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# **Special Education Needs (Disability), Care & Inclusion Policy**

**February 2024**

# University of Birmingham School

## Special Education Needs, Disability, Care, and Inclusion Policy

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## **Part 1 - Introduction**

### **1 Philosophy**

- 1.1 At University of Birmingham School we aim to be as inclusive as possible and endeavour to support all of our pupils, 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 pupils with SEND are valued, respected and equal members of the School.
- 1.4 As such, provision for pupils with SEND is a matter for the School as a whole.
- 1.5 All teachers are teachers of every pupil including those pupils with Special Educational Needs and Disabilities.
- 1.6 However, we believe that pupils 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 University of Birmingham School will be an inclusive learning environment, with our provision meeting the individual needs of pupils 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 pupils have a clear understanding of the differing needs of members of their School community.
- 2.3 We will ensure that all pupils 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, where this may be required. The team includes Learning Coaches and Targeted Support Assistants (TIAs) who will receive regular training in the needs of SEND and a part-time trained counsellor.
- 2.5 We will work in partnership with the pupil's parents and carers and other external professional agencies to provide for the pupil's individual needs.
- 2.6 The Governing Body and staff of the School will endeavour to ensure that all pupils 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 pupils requiring support is a central aspect of our approach, and will begin when we liaise closely with primary School teachers to understand the pupils coming to University of Birmingham School.
- 2.8 As pupil's progress through the School, the use of groups and grouping, additional adult support and support actions, as well as bespoke learning materials and equipment, will all be reviewed and deployed to meet individual needs.
- 2.9 Pupils will experience online testing of their literacy and numeracy attributes through an appropriate provider in English 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 pupils with 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 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 pupils 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. The Learning Coaches have capacity to deliver this personalised support. In each year group, an English and Maths nurture group has been established for pupils who require additional support and time in these subjects.
- 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 the SENDCo, Assistant SENDCo, Learning Coaches and Targeted Support Assistants will be available, to support and advise teachers in and out of class.
- 2.17 The objectives of the governing body in making provision for pupils with special educational needs are:
- a) To enable pupils with SEND to maximise their achievements;
  - b) To ensure that the needs of pupils 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 pupils;
  - 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 and assistive technology for pupils 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) To take views and wishes of pupils 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 (2015),
- 2.19 The School staff will also refer to the following policies/ guidance:
- a) Statutory Guidance on Supporting Pupils at School with Medical Conditions;
  - 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

### 3 **Definition of Special Educational Needs and Disability (SEND):**

- 3.1 Pupils have special educational needs if they have a significant difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.
- 3.2 Pupils have difficulty accessing the curriculum if they:
- a) Have significant and persistent difficulties in learning in comparison with the majority of children of the same age.
  - b) 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 pupils 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 pupil's individual need(s) will be made.
- 3.4 Lack of adequate progress may be indicated by:
- a) Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
  - b) Working at standards significantly below age expectations, particularly in literacy or numeracy, despite targeted support.
  - c) Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed;
  - d) Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment, and;
  - e) 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 pupil's needs.
  - 4.2 Reporting of pupils' needs to all members of School staff.
  - 4.3 Providing an appropriate curriculum, taking into account:
    - a) National Curriculum (where relevant) and examination syllabuses;
    - b) Continuity and progression, and;
    - c) School and Departmental Development Plans.
  - 4.4 Delivering an appropriate curriculum, taking into account:
    - a) The use of suitable teaching materials;
    - b) The use of suitable spaces in School;
    - c) The use of suitable technology (hardware, peripherals and software packages) together with appropriate technical support to meet the needs of SEND pupils and pupils;
    - d) Effective, differentiated teaching strategies;
    - e) A supportive learning environment, and;
    - f) 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 available, 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 pupils with SEND to actively participate in all decision making processes in an appropriate and accessible way, 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 Learning Coaches, TIAs and teachers collaborate effectively.

## Part 2- Structural Arrangements

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

- 5.1 The School employs a SENDCo who will provide support and advice for all staff working with special educational needs pupils.
- 5.2 The Chair of the Pastoral 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 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 pupils 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 Improvement Plan, which includes SEND;
- b) Line-managing day-to-day provision for pupils with SEND, including setting a budget for supporting pupils 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 the Assistant SENDCo, Learning Coaches and Targeted Support Assistants (TIAs) through training and Performance Development;
- d) Directing the Assistant SENDCo and Learning Coaches to carry out Screening and identifying pupils;
- e) Coordinating provision for pupils;
- f) Supporting the teaching and learning of pupils with SEND;
- g) Keeping accurate records of all pupils with SEND;
- h) Drawing up, reviewing and monitoring Pupil Passports 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 Assistant SENDCo, Learning Coaches and Targeted Support Assistants;
- k) Being responsible and accountable for the whole-School SEND resources and sharing with the Principal and the School Business Leader responsibility for the allocation of funding devolved directly from the Education Funding Agency;
- l) Oversee the annual SEND reviews process and chair the meetings (meetings may also be chaired by the Assistant SENDCo and/or Learning Coaches);
- m) Liaising with parents and carers of pupils 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 partner primaries and specialist settings;
- q) Liaising with other SENDCOs, both locally and nationally;
- r) Liaising with outside agencies;
- s) Assessment of learning difficulties and referring for testing for exam access arrangements in line with JCQ rules;
- 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 regular updates to the Pastoral Committee.



**Subject Leaders:**

- a) Departmental practice to ensure the needs of pupils with SEND are met in their subject to include contributing to the review 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 pupils with SEND are purchased from department capitation, and;
- d) Raising awareness of School 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 pupils in their classes;
- c) Ensuring Pupil Passports are considered in lessons;
- d) Monitoring progress of pupils with SEND against agreed targets and objectives;
- e) Report the progress and attainment of pupils 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 SENDCO.

**Assistant SENDCo:**

- a) Supporting the SENDCo with disseminating information and raising awareness of SEND issues throughout the School;
- b) Supporting the SENDCO with managing the Targeted Support Assistants (TIAs) through training and Performance Development;
- c) In consultation with the SENDCo, directing the Learning Coaches to carry out Screening and identifying pupils for their support;
- d) Working alongside the SENDCo, coordinating provision for pupils;
- e) Supporting the teaching and learning of pupils with SEND;
- f) Supporting the SENDCo to keep accurate records of all pupils with SEND;
- g) Drawing up, reviewing and monitoring Pupil Passports for those with SEND and others, as required;

- h) Supporting the SENDCo with monitoring departmental delivery of the SEND Policy;
- i) Supporting the SENDCO with recruiting and deploying the School's Learning Support Team, which includes, Learning Coaches and Targeted Support Assistants;
- j) Support the SENDCo to oversee the annual SEND reviews process and chair the meetings (meetings may also be chaired by the Learning Coaches);
- k) Liaising with parents and carers of pupils with SEND;
- l) Liaising with and advising fellow teachers and support staff;
- m) Contribute to the initial teacher education and training programme;
- n) Liaising with Schools including partner primaries and specialist settings;
- o) Liaising with outside agencies;
- p) Supporting the SENDCo with the assessment of learning difficulties and arranging testing for exam access arrangements;
- q) Contributing to in-service training and external training (as appropriate).
- r) Working alongside the examinations officer to ensure that agreed access arrangements are in place for all internal and external examinations/ assessments.

### **Learning Coaches:**

- a) Support pupils 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 pupils and supporting pupil profile/passport 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;
  - Contribute to the whole School and TIA CPD programme;
  - Chair annual review meetings and progress meetings as directed by the SENDCo;
  - Support pupils on Educational Visits, as required;
  - Jointly plan with teachers, where appropriate; and
  - Organise screening diagnostics and make referrals as required to help the identification of pupil needs in their area of expertise.

### **Targeted Support Assistants**

- a) Support the pupil or pupils designated to them by the SENDCo
- b) Engage regularly with professional development around issues of SEND

- c) Liaise with teachers and, as appropriate, amend teaching resources to suit the needs of the pupils they are working with
- d) Liaise regularly with the SENDCo on the progress of the pupils they are working with and, as appropriate, communicate concerns
- e) Where appropriate, liaise with parents and external agencies, on the progress of the pupils they are working with
- f) Contribute to the identification of pupils who may have additional needs.

## **7 Admission Arrangements**

- 7.1 University of Birmingham School provides for pupils 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 University of Birmingham School, all pupils irrespective of ability, race, gender or need, are respected and valued as individuals.
- 8.2 This is reflected in the School's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education and work experience.
- 8.3 Pupils 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 pupils 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 pupils have the entitlement to a broad, balanced and relevant curriculum.
- 8.6 All pupils 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 pupil passport.
- 8.7 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.
- 8.8 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 pupils' diverse needs, and;  
c) Remove barriers to learning and assessment.
- 8.9 In addition to the statutory curriculum, the School provides a broad programme of compulsory enrichment activities and other optional extra-curricular activities.
- 8.10 Enrichment activities will be timetabled to allow pupils to experience activities that would normally sit outside a traditional curriculum.
- 8.11 Staff will strive to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities.
- 8.12 As part of the extended provision, a study club will be provided on campus on every School day before the School day starts. Pupils 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 pupils. Study club is also available after school on selected days.

## **9 SEND Facilities**

- 9.1 The Individual Learning Department includes ~~an~~ offices for the SENDCo and assistant SENDCo to use, as well as a wheelchair / appliance store.
- 9.2 It is accessible via the lift.
- 9.3 Meetings and planning will take place in bookable meeting rooms when available.
- 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 pupil due to any disability or learning need.
- 9.8 Accessible toileting and hygiene facilities is provided, including a small room used for delivering physiotherapy programs (also used as the School first aid room) on the ground floor, disabled toilets distributed throughout the building and appropriate changing facilities. A personal care facility with ceiling hoist is also available.



## **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 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), SENDIAS 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 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 and lesson drop-ins;
  - b) Analysis of the attainment and achievement of pupils with SEND;
  - c) The views of parents and pupils at progress and review meetings;
  - d) Key Stage 3 Teacher Assessment Levels, GCSE results; and A Level results;
  - e) Post-16 and 18 destinations of pupils 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 learning coaches;
  - 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 The SENDCo will also provide regular updates to the Governors' Pastoral Committee.

## Part 3 - Identification, Assessment, and Provision

### 12 Identification

- 12.1 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/ pupil (e.g. Assistant SENDCo, learning coaches, Targeted Support Assistants, teachers and Pastoral Managers) 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 Child in Care-or Previously Child in Care, 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' (2015) to help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the regular staff training.

### **13 New Intake Pupils in Year 7 - Primary Liaison**

- 13.1 Relevant partner primary Schools are contacted and transition support meetings are set up in the year prior to transfer.
- 13.2 Any pupil identified as having a “learning difficulty” and who is on SEND Support or has an EHC Plan is referred to the SENDCo.
- 13.3 Contact will then made with the primary School. The relevant Local Authority notifies the School about pupils who are transferring with EHC plans in the spring of their Year 6.
- 13.4 Where practicable, the SENDCo, Assistant SENDCO or a learning coach will attend their Annual Review meeting to ensure a smooth transition is made.
- 13.5 At this meeting, the SENDCo becomes the ‘Lead Professional’ for the child with an EHC plan once they transfer to University of Birmingham School.
- 13.6 Relevant information is disseminated to teaching staff before transfer.
- 13.7 All teachers will be given information about pupils prior to them teaching them at the beginning of the new School year.
- 13.8 This includes Key Stage 2 SATs results where available, details of any learning difficulties plus advice and strategies to use with individual pupils in the classroom.
- 13.9 This is known as the ‘Pupil Passport’.
- 13.10 Pupil Passports will also be made available to supply and cover teachers when the pupil’s teacher is absent.
- 13.11 On entry in September, all Year 7 pupils take appropriate tests determined by the Principal, to gauge literacy and numeracy levels.
- 13.12 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 pupils 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.
- 13.13 Identification and assessment of need within subject areas is the responsibility of departments. A standing item on departmental agendas will be the consideration of pupils, not already identified, whose learning is a cause for concern.
- 13.14 Where a pupil 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 subject staff will ensure the SENDCo puts in place appropriate screening and assessments.
- 13.15 Parents may also refer their child to the SENDCo for assessment of apparent learning difficulties for appropriate screening and assessments.
- 13.16 This should preferably be done via the pupil’s Form Tutor.
- 13.17 If it is thought that sufficient grounds for concern exist, an assessment will be made using a variety of internally run diagnostic tests/ screening tools.

13.18 Areas for concern include:

- a) communication and interaction;
- b) cognition and learning;
- c) behaviour (emotional and social development);
- d) Sensory or physical needs, and;
- e) medical conditions.

13.19 Individual Diagnostic Assessments will be used for pupils who are referred to the Inclusion Team. A variety of tests will be available, including the Access Reading and Schonell Graded Word spelling and GL screening tools for Dyslexia and Dyscalculia. This information is made available to members of staff via the SEND area.

13.20 Staff Observation:

- a) Members of staff consult with the SENDCo if they notice pupils who may need specialist help during the School year.
- b) Evidence for that concern must be produced, prior to any testing and / or additional support being undertaken.
- c) The SENDCo may then ask for additional diagnostic assessment to be undertaken by other professionals.

13.21 **Referrals by Parents or Carers:**

- a) A pupil's parent or carer may express concern.
- b) Once information is gathered the process is the same as for staff referrals.
- c) All such referrals will be acted upon.

## 14 **Provision**

14.1 Teaching pupils 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 pupils.

14.3 The majority of pupils at University of Birmingham School will learn and progress through these differentiated arrangements.

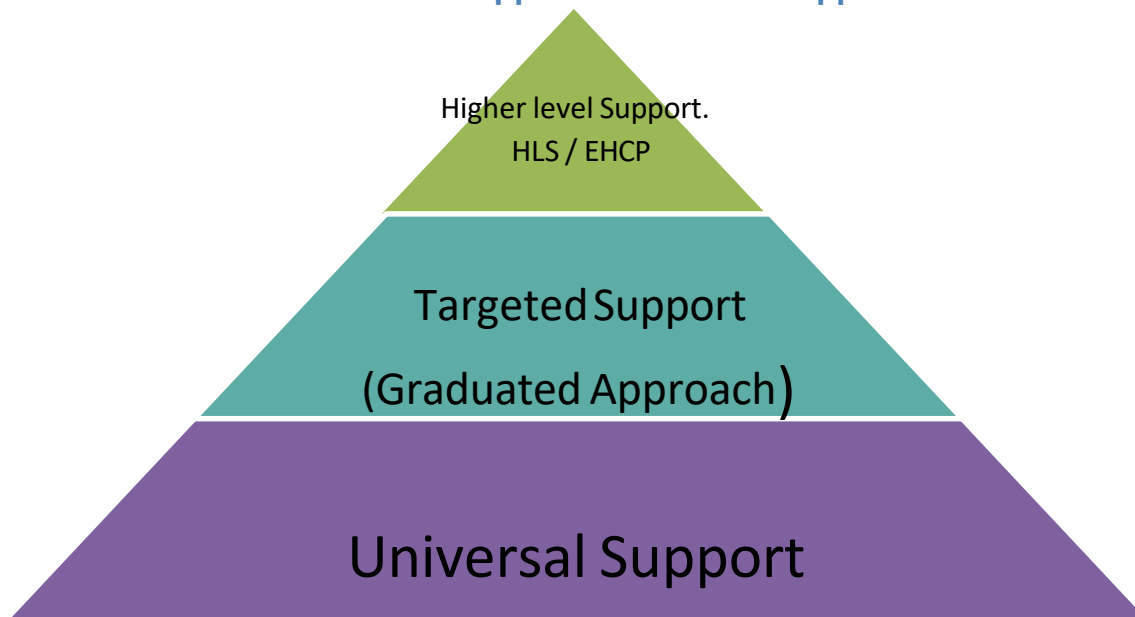
14.4 A '**graduated response**' is adopted for pupils identified as having SEND.

14.5 An appropriate level and type of support is provided to enable the pupil 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 SEND 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 pupils 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) achieving <95 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 pupil's needs. Supports may include:

- Additional learning programmes such as Lexonik, Lexonik-Leap, word wasp and Toe-by-Toe (specific literacy concerns) and Success by Arithmetic (specific numeracy concerns);
- Smaller group sessions;
- Appropriate teaching groupings / nurture group setting; ▪ Group support on a regular basis.
- Additional staff training.

**Wave 3:**

- a) Where pupils 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 if appropriate;
  - Give advice on teaching strategies, aids, 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 pupil and parents.
- d) Should the assessments identify that the pupil requires additional provision on a regular basis for an extended period then the School will apply for additional resources from the local authority.
- e) The application will be evaluated against the funding criteria established by the Local Authority/ SENAR.
- f) The SENDCo is responsible, on a daily basis, for providing support and mentoring, and allocating pupils with EHCPs a specified amount of support. The SENDCo is also supported in this duty by the Assistant SENDCo.
- g) The process of target setting, monitoring and reviewing remains the same as at Wave 2 and learning coaches 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 SEN Support Provision Plan (SSPP), if deemed appropriate, 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 SSPP plan, a pupil still requires further support or, if they have 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, social worker or health care professional via the Local Authority Local Offer website.
- e) This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.
- f) The decision to make an application to the local authority for assessment for an Education, Health and Care Plan will be taken at a progress review or in a Team Around the Child (TAC) meeting.
- 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 on whether to carry out a needs assessment will be made by a group of people from education, health and social care, who will then also decide whether or the child is eligible for an Education and Health Care Plan. This is not a decision made by the School.
- 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://www.localofferbirmingham.co.uk/>

### **Education, Health and Care Plans [EHC Plan]**

- a) Following Statutory Assessment, an EHC Plan will be provided by the 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 Section I of the Plan if it differs from their preferred choice.

- c) Once the EHC Plan has been completed and finalised by the Local Authority, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, carers and the pupil as is required by the local authority. The annual review enables provision for the pupil to be evaluated and, where appropriate, for requests for changes to be put in place made to the Local Authority, for example, reducing or increasing levels of support, or funding. Overall responsibility for maintaining the plan, and agreeing and funding provisions lies with the local authority.

## **15 Pupil Profile Sheets and Reviews**

15.1 The strategies that will be employed at Wave 2, Wave 3 and for pupils with Education and Health Care Plans are recorded in the Pupil Profile reflecting provision that is additional to, or different from, normal differentiated provision.

15.2 Not all pupils with SEND will have a Pupil Profile, but their progress is closely monitored.

15.3 Contents of the Pupil Passport may include:

- a) Information about an individual pupils difficulties or barriers to learning;
- b) What these difficulties mean in practice for the pupil in the classroom;
- c) Access Arrangement information (where appropriate);
- d) Teaching strategies to be used, and;
- e) 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 pupil's learning, to the parents or carers and the pupil.

15.5 Pupil Profile Sheets are regularly 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 feedback on:

- a) The steps they have taken to help pupils achieve their targets;
- b) Current assessment information;
- c) Observations;
- d) How well the targets have been achieved, and;
- e) Concerns and possible future targets

### **15.7 Continuous monitoring of individual progress**

Progress is monitored through Pastoral and Subject Review systems, individual reviews, screening tests, feedback and reports



from outside agencies and professionals where involved, 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 EHCPs, provision for pupils with SEND will be regularly reviewed and revised.
- b) It is the responsibility of the individual department at University of Birmingham School to ensure that the requirements of the School's Curriculum are met for those pupils with SEND in partnership with the Learning Support Department. Detailed information will be available via the Pupil Passport on Class Charts.

### **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.

#### **Supporting teaching:**

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

- by:
- a) Supporting where needed with planning appropriate programmes of work;
  - b) Supporting where needed with preparation of relevant and differentiated materials;
  - c) Supporting where needed with team and individual teaching;
  - d) Supporting where needed with helping to facilitate a wide range of teaching and learning styles;
  - e) Supporting where needed with evaluating and reviewing what has been achieved.

#### **Withdrawal**

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

#### **In-service Training**

- a) The SENDCo will provide INSET for ECT's and other new staff at the School to understand the Code of Practice and SEN processes at 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.

- d) The SENDCo, Assistant SENDCo and learning coaches provide regular training and updates to all staff on SEND needs via our online platform and signpost staff to additional training opportunities.

#### 15.10 Allocation of Resources

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

- a) Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry;
- b) Funding for specific pupils 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, SENDCo, Assistant SENDCo, learning coaches, targeted support assistants and resources used for learning, and a range of support services. Pupils 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 pupils 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

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

- Parental views are recorded as part of the Annual Review procedures and at key points when reviewing pupil progress.
- 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, and telephone calls.
- New parents can the open evening in the winter term prior to transfer and induction evening in the summer term prior to transfer.

### **16.3 Pupils**

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 pupil.

### **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 pupil with SEND.
- d) Through the national Department for Education hosted 'SENDCo-forum' mailing system.
- e) Through DLP networks as appropriate.

### **16.6 Transfer Arrangements**

- a) All documentation about special needs and disability included in a pupil's record is transferred securely between Schools.
- b) The SENDCo deals with specific enquiries.
- c) Additional induction visits or meetings in the Summer Term will be arranged as required for pupils with SEND and vulnerability factors.
- d) The records of pupils 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.
- f) The SENDCo will arrange for the transfer of SEND records to their new placements for pupils who transfer to other schools outside of usual transition points.

## **17 Specific matters relating to different Additional Educational Needs (AEN)**

### **17.1 English as an Additional Language (EAL)**

- a) Pupils 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) There is a specific EAL policy for reference.

### **17.2 Children in Care** Pupils who are, or become, children in care (in the care of the Local Authority are at risk of poor attendance and under-achievement academically due to their uncertain home circumstances.

- a) At University of Birmingham School, we are committed to ensuring that these children will achieve their best through careful support.
- b) There is a specific policy for reference.

### **17.3 Cognition and Learning**

- a) We support pupils with specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia, and Dyscalculia through Quality First Teaching, a range of extraction supports under the umbrella of Literacy and Numeracy and our team work with the external agency Pupil Support Service to ensure training and support to deliver appropriate support.

### **17.4 Communication and Interaction**

- a) We support pupils with Autism and speech, language and communication needs (SLCN) through Quality First Teaching, a range of extraction supports using 'Talk-about Teenagers' Social Use of Language Programme and in-house bespoke social skills programmes and work with external agencies such as the Communication and Autism Team and Birmingham City Council (NHS) Speech and Language Therapy Service.

### **17.5 Social Emotional and Mental Health**

- a) We support pupils through our SEND and Pastoral teams, our Learning for Life programme, our School counsellor and external agencies such as Forward Thinking Birmingham, the Educational Psychology Service and Malachi. One of the learning coaches also supports pupils with SEMH needs, including ADHD.

### **17.6 Physical and Sensory Needs**

- a) We support pupils with Visual impairment and Hearing impairment needs, Physical disability needs and medical needs. We work closely with external agencies such as the



Sensory Support Team, the Physical Disability Support Service and various medical teams, including Occupational Therapy and Physiotherapy.

- b) Pupils with a physical disability have individualised personal care plans (where needed) written in consultation with them, their parents, learning coaches and other professionals (e.g. the Advisory Teacher Service) as follows:
- Manual Handling and Risk Assessment
  - Personal Care requirements
  - Personal Emergency and Evacuation Plans (PEEP)
  - Additional Risk Assessments, if appropriate, for School trips
- c) The School will be equipped in a way which will be appropriate to our cohort of pupils. 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

Parents of children with Special Educational Needs and/ or Disabilities with concerns or complaints, should, in the first instance, contact the School SENDCO (via School reception on 0121 796 5000).

Please follow this link to access the Birmingham Local Offer website: [Local Offer Birmingham | SEND Advice and Information](#)