



KING EDWARD VI
Handsworth School For Girls

Special Educational Needs Information Report

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1. What are special educational needs?

“A learning difficulty is a difficulty in acquiring knowledge and skills to the level expected of those of the same age.”

We provide SEN support for students with special needs categorised under the four broad areas;

- **Communication and Interaction e.g. ASC**
- **Cognition and Learning e.g. MLD, SpLD**
- **Social, Emotional & Mental Health**
- **Sensory and/or Physical e.g. HI**

At King Edward VI Handsworth School for Girls, we focus on inclusive, high quality teaching and make the reasonable adjustments required to welcome all students who have been successful in gaining a place in our school.

2. What should I do if I think my child has SEN or disability?

- **Points which you may want to consider:**
 - **Why you think your child has a SEND?**
 - **Does your child learn at the same rate as other children their age?**
 - **What may school be able to help?**
 - **What may you be able to do to help?**
- **Notify the school who will inform the SENCO (Mrs R Miras-Pye) of your concerns.**
- **School will consider all the information available to them from the primary school, the data, including standardised test scores, teacher views and class assessments.**
- **It may be necessary to see your GP as there may need to be a referral for further medical assessment.**
- **Once the information has been considered you will receive a report and/or be offered a meeting in school.**

3. How will you know if my child needs extra help?

- The PAL for Y7 and the SENCO request information from Primary Schools and carry out visits where appropriate.
- The SENCO may be invited to Year 6 Annual Reviews or other meetings around the student.
- External agencies contact the school at transition, regarding students who already receive their support .
- We use KS2 Results, Teacher Assessments and carry out in-house testing in maths, reading, spelling and writing during Key Stage 3, to identify students who might need differentiation, intervention or support.
- Teaching staff may raise concerns where there appears to still be a need despite adapted, differentiated lessons. Additional information is requested from all subject teachers to establish the pattern of need.
- Progress information collected as part of the school's assessment recording and reporting policy is also reviewed.

4. How will I know how my child is doing?

- **Subject Assessment Reports are issued termly to parents of all students.**
- **Parents are invited to attend Parents Evenings.**
- **As part of the ASSESS, PLAN, DO, REVIEW cycle a student with SEN will have a Pupil Profile which is drawn up with the student and his/her parents, detailing the student's needs and the differentiation they require. This will be reviewed every three months with the student and parents.**
- **Students who have an Education Health and Care Plan will have Statutory Annual Reviews.**

5. How will you let me know about my child's support?

Communication is via one or more of the following:

- **Contact from the SENCO, PAL or a member of teaching staff via email, letter or telephone.**
- **Parents' evening appointments**
- **Invitations to meetings with appropriate staff members.**
- **Student Pupil Profile set-up and review meetings.**
- **Annual reviews for those with EHCPs.**

6. How can I help to support my child's learning?

- Express interest in your child's schooling, enquire about their schoolday.
- Support the curriculum with family-based activities, visits to places of interest. Read together, discuss the news and any other topical issues
- Know your child's academic and learning targets and actively encourage your child to work towards them.
- Check the homework planner regularly.
- Attend parents meeting as well as planning and review meetings
- Encourage your child to attend Homework Club which runs Monday to Wednesday
- Encourage your child to attend subject support, booster and revision sessions on offer at different times during the week and advertised via the school website and daily bulletins.
- Encourage your child to engage in extra-curricular activities to gain a wider experience of school.
- Follow the advice you are given by staff and external agencies.
- Visit the school website and the links to relevant information.

7. How will I be involved in planning for my child's education?

You will be invited;

- Attend the Open Evenings for this and other schools at times of transition.**
- Attend Parents' Evenings and Information Evenings offered by the school.**
- Maintain two-way communication between you and the SENCO/PAL.**
- Attend the planning meetings about your child's needs which may include discussions with external agencies**
- Attend the Pupil Profile review meetings to explore if your child's needs are being met.**

8. How will my child be involved in planning for his or her education?

- All students are expected to take responsibility for their learning.
- They are expected to keep their homework planners up-to-date.
- Students are encouraged to talk to their form or subject teachers, PAL, SENCO or any other member of staff with whom they feel comfortable when they have a problem or need advice.
- Students are given support and advice before making informed decisions about their options at the end of Year 9.
- The student takes the central role in the drawing up of the Pupil Profile and is encouraged to lead the discussions about how their learning could be improved, i.e. what is needed to help them to achieve their targets.
- Education and Health Care Plan Review meetings are 'pupil-centred' and have the student and parent at the centre.

9. How will you support my child in starting school and moving on?

Primary Transition

- Strong links with primary schools. Transfer of information begins May Y6.
- Primary transition meetings may take place with Y6 teachers, PALS and/or SENCO
- Extra transition sessions are provided for SEN students and their parents, over and above the LA Transition Days for all students.
- The SENCO may be invited to attend Y6 Annual Review or other meetings for identified students planning to attend this school.

• Post-16 and Post-18 Transition

- Careers Advice from Y9 onwards.
- Careers education in the curriculum, including information about post-16 and Post-18 options
- Information provided regarding Post-16 and Post -18 alternative provision.
- Transition meetings are arranged and relevant information is shared with support staff at the college or training provider.
- Future Planning as part of Annual Review/EHCP and Student Profile review meetings.

10. How will you match the curriculum to my child's needs?

- We provide high quality teaching as the starting point of good SEN teaching and support.
- The effective identification of a student's needs and communication of those needs via the pupil profile informs staff of the differentiation required so that teaching staff can make reasonable adjustments.
- We can offer school support with our LEAP programme for Literacy needs
- We offer Peer Mentoring with Year 12 students for social groups
- Subject-specific intervention sessions are provided by teaching staff at specific times throughout the year.
- Specialist equipment may be provided for students, where necessary.
- Examination Access Arrangements are applied for where there is a history of need and sufficient evidence to support an application.

11. How will you make decisions about how much support my child will receive?

- We track student progress, listen to students' and parents' views and use this information together with the judgements of other professionals where appropriate to create a picture of need and allocate support accordingly.
- We ASSESS, PLAN, DO and REVIEW the support and interventions we offer to ensure that they are appropriate and adequate for the student.
- For students with an Education Health and Care Plan (EHCP), decisions are taken by the LA, using information from the Annual Review process.
- For student's with identified SEN but without an ECHP, the decision regarding the support required will be taken by the SENCO in consultation with staff and the Senior Leadership Team (SLT) during the ASSESS, PLAN, DO, REVIEW process.
- Changes in a student's circumstances which have an effect on their well-being may lead to certain interventions being arranged.

12. How does the school allocate resources to match the needs of students with SEN?

- All staff are teachers of SEN and receive training to enable them to meet the variety of needs of students in the classroom.
- The school and teaching staff will make reasonable adjustments to meet the needs of students with SEN.
- The school has a Learning Support Department with its own resource centre called the 'Learning Hub.'
- The Learning Support Department is led by the SENCO and includes a team of support workers who provide a variety of interventions that include 1:1 mentoring, counselling and CBT.
- The school will make reasonable adjustments to provide specialist resources and equipment where the need is identified.
- The school has links with a qualified assessor who can carry out many of the necessary assessments required to apply for Examination Access Arrangements.

13. What training or expertise do your staff have?

- The SENCO is a qualified teacher with the National Award for Special Educational Needs Co-ordination.
- The SENCO attends the termly SENCO updates offered by Birmingham City Council
- There is in-house and specialist CPD offered to all staff in aspects of SEN through the annual programme of CPD.
- There is a CPD Library available for staff to access
- The Learning Support Department has a team of qualified teachers and support staff who have various qualifications and specialisms.
- Specific training in aspects of SEN is funded for staff via the appraisal system, linked to the School and Team Improvement Plans.
- The Governor with specific responsibility for SEN has received SEN Governor training

14. What specialist services could be available for my child?

School

- SENCO
- Experienced and qualified Pastoral Support Department.
- The Learning Hub
- Pastoral Support worker for KS3, KS4 and KS5
- CBT sessions via My Time
- Holistic Counselling sessions via the Well-being crew

Local Authority Support Services

- ENTRUST Tel; 0300 111 8030
- Special Educational Needs Support Service (SENSS)
- Educational Psychology Service
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Physical Disability Support Service (PDSS)
- Occupational Therapist
- Communication Autism Team (CAT)
- Children's Services
- Education Welfare Officer (EWO)
- Careers Advice
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15. How will the school know that its SEN provision is effective?

- **The Head teacher and Governors ensure that there are rigorous self-evaluation procedures in place to monitor quality assurance.**
- **If the provision is effective then your child will be happy in school, with an excellent attendance record and will be achieving the expected level of progress.**
- **You and your child will play a part in the ASSESS, PLAN, DO, REVIEW process where the school will gather information about the progress of your child through regular review of assessment data which will indicate if your child is making expected progress and this will be shared with you**
- **Interventions will be assessed to evaluate their impact and this information will be used to plan the support and intervention required to meet your child's needs within school**

16. How accessible is the school?

- Please refer to the school's Accessibility Policy and plan on the website.
- Please be aware that King Edward VI Handsworth School for Girls operates on a large site with a number of multiple buildings, accessible only via stairs.

17. How will you include my child in activities outside the classroom?

- **SEN students are encouraged to attend any of the extra-curricular activities on offer in the school and reasonable adjustments are made to ensure that most, if not all are accessible to students with SEN. Information about the activities on offer is available on the website or via the form tutor.**
- **The Learning Support Department is available at unstructured times for students to socialise with other students, play games and take time out if required.**
- **School will complete the relevant risk assessments for out of school activities to enable students to attend activities.**
- **SEN students are encouraged to apply for positions of responsibility within the school such as Form Captain and Librarian posts. The school tries to ensure that SEN students play a part in any Student Voice activity and are represented in all aspects of school life.**

18. How will you support my child's overall well-being?

- Students has a designated form tutor who they see every morning who monitors their attendance and will nurture a relationship with them. The PAL works with the form tutor and the SENCO, to ensure the needs of the student are met.
- Personal well-being forms part of the SMSC curriculum via the PSHE Programme as well as via assemblies, special presentations and outside speakers.
- The Pastoral Department supports students with behaviour, bereavement, emotional support and well-being and can offering counselling or support from external agencies.
- The Behaviour for Learning Policy ensures that students have boundaries and that their achievements are acknowledged.
- Emotional well-being is protected through the Anti-Bullying Policy, CBT and Counselling
- Extra-curricular activities provide an opportunity to socialise with a wide variety of students.
- Student Voice gives students the opportunity to express their views.

19. What should I do if I have a complaint?

Parents should raise their concerns with the person they feel is most appropriate. This is likely to be through contact with the relevant PAL, SENCO or a member of the Senior Leadership Team.

The relevant person will consider the best way of dealing with the concerns raised according to the circumstances. It is preferable for all concerned that issues raised are resolved at an informal stage rather than later.

If parents are still not satisfied with the outcome, they can refer to the formal procedure set out in the school's Complaints Policy.

20. Glossary of terms

<u>ADD</u>	<u>Attention Deficit Disorder</u>	<u>LAC</u>	<u>Looked After Child</u>
<u>ADHD</u>	<u>Attention Deficit Hyperactivity Disorder</u>	<u>LEA</u>	<u>Local Education Authority</u>
<u>ASD</u>	<u>Autistic Spectrum Disordered</u>	<u>LM</u>	<u>Learning Mentor</u>
<u>CAF</u>	<u>Common Assessment Framework</u>	<u>MLD</u>	<u>Moderate Learning Difficulty</u>
<u>CAMHs</u>	<u>Child & Adolescent Mental Health Service</u>	<u>MSI</u>	<u>Multi-sensory impairment</u>
<u>COP</u>	<u>Code of Practice</u>	<u>OT</u>	<u>Occupational Therapist</u>
<u>CP</u>	<u>Child Protection</u>	<u>PD</u>	<u>Physical Disability</u>
<u>DCD</u>	<u>Development Co-Ordination Disorder</u>	<u>PMKLD</u>	<u>Profound and multiple learning difficulties</u>
<u>EAL</u>	<u>English as an Additional Language</u>	<u>SEN</u>	<u>Special Educational Needs</u>
<u>EP</u>	<u>Educational Psychologist</u>	<u>SEND</u>	<u>Special Educational Needs & Disability</u>
<u>FSM</u>	<u>Free School Meals</u>	<u>SENCO</u>	<u>Special Educational Needs Co-Ordinator</u>
<u>FLO</u>	<u>Family Liaison Officer</u>	<u>SLCN</u>	<u>Speech, Language, Communication Needs</u>
<u>HI</u>	<u>Hearing Impairment</u>	<u>SLD</u>	<u>Severe Learning Difficulties</u>
<u>IEP</u>	<u>Individual Education Plan</u>	<u>SpLD</u>	<u>Specific Learning Difficulty</u>
		<u>VI</u>	<u>Visual Impairment</u>

Where can I find more information or advice?

- King Edward VI Handsworth School for Girls

website

<http://www.kingedwardvi.bham.sch.uk/>

- The Local offer

<https://www.birmingham.gov.uk/localoffer>