KING EDWARD VI FOUNDATION BIRMINGHAM

Educational excellence for our City

KING EDWARD VI ACADEMY TRUST BIRMINGHAM

SEND Policy

Responsible Board/Committee	Foundation and Academy Trust Board
Policy Type	Hybrid Policy
Policy Owner	Education
Statutory	Yes
Publish Online	Yes
Last Review Date	July 2025
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	~~July 2026~~ November 2026
Version	1
School	King Edward VI Camp Hill School for Girls
School Policy Owner	Lyndsey Orr
LGB Approval Date	June 2025

This policy should be read in conjunction with the SEND Information Report, which contains more detailed information on the implementation of the SEND Policy. This can be found on the school's website.

- **Introduction**

This policy refers to pupils with special educational needs and disabilities (SEND). The Foundation recognises the importance that each of its schools plays in terms of school arrangements for pupils with SEND. The guiding principle informing this policy is to ensure that pupils with SEND are given equal opportunities to fulfil their academic and personal potential.

The Children's and Families Act 2014 states that a child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of pupils in the same age group, or a disability that either prevents or hinders them from making use of facilities of a kind generally provided for pupils of the same age group in mainstream schools. Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.

The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus, the legal definition of disability is not the same as the definition of special educational needs. It is therefore possible to be disabled under the Equality Act 2010 and not have SEN, and vice versa. It is also possible to be both disabled under the Equality Act 2010 and have SEN. The Foundation accepts that a medical diagnosis may mean a child is disabled, but does not necessarily have SEN. Schools will always consider the pupil's educational needs as well as a medical diagnosis or disability.

Pupils with SEND may have difficulties with one or more of the following four areas of need:

- Cognition and learning. For example, moderate/severe/profound and multiple learning difficulties, dyslexia, and dyspraxia.
- Communication and interaction. For example, autism spectrum conditions and speech and language difficulties.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), depression, and anxiety.
- Sensory and/or physical needs. For example, visual impairment, hearing impairment, and physical disability.

2. Aims

This policy and our SEND Information Report aims to:

- Set out the Foundation's commitment to support and make provision for pupils with special educational needs and disabilities (SEND).

- Outlines the roles and responsibilities for members of staff involved in providing for pupils with SEND.

- Provide further information about SEND at King Edward VI Camp Hill School for Girls, as we strive to provide a full range of quality experiences for all, within a forward thinking and supportive environment, aiming to develop independent thinking, mature young adults who achieve their best and make positive contributions to school and the wider community.

- Include specific aim(s) based on the school's aims/values/ethos (see list below)
- Meet the following objectives:
    - To ensure that students with SEND receive a broad and balanced curriculum;
    - To provide an inclusive school environment for all students whatever their learning needs;
    - To monitor the SEND database ensuring an effective match to school SEND provision and resources across the whole school;
    - To use this information to inform INSET needs of staff;
    - To apply the SEND Code of Practice (January 2015) to meet a student's special educational needs and disabilities;
    - To have an efficient referral and diagnostic system;
    - To involve parents/carers in the provision of the best possible learning opportunities;
    - To ensure that liaison with parents/carers is of the highest standard and that they are fully informed and involved in decisions concerning their child;
    - To have good working links with other professional agencies;
    - To involve external professionals, school staff, parents/carers and students in developing student centred Pupil Passports for students on the SEND register;
    - To monitor and review students' progress and ensure a continuum of provision.

3. Legislation and guidance

This policy and procedure is based upon the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

This policy and procedure also comply with the Academy Trust's funding agreement and articles of association.

4. Roles and responsibilities

Each school within the Foundation will appoint a SENDCo. They will:

- Ensure the SENDCo is a qualified teacher working at the school. A newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Professional Qualification SEND within three years of appointment.

The SENDCo is Lyndsey Orr.

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in their school.
- Have day-to-day responsibility for the operation of their SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Consult pupils with SEND to involve them in their education and consider their wishes and feelings in relation to their provision.
- Provide professional guidance to colleagues and members of staff, parents/carers, and other agencies to ensure pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the schools' delegated budget and other resources to meet the pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Consult with parents of pupils with SEND and involve them in their education.
- Liaise with potential next providers of education to ensure the pupils and their parents/carers are informed about options and that a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that the school keeps records of all pupils with SEND up to date.

The SEND Governor

The SEND Governor is Fazle Khinkabwala.

The school's SEND governor will:

- Help to raise awareness of SEND and disability issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board.

- Ensure that any areas of development brought to their attention are addressed.
- Work with the Headteacher and SENDCO to determine the strategic development of their policy and provision, and ensure that it adheres to the Foundation policy and procedure.

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision, and ensure that it adheres to the Foundation policy and procedure.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class. Quality First Teaching (QFT) is the first step in responding to pupils with SEND. This will be adapted for individual pupils where necessary.
- Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Parents/Carers

The Foundation aims to involve parents/carers and pupils in decisions about what SEND provision should be made. The Foundation recognises that parents/carers hold key information, knowledge, and experience to contribute to the shared view of the best way to support learning.

The aim is to have a productive partnership between home and school by:

- Ensuring parents/carers are kept informed of the provision in place for pupils.
- Providing opportunities to share concerns that parents/carers may have and to discuss the progress of pupils.
- Discussing ideas and materials for parents/carers to support learning at home.

● Ensuring everyone understands the agreed outcomes sought for the pupil and what the next steps are.5. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, building on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. The school will use this to determine the support that is needed and whether they can provide it through Quality First Teaching, or whether something different or additional is needed.

6. Assessing and reviewing pupils' progress towards outcomes

The SENDCo will work with class teachers to carry out a clear analysis of the pupil's needs and performance. This will draw on:

- Assessment data
- Their previous progress, attainment and behaviour
- Other professionals' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

Pupil's performance is reviewed three times a year.

Pupil's SEND Pupil Passports are updated annually.

7. Admission arrangements for pupils with SEND

Please refer to the school's admission arrangements for further information.
In accordance with the Equality Act 2010, King Edward VI Grammar Schools will consider requests for adjustments to the entrance test from parents/carers of a disabled pupil who

wishes to attend the school. A specialist panel will consider the information submitted to decide whether reasonable adjustments should be made for the candidate.

Where the school has been named on a child's Education, Health & Care Plan (EHC) the child will be admitted following a consultation with the SENDCo, and appropriate entry grades. The naming of the school is undertaken after a statutory consultation with the school so as to consider whether the school is suitable for the child's age, ability, aptitude or special educational need or disability. The school would require and expects to see cogent evidence that the child's ability is of the requisite academic standard as part of that process. Usually, this will be evidenced by the child having achieved the qualifying score in the admission test.

8. Supporting pupils moving between phases and preparing for adulthood

The schools within the Academy Trust will share information with the new school, college, or other setting the pupil is moving to. They will agree with parents/carers and pupils on which information will be shared as part of this.

9. Evaluating the effectiveness of SEND provision

The schools within the Academy Trust will evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupil's individual progress towards their goals.
- Reviewing the impact of interventions.
- Consulting with pupils who have SEND.
- The SENDCo using the graduated approach/assess, plan, do, review approach to monitor effectiveness of provision.
- Holding annual reviews for pupils with EHC plans.

10. Enabling pupils with SEND to engage in activities available to those in school who do not have SEND

All extra-curricular activities and school visits are available to all our pupils, including before- and after-school clubs.

All pupils are encouraged to go on residential trips.

All pupils are encouraged to take part in activities outside of usual lessons e.g. sports day/plays/special workshops etc. Provision will be put in place to enable pupils with SEND to access these activities.

11. Complaints about SEND provision

Complaints about SEND provision within our schools should be made to the Headteacher in

the first instance. They will then be referred to the individual school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that an individual academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions,
- Provision of education and associated services,
- Making reasonable adjustments, including the provision of auxiliary aids and services.

12. Monitoring arrangements

This policy will be reviewed centrally by the Education Department and locally in line with the review date by the SENDCo. The policy will be shared with the Local Governing Body at every review.