Bartley Green SEND Policy

1. Mission Statement
At Bartley Green School, we have high expectations of all pupils, including those with SEND. Our school vision sets out to ensure that our pupils enjoy high quality teaching and learning so they achieve their full potential. We see ourselves as an inclusive learning community in which we strive to succeed and support each other in doing so. We encourage pupils to be independent learners and develop their love of learning in a supportive and nurturing environment.

2. Aims and objectives

“Every teacher is a teacher of SEND”

- Strive to ensure all pupils achieve outstanding outcomes
- Provide every child with a broad and balanced curriculum
- Deliver high quality teaching and learning to all pupils
- Equip pupils with the skills and attributes necessary for adult life
- Make ‘reasonable adjustments’ to maintain an inclusive environment
- Work in collaboration with parents and pupils

3. Responsibility for the coordination of SEND provision
All staff are accountable for the attainment and wellbeing of pupils with SEND. The following staff have a responsibility for the leadership of SEND within the school

Assistant Head Teacher - SEND
Responsible for:

- Working with the Head Teacher and Governing Body to plan the development of SEND policy and provision within the school.
- Working closely with staff, parents and other agencies to maintain communication and to ensure children with SEND make the most progress possible.
- Providing appropriate training to teaching and support staff to ensure lessons are differentiated appropriately for pupils with SEND.
- Monitoring the progress made by pupils with SEND.
- Evaluating the effectiveness of the provision made for children and young people with SEND.
- Updating the SEND register and ensuring records are kept on the intervention pupils have received.
- Support all pupils with SEND to have a clear and appropriate career path including identifying suitable college/vocational placements when leaving school.
SEND Pastoral Co-ordinator
Responsible for:
- Liaising with the Heads of Year and teaching staff to ensure all teachers are aware of the individual needs of pupils with SEND.
- Maintaining communication with parents including information about their child’s wellbeing.
- Co-ordinating the withdrawal timetable.
- Working with the teaching assistants to monitor pupils' day-to-day welfare.

Note - There is often an overlap of special needs, requiring the SENDCo and SEND Pastoral Co-ordinator to work together. All provision is implemented in close liaison with both Academic and Pastoral structures within the school.

Subject teacher
Responsible for:
- Differentiating lessons to cater for pupils' individual SEND needs.
- Maintaining high expectations of pupils with SEND.
- Monitoring and evaluating the progress made by SEND pupils.
- Liaising with the SEND Department to ensure timely support and maintain communication.
- Informing parents of the progress made by pupils.

Deputy Head Teacher
Responsible for:
- The achievement and attainment of pupils with SEND.
- The SMSC development of pupils with SEND.
- Liaise with the governing body regarding SEND provision within the school.

SEND Governor
Responsible for:
- Monitoring the provision for pupils with SEND within the context of whole school needs.
- Liaising with the Assistant Head Teacher regarding the provision and interventions offered and the attainment of pupils with SEND.

4. Arrangements for coordinating SEND provision

The SEND Department hold details of all SEND Support records such as the SEND Register, provision map and provision management documents.
All staff can access the following documents on the staff SEND Shared Drive:

- The Bartley Green SEND Policy.
- The full SEND Register.
- Guidance on the teaching and learning of pupils with SEND (accessible via FROG).
- Individual pupil profiles.

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils.

5. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

6. SEND Support

According to the SEND Code of Practice 2014:

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who have access to support from teaching assistants or specialist staff.’

We understand that the most important support all children at Bartley Green can receive is class teacher input via excellent targeted classroom teaching.

For a pupil this means:

- That the subject teacher has the highest possible academic and behaviour expectations for all pupils in their class.
- That the subject teacher is fully informed of the individual needs of the pupils within their class and equipped with specific strategies to aid each pupil’s success.
- The subject teacher will closely monitor the progress made by each pupil within their class and take steps to address any gaps in a pupil’s learning. This may include providing extra support or liaising with parents and the SEND department to ensure all pupils make the desired progress.

English and Maths intervention

In order to accelerate the progress of the pupils at Bartley Green we offer extra support in English and/or Maths to the pupils in the middle sets via weekly small group intervention. We understand that the best time to offer this support is in Year 7 and Year 8, when pupils can improve their skills in the core subjects, ready for when they start their GCSEs.

We therefore provide an intervention programme, led by the teaching assistants, to pupils in these sets.
Accelerated reader

The improvement of pupils' reading is vital to ensure greater success in all subjects. Bartley Green, therefore, follows the Accelerated Reader Programme. See Literacy Policy for more information.

Additional support sessions available

In order to support pupils with SEND, regardless of their set, other withdrawal sessions are offered. These are based on an assessment of need and the programme typically runs for half a term in order to offer support to an increased number of pupils.

The following programmes are currently available:

- Mentoring for pupils with SEND
- Mentoring for ASC pupils
- Handwriting and Fine Motor Skills
- Social skills
- Units of Sound
- Little Bridge EAL programme
- Toe by Toe (mainly for Dyslexic pupils)
- Reading for Meaning
- Friendship Formula

For information on how we monitor the progress of pupils following these intervention programmes, please see Section 11.

7. Specialist SEND provision

Bartley Green School has a specialist Cognition and Learning Resource Base. In order to support an inclusive education, the Cognition & Learning Resource Base is virtual. This means that we ensure that pupils have full access to the National Curriculum including Religious Education. Support is offered through our on-site Speech and Language Therapist and through the help offered in English, Maths and Phonics. Identified pupils in the lowest sets are provided with 20 minutes of Phonics every day in Year 7 and Year 8 and have extra phonics and Maths every week that is also delivered by appropriately trained Teaching Assistants.

8. Allocation of resources for pupils with SEND

The school uses the allocation of its notional SEND funding to provide support to its pupils with SEND. Value for money is measured by the success of the pupils and their outcomes, most importantly when they leave in Year 11. Some pupils may receive additional funding as specified by Birmingham LA or as part of the Resource Base. It is the responsibility of the senior leadership team, SENDCo and Governors to agree how the allocation of resources is used.
9. Identification of pupils’ needs

The SEND Code of Practice 2014 states:
“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

The school has full regard to the Code of Practice, and follows the staged model of identification and assessment, as advised by Birmingham LA.

The school uses the following methods in order to determine whether pupils should be classed as having special educational needs:

- Main feeder primary schools are visited or contacted in the latter half of the summer term, to gain information from primary SENDCos about the children transferring to Bartley Green.
- Information is collected from primary schools regarding the children’s key data and SATs levels.
- Those pupils with significant problems with learning are individually tested using diagnostic tests such as the Vernon Spelling Test and the British Vocabulary Scale. Extra tests, such as for language development for example, are also given when thought necessary, on an individual basis.

Parents of those pupils who are newly identified as SEND at secondary school are informed by letter and invited into school to discuss their child’s special needs and provision.

Pupils who need specialist help which we cannot provide, are referred to the Pupil School Support Service, or other outside agency as appropriate. Parental consent may be needed for referral to services such as the Speech and Language Therapist.

10. Inclusion of pupils with SEND

- Bartley Green School is an inclusive school; this includes our virtual Cognition and Learning Resource Centre.
- We aim to ensure that equipment used is accessible to pupils. We work with the Sensory Support Service to support pupils with auditory and visual impairments.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
11. Evaluating the success of provision

Provision management is a central part of SEND support within the school. We follow the Assess, Plan, Do, Review model outlined in the SEND Code of Practice 2014. This involves measuring the progress of pupils with SEND, primarily their academic success. Provision is then based on areas of need within the SEND population. The diagram below seeks to explain how provision is monitored:

12. In service training (CPD)

It is the responsibility of all staff to deliver lessons that are appropriately differentiated to cater for pupils with SEND. Pupil Profiles are provided for staff, these contain pupils’ needs and how best to assist them in achieving their full potential. The SEND Department works with staff to provide information and training to cater for pupils’ individual needs. This may include the addition of outside agencies to visit the school and provide training.
13. Links to support services

Within school
There are various departments and individuals within school that the SEND team work alongside. These include:
- The Pastoral Team
- The OWL Centre staff
- The Attendance Team
- The Counselling Service
- The School Nurse.

Outside Agencies
The SEND Department may also seek support from:
- Pupil and School Support
- Communication and Autism Team
- Education Psychology Service
- Paediatricians
- Child and Mental Health Service (FTB – Forward Thinking Birmingham)
- ADHD Team

14. Working in partnership with parents

Bartley Green School believes that a close working relationship with parents is best in order to allow:
- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Social and academic progress of children with SEND enables personal success.
- Parental views to be considered and valued.

We understand that communication is important to ensuring all pupils enjoy school and achieve their full potential. As a means of communication we use the following:
- Key data can be accessed via Parent Portal
- Reports are issued three times a year
- Annual parents evening
- Staff can be contacted to discuss pupil progress or parental concerns

The school also offers a Homework Club, which is run by trained teaching assistants who are available to offer support. Homework club is available on Monday, Tuesday, Wednesday, Thursday and Friday lunchtimes and after school on a Tuesday, Wednesday and Thursday during week 1. Homework club is available on Monday, Tuesday and Thursday lunchtimes and after school on a Tuesday, Wednesday and Thursday during week 2. This is run by trained teaching assistants who are available to offer support to your child.
15. Complaints procedure

We endeavour to ensure that pupils with SEND are provided with the necessary support to progress. We understand that the most important part of this is high quality teaching to enable children to have access to the curriculum and enjoy and achieve. If a parent is concerned his/her child is not making the appropriate academic progress, they should contact the school by the following means:
Email: enquiry@bartleygreen.org.uk
Tel: 0121 476 9246
Fax: 0121 478 1585

Bartley Green School
Adams Hill
Bartley Green
Birmingham
B32 3QJ

16. Links with other schools

Bartley Green School is a part of the Oaks Collegiate. This enables member schools to share resources, advice, training and development with other members of the Oaks Collegiate including Selly Oak Trust School. The Collegiate recently established a group of School Leaders in SEND (SLS) who aim to lead on SEND provision across the collegiate. The Assistant Head Teacher at Bartley Green School is an SLS. Selly Oak Trust School is also a member of the collegiate and so offers useful training and development opportunities for our staff.

17. Transition

Bartley Green School has a thorough transition procedure to aid pupils moving from primary school and to assist pupils as they leave school; please see the school website for details.

18. Pupil Voice

The opinions of pupils are very important to us. We use the following tools to get their feedback:
- The school council meets regularly.
- All departments conduct pupil voice interviews and surveys.
- Informal conversations between pupils and staff take place daily and pupils are encouraged to speak to staff on any occasion.
- Pupil leaders take responsibility for several aspects of school life.

Note – Pupils with SEND are represented within these groups.