice procedures at the University of Birmingham School.
- b) Individual departments can ask for INSET from the SENDCo as required, for specific purposes or generic training.
- c) Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

15.10 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- a) Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry;
- b) Funding for specific students to meet their assessed needs;
- c) Delegated and designated budgets;
- d) Also, in some part, the Pupil Premium.

The funds allocated are used to pay for teaching staff, teaching assistants, resources used for learning, and a range of support services. Students with special needs have access to the full range of the School's facilities.

Capitation:

- The SENDCo will be allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

16.1 In school

- a) The SENDCo will liaise closely with individual members of the Senior Leadership Team, Subject and Pastoral Leaders.
- b) Information and concerns are always discussed with the appropriate member of staff.
- c) School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

16.2 Parents

The University of Birmingham School actively seeks to work with parents and carers and we value the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways (e.g. hearing their child read and learning spellings).
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, e-mails, telephone calls or the student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer.

16.3 Pupils

The University of Birmingham School acknowledges the pupil's role as a partner in his/her own education.

- a) Pupils are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- b) Pupils' views are recorded as part of the review process and their views are valued and listened to.

16.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies likely to be used agencies include (*this is not an exhaustive list*):

- Educational Psychologists
- Communication and Autism Team
- Team for Students with Physical Difficulties (PDSS)
- Special Educational Needs Assessment and Review Service

- Dyslexia Assessment and Support
- The Child and Mental Health Service (CAMHS)
- Hearing/Visual Impairment Team
- The School Nurse
- Children’s Social Care (Tel 303 1888)
- Team Around the Child
- Child and Adolescent Mental Health Services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- The Parent Partnership
- The Secondary Behaviour Support Service (BSS)

16.5 **Between Schools**

The SENDCo will liaise with other colleagues:

- a) From local secondary schools to discuss local and national SEND issues.
- b) At Local Authority ‘SENDCo-network’ meetings.
- c) On the transfer of a student with SEND.
- d) Through the national Department for Education hosted ‘SENDCo-forum’ mailing system.

16.6 **Transfer Arrangements**

- a) All documentation about special needs and disability included in a student's record is transferred securely between schools.
- b) The SENDCo deals with specific enquiries.
- c) Additional induction days or meetings in the Summer Term will be arranged as required for all students with SEND and vulnerability factors.
- d) The records of students who leave at the end of Year 11 are kept and stored securely in school.
- e) Documentation relevant to the last review is forwarded to Post-16 placements.

Discrete SEN	Both SEN & Disability	Disability
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<ul style="list-style-type: none"> ▪ Mild dyslexia ▪ Emotional and Behavioural difficulties (social factors) ▪ Mild Dyspraxia ▪ Minor speech impairment ▪ Mild learning difficulties 	<ul style="list-style-type: none"> ▪ Long-term motor impairment ▪ Learning difficulties ▪ Hearing impairment (deaf) ▪ Visual impairment (blind) ▪ Incontinence ▪ Significant dyslexia ▪ Epilepsy ▪ Non-verbal ADD/ADHD ▪ Autism ▪ Other factors – medical / mental health) 	<ul style="list-style-type: none"> ▪ Asthma ▪ Diabetes Cancer recovery ▪ Mental health issues ▪ Disfigurement ▪ Eating disorders ▪ Lack of limbs ▪ Sickle cell anaemia ▪ Gross obesity ▪ Very short stature
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17 Specific matters relating to different Additional Educational Needs

17.1 English as an Additional Language (EAL)

- a) Students identified as requiring support due to having English as an additional language will present on a spectrum of additional need, from those with no understanding of English, to those whose skills prevent them from engaging fully in the curriculum.
- b) The University of Birmingham School will use its links with specialist external agencies, and make others as appropriate, to tailor the resources identified as required to support the accelerated acquisition of English by these students, such that they are able to access the curriculum.

17.2 Students identified as being able, gifted and/or talented

Students identified as requiring support due to having a particular talent, or who are gifted in an area of learning, will be provided with an individual programme of learning, enhanced by a series of links to local and national Gifted & Talented programmes.

17.3 Looked-After students

- a) Students who are, or become, looked-after children (in the care of the Local Authority are at risk of poor attendance and under-achievement academically due to their uncertain home circumstances.
- b) At the University of Birmingham School, we are committed to ensuring that these children will achieve their best through careful support.
- c) Each LAC student will be supported by their Form Tutor who will work closely and supportively with them to identify and help to remove barriers to learning as they arise.

17.4 Students with a physical disability

- a) Students with a physical disability have individualised personal care plans written in consultation with them, their parents, teaching assistants and other professionals (e.g. the Advisory Teacher Service) as follows:

- Manual Handling and Risk Assessment
 - Personal Care Plan
 - Personal Emergency and Evacuation Plans (PEEP)
 - Additional Risk Assessments for School trips
- b) The School will be equipped in a way which will be appropriate to our cohort of students. Equipment and facilities include:
- The building is DDA compliant and therefore fully accessible from wheelchairs (two height adjustable desks in each room/laboratory)
 - Personal care – hygiene and accessible changing room (disabled WC / shower / hoist)
 - ICT resources to support curriculum
 - Adapted teaching spaces
 - Mini-bus and hire coaches to be fitted, where available with a disabled tailgate to allow access to appropriate trips and events

Please refer to our Accessibility Plan

17.5 Students with Speech and Language difficulties

- a) Students with Speech and Language difficulties will be supported through an appropriate programme designed in tandem with the University's Special Needs and Disabilities Department.
- b) This will include, as appropriate, withdrawal for additional support in Speech and Language development, and consideration of the appropriate approach to studying a second language.
- c) The SENDCo is responsible for arranging a rolling programme of training for all appropriate personnel, liaising with the Vice-Principal (Teaching and Learning) as appropriate.

Parents of children with Special Educational Needs and/or Disabilities with complaints, should, in the first instance, contact the school SENCo or a member of the Senior Leadership Team.

[Please follow this link to get to Birmingham City Council's Local Offer Webpage](#)

Further information

To find out more information please view Birmingham's web page: www.mycareinbirmingham.org.uk

Call: 0121 303 1888 or email: senar@birmingham.gov.uk