Special Educational Needs and Disability Policy

What this policy is about

City of Birmingham School is fully committed to inclusion. All learners at City of Birmingham School are offered help, advice and support if they have ‘special educational needs and/or a disability’. That is they have a learning difficulty or disability that makes it harder for them to learn than most young people of the same age. All pupils at COBS have social, emotional and/or mental health difficulties that affect their behaviour and learning. Individuals may also have needs in any of the following areas: communication and interaction, cognition and learning and sensory or physical.

AIMS

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need and/or a Disability (SEND) in all areas of need within the Special Educational Needs and Disability Code of Practice. This will be achieved through achieving the following (specific) actions:

- Making SEND provision an integral part of our School Improvement Plan thus ensuring effective special educational provision is put in place for all learners.

- Delivering SEND support through the graduated approach as outlined in the SEND Code of Practice (2014)

- Enabling identified pupils with SEND to reach their full potential through personalised learning programmes.
• Ensuring that through a system of on-going assessment, planning and teaching, appropriate decisions are made about a child’s future needs and subsequent provision.

• Enabling successful transition of pupils with SEND ensuring that, when appropriate, as many pupils as possible are returned to mainstream.

• Ensuring parents/carers, children and young people are involved in decision making and informed about progress.

• Reducing barriers to achievement and offering a variety of alternative curricula in Key Stages 1 to 4 to meet the needs of the individual.

• Ensuring an Early Help Assessment is made if necessary.

• Ensuring integrated working between education, health and social care services is effective.

• Arranging specialised provision to meet the needs of groups with low level achievement (including FSM via Pupil Premium funding).

• Ensuring that all members of the Management Committee particularly those with the responsibility for SEND, are up to date and knowledgeable about the School’s SEND provision.

• Involving the Management Committee in the future development and monitoring of this policy.

ACCESS TO EXAMS AND ASSESSMENTS

COBS complies with current JCQ General Regulations with regards to exam administration including Access Arrangements and Reasonable Adjustments for students with SEN, disabilities or temporary injuries. JCQ General Regulations and Access Arrangements and Reasonable Adjustments.

The COBS Disability Policy (Exams) should be read as an expansion of the school’s SEND policy.
COBS

“recognise(s) its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates...

or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from section 5.4 of the current JCQ publication General regulations for approved centres]

More detail on the process of seeking, securing and administering access arrangements can be found in the following COBS documents:-

Exams Policy
Disability Policy (Exams)
Exam Contingency Plan
Access Arrangements Policy
Accessibility Policy

ROLES, RESPONSIBILITIES AND Monitoring Requirements

- The Head Teacher, Heads of Centres, Strategic SENCo, Deputy SENCo’s and the School’s Leadership Team have responsibility to ensure the implementation of the Special Educational Needs and Disability (SEND) Policy.

- The appointed member of the Management Committee for SEND plays an important role in ensuring that SEND stays on the Management Committee agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEND. This includes making all staff who are likely to teach these pupils aware of those needs.

- The Management Committee shall receive reports from the Head Teacher, SENCo team and the named SEND member of the Management Committee (currently Barry Bowles) on the practical implementation of this policy for monitoring and evaluation purposes, highlighting any issues of concern and follow up actions.

LEADERSHIP AND MANAGEMENT

- The management Committee and the Leadership Team will set a clear ethos, which reflects the School’s commitment to Special Educational Needs and Disability(SEND) provision and that every child’s progress is monitored in line with the guiding principles of this SEND Policy.
A copy of the School’s SEND Policy will be communicated to parents and students via the website.

**STAFFING AND PROFESSIONAL DEVELOPMENT**

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

**SAFEGUARDING**

City of Birmingham School is committed to the safeguarding of children and young people. We operate Child Protection procedures in line with Local Authority guidance.

**How to get more information**

The best way to get more information is to speak to a staff member at the centre where the young person attends or that has responsibility for their education. You can find their contact details on the website [www.cityofbirminghamschool.com](http://www.cityofbirminghamschool.com)

This policy is stored on the website and N/Policies and Procedures/Pupil Policies/SEND policy

Signed by:

Head Teacher  Date: ____________________________

Chair of PMC  Date: ____________________________