Special Educational Needs & Accessibility Policy
2017-2018
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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (1st September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)

KEY CONTACT DETAILS FOR SEN PROVISION

School: 0121 453 1778, admin@colmers.school

Headteacher: Barry Doherty, bdoherty@colmers.school

Assistant Headteacher & SENDCO: Ruth Bennett, rbennett@colmers.school

Contact the SEN Governor at: admin@colmers.bham.sch.uk

COMPLIMENTARY POLICIES

- Safeguarding Policy
- Accessibility Plan

This policy was created by the School’s SENDCO, Ruth Bennett, in liaison with an SEN Governor, the Senior Leadership Team and all staff and parents of students with SEND.
Vision 2020 Mission Statement

Introduction
Colmers School will remain a focal point of pride and optimism in the local community which it serves. The momentum of Colmers’ progress will be sustained through the pursuit of a world class educational experience for every student that joins our community of lifelong learners.

In sixty or seventy years, our retired students must establish a link between the strong foundation created at Colmers and the joys and successes they have experienced throughout their life. That job, that friendship, that relationship, that discovery, that eternal contribution to the world they entered, should in some way be attributed or linked to the person that emerged from their education at Colmers. Their memories of other students and of staff should be rich and packed with both nostalgia and affection. In short, they must remember their time at Colmers as amongst the best days of their life – a time when they were encouraged to become their best self and face life’s hurdles and hardships with optimism, self-belief and passion.

*The future of Colmers students, and therefore the school, rests on all students, regardless of background, achieving excellence by belonging together and challenging their mind-sets.*

Achieving Excellence
The potential of our students is unknown and limitless. Countless evidence exists that proves a child can surpass every expectation if he or she dares to dream and if he is she is nurtured and supported by great teachers and outstanding learning.

The School’s greatest resource is the quality of education taking place in every classroom and learning environment. Learning, with all classes and at all times, must be characterised by a joyful and exciting journey of high expectations and innovative experiences. A ‘can-do’ culture must emanate from all teaching staff and affect the confidence and willingness of students to become their best self.

Colmers will never shy away from the need for high levels of achievement being an intrinsic part of a world class education. The future of each child, and the local and national community, is enhanced and strengthened by the development of highly achieving students.

*This is why every single student will be expected to achieve the highest standards; surpassing their own and others’ expectations.*

Belonging Together
Our unfaltering humanity must be self-evident every day. No one has the right to expect less than the complete fulfilment of each student’s potential. When a student expects a less exciting future for him or herself, we must swiftly, patiently and unwaveringly unite around that young person to challenge that self-defeating mind-set and rekindle their childhood promise and their faith and belief in the power of a close community. Anything less is to disadvantage a child and burden him or her with a lifetime of disappointment and dreams of what could have been.
The ability of a child to fulfil their infant dreams and their own childhood promise rests on a relentless belief amongst every adult committed to that child’s future: parents, staff and governors. Aspirant children are surrounded by aspirant adults with an unswerving faith in their potential.

Disengaged children have begun to lose faith in their ability to transform and to learn. We, the adults, play our part in that loss or gain of faith. It is these children that must be our relentless focus because the rewards for that child, our community and ourselves are enormous - if we succeed.

Being a parent at Colmers must mean something very special. Early contact, early intervention where necessary, early dialogue and communication of values, beliefs and expectations must be unparalleled. Every parent hopes their son or daughter’s life will be more successful and fulfilling than their own. We must reach out early, often and effectively to build a relationship and provide support for parents in the social, physical, emotional, moral and academic development of their children. These things cannot be left to chance.

Motivated children and supportive parents alone cannot thrive without a body of staff with the skills, attributes and confidence to transform children’s lives. Too often, staff development is neglected and taken for granted. If we invest and sincerely support the development of teaching and non-teaching staff we will unlock our own capacity and potential for greatness. We too are learners on our own journey, with our own needs, insecurities and ambitions.

*This is why student achievement and lifelong fulfilment rests on each child being and feeling part of a caring and dedicated community of adults, who are themselves aware of being part of something unique and special.*

**Challenging Mind-sets**

Our personal futures - and Colmers’ future - is flexible, elastic and unseen. Excusing, tolerating or predicting low aspirations and low achievement plays no part in a world class school. Our past or present must not be used as a simple predictor of our future. It is how tomorrow is pursued today that matters most. Our unflinching belief in a happy and successful future for every single student must permeate every lesson, decision, assembly, interaction and policy at Colmers School.

If our Colmers children are to believe in their potential; every adult with influence must share that belief and be ready to pick the child up when his or her own faith wavers. Exciting, powerful, prosperous, dynamic, creative, daring, innovative and magical life journeys are as much the right of Colmers children as any other. As the adults, it is not our right or responsibility to limit a child’s belief in their future.

We cannot be blind to the challenges facing children; but we can use our collective judgement and wisdom to help children understand those barriers and solve how they will overcome these obstacles in both the short and the long term. At the heart of this journey must be a relentless emphasis on selfawareness and self-motivation. Each child must be able to self-consciously understand how to overcome each academic, social or moral challenge – and deliberately make the right choices to succeed in every aspect of their life. In time every child must extend that leadership of self to the leadership of others; either explicitly or implicitly as a role model for others.
In this respect, the successes and failures of each child must be seen as the product of a child’s stage of development. We are all, but especially children, works of art in progress. Every failure and success is an opportunity to learn.

*This is why a truly outstanding and world class school challenges the mind sets of every learner and every adult with the privilege to take part in his or her journey of self-discovery and learning.*

**The Journey**

A world class school does not emerge behind the figure of a single or a few mesmeric leaders. Iconic leadership can be effective, in the short term, but ironically encourage reliance and low self-confidence. Instead this journey and fulfilment can only take place when each member of our community, including the students, becomes a leader in their own right. We cannot afford passengers; everyone must be crew.
Our School Context

Background Information about the School and its Provision for Students with Special Educational Needs

Our SEN profile as of September 2017 shows that we have 139 students identified as having SEND; 19 of these have an Education, Health and Care Plan.

- 32% (43 students) of SEN students are identified as having SEN related to Cognition and Learning (MLD / SpLD)
- 18% (24 students) are related to ASC
- 21% (28 students) are related to Social, Emotional and Mental Health issues
- 6% (8 students) are related to speech, language and communication needs.
- 11% (15 students) are related to sensory and physical disability
- 12% (16 students) are for other / medical needs

Staffing and Students

Colmers School & Sixth Form College is an 11-18 mainstream foundation secondary school, situated on the outskirts of Birmingham in the localities of Longbridge and Northfield. The school is an above average sized school with approximately 1,100 students, who are mainly of White British heritage. Almost half the proportion of students are supported by the Pupil Premium, which is well above national average. There are approximately 125 members of staff, of whom eighty are teaching staff and fourteen are teaching assistants. The School is rated as ‘Good’ by Ofsted (November 2014).

The SEN team itself comprises of:

- Ruth Bennett – Assistant Headteacher for Academic Inclusion & SENDCo, Designated Teacher for Looked After Children
- Rosie Quinney – Lead Practitioner for learners with Autistic Spectrum Condition
- Angela Storrie – Lead Practitioner for learners with Specific Learning Difficulties and Speech & Language
- Helen Richardson – PA to the SEND Department and responsibility for children in care

In addition to this there are 9 Intervention Leads (formally known as Teaching Assistants).

The department works as a team, led by the SENDCO. Each member of the team is responsible for meeting the identified needs of the individual students on the BASE Overview, in liaison with the subject teacher when an Intervention Lead is supporting within the classroom. The SENDCO and Intervention Leads will also consult with colleagues regarding the needs of students who are not on the SEND list but who may be a concern to Teaching Staff.
The SENDCO aims to establish close working relationships between students, staff, parents and outside agencies so that students can be helped in a fully supportive and inclusive environment.

**Ofsted, November 2014**

SEN provision within the school is rated as ‘Good’.

‘Good support is given to disabled students, those who have special educational needs and those who are disadvantaged so that they make good progress.’

‘Well-trained teaching assistants are skilfully deployed to give good support to disabled pupils and those who have special educational needs, particularly when working with small withdrawal groups of students and providing one-to-one help. Increasingly, they make a valuable contribution to the learning of those students who are supported by the pupil premium, and for those for whom English is an additional language. Consequently, these students make progress in line with other students.’

‘The teaching of reading is good and students read widely and, in many cases, fluently. ... there has been considerable focus on improving students’ reading skills which is having a positive effect, particularly in raising standards in reading, speaking and listening’

**The School Site**

The school site houses three large main buildings, plus additional sports grounds a short walk from the main campus. The main buildings (East, West and North) date from the 1940s and have between two and four floors. The school also has a small, but separate, on-site facility which provides an alternative and more flexible approach education for both KS3 and KS4 students. The school itself is situated on the A38 (Lower Bristol Road), an arterial road into Birmingham city centre from the M5 motorway.
Aim of the SEN Policy

At the heart of the SEN Policy stands our core value that all children should be able to achieve all that they would wish, in terms of qualifications, friendships and confidence to believe in and work towards exciting possibilities for their lives ahead.

In creating our provision for students within the school, we work to offer support that allows all children to achieve, in line with their expected progress.

Objectives of the SEN Policy

1. To organise all our activities to ensure that all students are included in the life of the school
2. To work closely with parents, sharing information on students’ progress and their individual needs
3. To continuously develop our ways of working to provide the highest quality of provision for all our students whether this be in quality first teaching, implemented by intervention programmes or support within the classroom.
4. To meet the requirements of the SEND 0-25 Code of Practice (2014)
5. To facilitate a student’s learning by employing a graduated response; Assess-Plan-Do-Review. In identifying individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEND 025 Code of Practice (2014)
6. To respond to particular students’ needs flexibly according to the nature of their difficulties
7. To support students’ learning without making them feel different or inferior to their peers
8. To enable each student to become an independent and confident learner.
Policy into Practice

Identifying Special Educational Needs

Colmers School & Sixth Form College plan for a range of needs as identified by the Code of Practice (2014). These needs fall into four broad areas (CoP 2014, 86-87):

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

The purpose of identifying the needs of students is to ascertain what action the school needs to take, rather than simply to categorise a child. Within our school, we also seek to identify the needs of the whole child, not just their special educational needs.

A child is often identified as having special educational needs at nursery or primary school, although it can be picked up during secondary school and even later; particularly if the child has developed self-help skills that have allowed them to continue to make progress and mask their learning difficulties. In almost all cases, ‘Quality First Teaching’ (where the subject teacher takes into consideration the needs of their students when planning, and provides well-directed learning activities) will encourage learners to make progress. This is the first wave of intervention in terms of ensuring students are able to achieve and make progress. If a student is still not making progress, then it may be appropriate to investigate this further and a recognition of a special educational need identified in the child. This may, depending on the level and type of need, be supported by a variety of actions or in extreme cases, a change of placement.

It should be noted that there are many other needs that may not fall directly into the remit of special educational needs, but that can impact on progress and attainment. These are:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Armed Services woman or man

Previously, a child displaying challenging behaviours was described by this behaviour in terms such as ‘BESD’ (Behavioural, Emotional and/or Social Difficulties). The Code of Practice now stipulates what many educational practitioners have recognised for a long time, that challenging behaviours are commonly a response to an underlying need. It is Colmers’ intent to clearly identify the underlying needs of the child, which is manifesting in challenging behaviours in the school, and work to resolve and support those underlying needs as a way of improving the child’s behaviours.
A Graduated Approach to SEN Support

Support and provision within Colmers is considered on a graduated approach, described as ‘Waves of Intervention’, increasing in intensity from Wave 1 up to Wave 4.

**Wave 1**

All teachers are accountable and responsible for the progress that their pupils make within their lessons. (This is particularly critical when students are supported in class by a teaching assistant or away from the lesson in an alternative provision.)

All teachers are responsible for planning appropriately for the students in their class so that they are able to make progress. This can take many forms, but is ultimately achieved through the teacher’s relentless commitment to tailoring the learning so that it is appropriate for the learner to access and achieve in. It is the role and responsibility of the SENDCO and Assistant SENDCO, along with other key staff, to deliver or facilitate needs-driven training to individuals, groups and the whole staff, as appropriate. This enables teachers to deliver tailored lessons for their students. Additional support and interventions cannot compensate for a lack of good teaching, which is why the school is committed to the continued professional development of its staff.

Each report cycle, teaching staff monitor and evaluate the progress of each child (Assess). As a result of this, they will then consider the needs of the students and plan and teach appropriately for the following term (Plan, Do) and then reflect on the impact of this (Review) before beginning the cycle again.

![Assess, Plan, Do, Review diagram]

**Wave 2**

All Heads of Department are accountable for the progress of all students in their subject area. A class teacher may escalate the learning needs of a student to the attention of their Head of Department, requesting additional support from a more experienced professional in order to support and develop their planning for a particular student. This is at the jurisdiction of the subject teacher and the Head of Department. If a child is presenting as having a Wave 2 need in a range of subjects, this would then escalate the need to Wave 3.
Wave 3

Students supported through Wave 3, fall under the care and guidance of the pastoral teams. It is at this level that family needs, attendance, punctuality, behaviour, welfare and health are supported. Heads of Year for each year group oversee all children pastorally within their year groups and liaise with parents and external agency support, as necessary.

Wave 4

Wave 4 provision describes the interventions for those students whose learning needs are significant. This is most commonly through professional discussions between colleagues and in relation to their achievement data gathered within the school. The student’s achievement and rate of progress is compared alongside national data and expectations of progress and if there is a discrepancy, which seems to be indicating a pattern, the Wave 4 team may become involved (although it may be appropriate that the Wave 3 team work with the case, depending on need). The reasons are many and varied that a child might reach the Wave 4 Inclusion team (see Policy Into Practice: Identifying Special Educational Needs). For students who are displaying exceptionally challenging needs, where the school needs to seek further expertise and guidance, the school may make a referral to other agencies, with permission of the parents, for their input into the child’s support plan, in order to support the child further. In collaboration with Wave 3, the school may begin a multi-agency support network for the child and the family, commonly known as the Common Assessment Framework (CAF). A parent can also request the school make a referral for their child to undergo a relevant assessment.

Education Health Care Plans

Most students’ needs at Colmers are fully met within the funding provided to us through the Local Authority. All children who are considered to have special educational needs are assessed against the Birmingham CRISP framework (the Criteria for Special Provision) to evaluate the costs of their needs. For those students whose needs are higher cost (totalling more than £10,000 per year), the school and parents can approach the Local Authority to consider the increased needs of the student and request additional support and/or funding. This is an extended assessment process, which takes 20 weeks from the time of application and it requires input from external agency assessments (Educational Psychologist, Pupil and School Support, Communication and Autism Team, relevant medical professionals and possibly social workers) as well as the school. If the Local Authority acknowledge that the child’s needs do require additional support and/or funding, the child may be entitled to an Education Health Care Plan, which is a legal document that clearly states the needs of the child and the way in which they should be supported. This document is reviewed annually and stays with them to the age of 25 years. More information about this document and process can be found on the Local Authority’s website: www.mycareinbirmingham.org.uk
Supporting Pupils and Families

Parents can access the Local Authority’s Local Offer at www.mycareinbirmingham.org.uk. This website gives guidance about all processes and services available to families in Birmingham. For information specific to the school, the school is legally obliged to provide an SEN Information Report on their website, which you can access on the following page, as well as on the main school website. The services available to students and families are documented in our SEN Information Report.

Applications to Colmers School are made through the Local Authority.
Six times a year, I will receive a report about my child’s performance and attitude to learning (five times a year in the Sixth Form). Twice a year I will be invited in to meet with my child’s Learning Tutor to discuss their progress.

If needed, the School will introduce a Home/School communication book & key worker for daily updates.

I can contact the SENDCO, Mrs Moloney, at any time or any of the SEN team, if I have any concerns.

If the school has any concerns about how my child is doing – emotionally, socially or academically – they will be in contact with me.

My child has a Statement/EHCP

My child does not have any additional needs that I know of

How will I know how my child is

The School will assess the needs of all children upon entry and provide interventions to support my child’s development, where it is needed.

What can I expect for my child’s education at Colmers School & Sixth Form College?

How can I ensure my child gets the best support?

Students are assessed regularly to see if they need extra help in their exams.

The School’s Guidance & Inclusion teams work hard to support students and families. If I feel like I need some help, I can contact the HoLA, SENDCO or Family Support team.

If I want to get support from local organisations for my child or my family, I can find information on the Birmingham City Council website, or contact Colmers School.

I will be invited to an Annual Review each year, but if the School needs to meet with me more regularly, they will do so on a needs-driven basis. I can contact the SENDCO at any time.

The School will provide the following interventions to some students on a needs-driven basis: Reading, Social Skills, ASD support, Speech & Language, Numeracy, Dyslexia, Safe Club, Behaviour & Resilience, Mental Health; as well as subject specialist support.

The School will share key information about my child with all of their teachers, each year, so that they can meet their needs in lessons, as far as possible.

Students are taught by subject specialists.

Teachers work together and support each other to ensure they all work towards the same high standards to ensure my child achieves well and is happy.

If the School or I have any concerns about my child’s well-being and/or achievement, we can contact each other and meet together to seek mutually agreeable actions to improve my child’s current.
Assessing Students for Support in National Exams. (Access Arrangements)

**Lower School (Years 7 and 8)**

Information is gathered from primary schools during Year 6 which highlights those who have required additional support at primary and who have had ‘Access Arrangements’ for their SATs. Colmers School uses this information to guide us about the level of need required. During Lower School, students are supported in internal exams and assessments where we have evidence of this need in the past; if teachers have noticed a need; and also notified the SEN team of the assessment in advance of the lesson, so support can be sent.

**Middle School (Years 9, 10 and 11)**

At the end of Year 9, some students will be assessed for Access Arrangements to see whether they need additional requirements/support in their exams. The scores from their tests are compared to national minimum requirements and no student can be given support in their exams unless there is a substantial and long-term learning difficulty that puts them at a significant disadvantage to their peers. Students and parents will be notified in advance of the assessments and also the outcome of the assessments, in terms of their permitted Access Arrangement (or not). Whatever the student is entitled to, they will receive for each major internal and external assessment throughout Key Stage 4. The SENDCO will also assess any Year 11s remaining at the school for Sixth Form in order for their exam support to continue into Key Stage 5.

**Upper School (Years 12 and 13)**
Transition Arrangements

Year 7

During Year 6, the Transition team at Colmers facilitate additional visits for our most vulnerable learners. A morning visit to experience two lessons and a lunch time is arranged with primaries during February – April of Year 6. Certain students will then be invited to attend a 6 week transition support programme in the final half term of the academic year. We also have a two-day transition process for the Year 6 students in early July, during which time every child is invited to experience two full days of learning at Colmers and some assessments to help us prepare well for our new intake and provide the best learning opportunities from their very first day.

Other year groups

Depending on the level of special educational need, we may or may not know much about a child when they first arrive. It is often difficult to liaise effectively with other schools upon a child’s immediate arrival. If your child is arriving at Colmers and you think they might have a special educational need that the school should be aware of, please make immediate contact with the SENDCO through the main school switchboard (0121) 453 1778.

Moving On From Colmers

Students who leave us for college or university will be well-supported with their transition to their new educational establishment. Depending on the level of need of this individual student, we may meet with them to support their application writing; we may facilitate a visit; we may accompany students to their interviews and support them with the emotional challenge of the process; we may even visit them once they have started their new placement, to see how they are doing. Our support package is very bespoke to the needs of the students and we aim to do anything that will allow them to have the most success with their aspirations and dream careers.

Student Participation

Supporting students to have a voice features in the Code of Practice (2014). Staff will seek to involve students (in an appropriate way) in discussions about their individual intervention programmes. Students will take part in student profile review discussions and will be assessed to look at their progress. Students with an EHCP or provision plan will complete, with support if required, the ‘Student Views’ paperwork prior to their review. Monitoring The SENDCO will monitor progress of students with SEND using seasonal data and reviewing Wave 3/4 interventions recorded on the BASE Overview.

As part of the BASE team, the SENDCO will meet with other BASE colleagues regularly to discuss the progress of SEND students.
**Arrangements for Providing Access to the Curriculum for Students with SEND**

We support access through quality first teaching, appropriate intervention, student profiles and allocating extra support to an individual or group according to set criteria and availability of resources. We ensure that the graduated approach encourages ongoing observation and assessment and provide regular feedback about the student's achievements and experiences to form the basis for planning the next steps of the student's learning.

An example of Intervention Programmes:

Targeted Lower School (Years 7 & 8) and Middle School (Years 9, 10 and 11) students will have lessons to focus on key areas outlined below:

- Literacy, basic handwriting, letter formation, speed writing, spelling and communication skills
- Reading, processing and comprehension skills
- Basic Numeracy skills based on KS2 to 3 transition packages

The intervention lessons will be co-ordinated by the SEND team, working closely with English and Mathematics leads (Miss Charlotte Price – English and Mrs Lisa Brennan – Mathematics), to plan and deliver the programme.

In addition, there may be in-class support and intervention and pre-tutoring programmes.

Students in Years 7, 8 and possibly 9 may be placed on a programme using the following criteria:

- Standardised score of below 85 on the Hodder Reading tests
- Standardised score of below 85 on the Diagnostic Reading tests (processing, fluency and reading accuracy)
- Achieve a spelling age of less than 9 in the Graded Spelling tests
- Standardised score of below 85 on the Hodder Maths tests
- Standardised scores of below 85 in KS2 English and Maths scores
- Standardised scores of below 85 in the Cognitive Ability Tests on admission in Year 7
- SEND data from primary schools to indicate the level, nature and frequency of support required.
• Referrals from teachers on barriers to learning following Wave 1 Interventions.

The SEND team will then carry out assessments to judge if it is appropriate for the student to join an intervention programme.

As a result of participating in interventions:

• students will have received additional time and support with basic literacy, reading and numeracy.

• students will become more confident and independent learners in their other subjects with the aim of catching up gaps in skills and learning, unless there is SEN present.

**How are students with SEND are integrated into the school as a whole?**

We seek to be an inclusive school by:

• using evidence and the graduated response (Assess-Plan-Do-Review) to identify any barriers that may be impeding progress and plan appropriate and reasonable action

• ensuring that all students have appropriate learning targets which are challenging

• valuing the diversity of our students of which SEND are a natural part

• seeking to make provision for SEND within routine class arrangements wherever possible

• seeking opportunities for students with SEND to work with other students

• encouraging students with SEND to play/socialise with other students
Managing Medical Conditions of Pupils

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Depending on need, the school will put additional arrangements in place for those students who have a short-term medical condition, or a long-term medical condition. Depending on need, these might be:

- Allowing students to leave lessons early/arrive late to lessons to avoid crowds in the corridors.
- Allowing students to work in a ground floor classroom on icy days, or if they have had an accident/operation which renders them immobile or at risk of further injury from travelling around the school.
- Providing a scribe for external exams, if the student is unable to write independently at their regular speed.
- Access to a school nurse or trained medical practitioner, to administer medications required during school time.
- Liaison with medical expertise for guidance in supporting students; inviting these medical experts to any Education. Health and Care Plan reviews.
Monitoring and Evaluation of SEND

All students arrive at Colmers with their KS2 SATs scores, which, in turn, the school uses to create target grades for their GCSEs, based on Fischer Family Trust Data. These targets are used as a benchmark for the grades students should achieve by the end of KS4. Each monitoring report, six times a year (5 for Sixth Form), details the student’s ‘Attitude to Learning’, their ‘Working At Grade’ and their ‘Attitude to Homework’. This report gives valuable data to parents about how their child is doing in each lesson.

Staff use this data to recognise where additional support might be provided. The Waves of Intervention, 14, are used to decide this. (See Waves 1-4 Pathways of Support for more information). Data is analysed every report cycle.

The School seeks the views of all parents and values their contribution to their child’s learning. We often seek student views through the Student Council and Staff views through the annual staff survey.
Roles and Responsibilities

Assistant Headteacher, Academic Inclusion & SENDCo = Ruth Bennett

SEN Governor = Dan Phelps

Lead Practitioner ASC = Rosie Quinney

Designated Teacher for Looked After Children = Ruth Bennett

Designated Teacher for Safeguarding = Martin Brookes (supported by Louise Wilson)

Assistant Headteacher, Behaviour = Linda Wilcox

Assistant Headteacher, Social & Emotional Inclusion = Sarah Finch
Storing and Managing Information

Please refer to the school’s policy on Information Management.

Contact: Kevin Tranter
Reviewing the Policy

The SEN Policy was written in line with the new requirements for SEND, effective from 1st September 2017. The policy is reviewed every three years.

Next date for review: November 2020
Accessibility Policy

Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase the accessibility of schools for disabled students.

The school also reflects on and evaluates any barriers to learning, by considering the national Inclusion Standards, adapted for local practice by the Birmingham Educational Psychology Service. Its success and areas for focus are highlighted through the school’s Equality review, which takes place annually.

In 2010, the Equality Act replaced all existing equality legislation.

The Equality Act (2010) placed a legal obligation on all schools, making it unlawful to discriminate against students, staff, parents, governors and visitors, with a disability.

Under this new guidance the Governing Body has had three key duties towards disabled students:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which disabled students can participate in the school curriculum to ensure that students with a disability are as equally, prepared for life as are the able-bodied students in the school. This covers learning and teaching and the wider curriculum of the school such as participation in after-school clubs, leisure activities or school visits;
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. The plan will also review ways to assist students with Special Educational needs who would not be classified as disabled under the Equality Act. For such students the school has a responsibility to meet their special needs, and for those classified as disabled, a duty to prevent discrimination against them in their access to education.

The Disability Discrimination Act 1995 defines a disabled person as a person with ‘a physical or mental impairment which has a substantial and long term adverse effect on his (or her) ability to carry out normal day to day activities’. The Act defines ‘substantial’ as ‘more than minor or trivial’ and ‘long term’ as ‘has lasted or is likely to last more than 12 months’.

The Act states that an impairment is to be taken to affect the ability of a person to carry out normal day to day activities only if it affects that person in respect to one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

**The purpose and direction of the School’s provision: vision and values**

Colmers School has a strong family ethos and we wish to assist all students to reach their full potential. We value the diversity of our school community and appreciate the contribution that students with special educational needs and / or disabilities can bring to school life. We aim to work together with parents and carers to remove barriers to learning that prevent students participating fully in school life. We have high ambitions for all of our students including any of our students who may be disabled, and we expect them to participate and achieve in every aspect of school life.
We believe that all students have the right to be actively included in the life of the school. Our staff are committed to the inclusion of all students. We therefore:

• Value every individual and celebrate their achievements;
• Identify and respond to individual needs;
• Identify and overcome all potential barriers to learning;
• Set multiple learning challenges for every student. All members of the school community should be aware of the Equality Act (2010) and its application to schools.

Our priorities are to ensure that:

• All staff are fully aware of the obligation to provide an inclusive curriculum.
• All policies on review are revised as necessary to take account of the disability legislation
• We consult with parents/carers, students, staff, governors and other agencies about priorities for increasing access to the curriculum.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications regardless of any disability he/she might have. We actively implement the school’s equal opportunity policy for staff in the day to day management of the school. All staff are provided with the necessary support for their roles. We regularly review our staff’s needs to ensure these are being met.

**Admissions - Welcoming and preparing for disabled students**

We have an Admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for students with special educational needs and/or disabilities. The support we provide for students with special educational needs and/or disabilities can also be found in our ‘SEND Local Offer’ (available to view on our website). The Admissions policy ensures we conduct admissions on a fair and non-discriminatory basis. Where it is practical to make reasonable adjustments to enable prospective students to take up a place at Colmers School and to satisfy the current admissions criteria, we are committed to providing those reasonable adjustments, as outlined in the Equality Act (2010) and Part 3 of the Children and Families Bill (2014).
In order to fully meet the needs of disabled students, we require complete disclosure of information prior to entry from parents / carers and previous schools. We will ask all applicants for admission to say whether they have received any previous support, have had an educational psychologist’s report or have any disability or other condition of which the school should be aware.

Parents / Carers of a student with a special educational need and/or a disability should provide the school with full details prior to the admissions procedure, at registration, or subsequently before accepting the offer of a place at Colmers. We require this information so that, in the case of a student with a particular need, we can assess those needs and consult with parents about the adjustments which can be reasonably made to ensure that the application procedure is accessible for the student and that we can cater adequately for the student should an offer of a place be made.

In assessing the student or prospective student, we may need to take further advice and request assessments as appropriate from external agencies. We will be sensitive to any issues of confidentiality at all stages. We will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. For example, we may be able to provide an examination paper in large font for a visually impaired student.

If special educational needs and/or a disability becomes apparent after admission, we will consult with parents / carers about reasonable adjustments in order to allow the student to continue in the school. The school’s policies on SEND, Discrimination and Equal Opportunities are available on the school website.

For those students identified with a special educational need and/or a disability, we consult with the individual parent/carer to seek their views on their student’s specific needs, both physical and sensory. This process is completed as part of our annual IEP review process and EHC Plan reviews.

**The main priorities of the school’s Accessibility Provision**

**Priority 1: Increasing the extent to which disabled students can participate in the school curriculum Summary of the current position:**

- Students are identified to staff at the start of and throughout the academic year.
- Students contribute to preparing a ‘Student Profile’ to outline their strengths, weaknesses, preferred learning styles and appropriate teaching strategies. The profiles are updated and shared with staff at the start of each term.
- The curriculum is fully inclusive and appropriate support is provided to all students at key transitional stages, ie – Options choices
- Resources available in different formats for students with specific needs, ie - dyslexia
- Under-achievement of disabled students is systematically tracked and appropriate interventions put in place in the classroom and as part of wider support programmes.
• Intervention Leads are allocated to work in and out of lessons with targeted students.

• We have a wide range of extra-curricular activities and all students, irrespective of any impairments or disabilities, are encouraged to take part. This includes school trips and residential visits where support would be available to ensure that all students had the same opportunities.

• Parents / Carers of students with a disability attend annual IEP / EHC reviews.

• The use of outside agencies for support, advice and training is sought to ensure that Intervention Leads, teachers and parents / carers can be advised effectively.

• Special access arrangements made for examinations as appropriate.

• Regular reviews of ‘Health Plans’ to keep staff with up to date information on specific medical and physical needs.

Priority 2 – Improving the physical environment to increase the extent to which disabled students can take full advantage of education and associated services

Summary of the current position:

• All buildings are wheelchair accessible by ramps with non-slip corduroy tiles

• There is at least one accessible classroom in each subject area

• All internal stairs are fitted with hand rails

• There is a wheelchair users’ toilet in the school fitted with a panic alarm

• Corridors in most parts of the school are wide and accessible for all students

• Lighting, blinds and colour schemes used to decorate classrooms improve visibility for visually impaired students.

• There is clear visual signage in all buildings, ie – signs for fire exits, toilets, subject areas

• There is significant colour contrast between door and door frames throughout all school buildings

• The main school hall is equipped with an audio visual system

• All key support rooms are located in close proximity of pupil services - student reception, SEND office and Pastoral Support Workers
• There are disabled parking spaces on the school site

Priority 3 – Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

Summary of the current position:

• Effective use differentiated materials to support students with specific SEND needs, ie – large easy read print, worksheets on coloured paper, coloured overlays, reading rulers.

• Resourcing personal laptops for targeted SEND students

• Effective first wave teaching with targeted intervention Lead support as necessary

• Examination papers and controlled assessment documentation provided in different formats

• Access to on-line support materials, ie MyMaths, Tassomai

• Effective use of Intervention Leads for Pre-tutoring programmes

• Continuous staff training to provide guidance on specific SEND issues, ie – dyslexia

Contacting the School

The School is open to the public between the hours of 8am – 4pm. Parents can telephone the school during these hours and request communication from any member of staff. Although we do not have a drop-in service where parents or carers can have immediate access to staff, we do have a policy of responding to emails and telephone calls within 48 hours. If the call is deemed an an emergency, staff will respond usually on the same day.

In the event of any concerns about the child, parents should use the guidance below as to who best to speak to.

| A minor academic concern = the student’s Learning Tutor or the Subject Teacher |
| A minor emotional/personal concern = the student’s Learning Tutor |
| A major academic or emotional/personal concern = the student’s Head of Year or the Inclusion Team (SEN) |
A major concern that has not been satisfactorily resolved by the Head of Year or Inclusion team = the Headteacher.
Bullying
See the School Anti-Bullying policy.

Appendices
Equality Review
Managing of Medical Conditions Policy
Information Management Policy
Anti-Bullying Policy

School Context
Different data groups

Community Involvement
Key contributors of information this year
Sources of evidence

Data Trends and Pictures
Overview of trends

Priorities Identified
Priorities for the year ahead, to feed into SIP