



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

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SEND INFORMATION REPORT

ACADEMIC YEAR 2023 -2024



The information in this document describes our provision for pupils with a special educational need or disability (SEND) and reflects Birmingham Council's local offer, which can be found here: <https://www.localofferbirmingham.co.uk/>

SEND at our school

Our school community at King Edward VI Handsworth School for Girls, recognises all students with Special Educational Needs. Our school ethos promotes an inclusive environment in which all needs are met to the highest standard. This is in line with The Children and families Act 2014 and the Equality Act 2010. Our provision ensures that students receive support which is additional to, or different from the provision generally made for pupils of the same age. We will always consider each student's individual educational needs as well as medical diagnosis and disability

Our school currently provides support for a range of SEND, including:

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

We currently have 50 students on our SEND register, with another 15 additional students following our SEND Graduated Approach (on our SEND provision map but not SEND register as there is no official diagnosis or formal identification of need yet. We currently have 14 students under assessment and awaiting diagnosis. All students have a variety of different needs spread across the four areas of need.

Identifying pupils with SEND and assessing their needs

We endeavour to meet the needs of all students, including those who have Special Educational Needs and Disabilities, as far as is compatible with the efficient use of school resources.

We work with students who have a range of learning difficulties along with medical needs and physical disabilities. This also includes social, emotional and mental health needs. The school has a dedicated space for our students with SEND, called the 'Learning Hub'. This is a calm space that our SEND students are able to access when they need to; helping them feel calm and emotionally regulated, and able to continue with their learning. The space is also available during unstructured social times, for students to socialise with their peers, and increase their confidence with their social skills, communication and interaction. We work closely with students either in the capacity of group work, to help with their learning and also on a one to one basis, if required. The SEND Team currently comprises the SENDCo and two Learning Support Assistants. We endeavour to aid our students who experience emotional stress in the most sensitive and supportive way possible; we listen carefully to what they have to say and liaise with parents and guardians, and help students to work their way through difficult periods. Although we manage the needs of our students effectively, we call upon outside professionals when we need additional support.

At King Edward VI Handsworth School for Girls, we work in collaboration with all stakeholders in order to collect and gather information and create a strong team around the child and use the graduated approach at all times. We liaise closely with Primary school settings, other professionals when required, and classroom teachers. We use data to help support judgements.

We will assess each pupil's current skills and levels of attainment on entry, which will build 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 child's previous rate of progress
- Fails to close the attainment gap between the child 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, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

At King Edward VI Handsworth School for Girls, we aim to involve parents/carers and pupils in decisions about what SEND provision should be made. We recognize that parents/carers hold key information. Knowledge and experience to contribute to the shared view of the best way to support learning.

Communication between school and home is of the utmost importance in our school setting. It is vital to include the voices of all stakeholders in the academic progress and social care of each student. We believe in building good and positive working relationships with all parents and careers, so that we are able to offer the best support for our students with SEND. The main form of communication is via the following: telephone call, email, letter or online virtual meeting. The SENDCo will also be available every half term for a 'Meet the SENDCo' opportunity for parents/carers to communicate any concerns they may have so we can work together towards the best possible outcomes for the student.

When appropriate, parents/carers will be invited into school for meetings, this is an opportunity to discuss students' personal targets and how these can be achieved with the right support. It is also a time to review interventions and plan for future outcomes, which also revolve around preparation for adulthood.

Parents/carers are kept abreast of workshops and support groups which are provided by the Local Authority, this information is signposted to parents via the weekly bulletin.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

The school shares information with the school, college, or other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this.

Students are offered a detailed induction when they start with us in year 7 and an additional induction is available for students with SEND.

Regular reviews are in place for students who will leave our setting, and we use the guide indicators from Preparation for Adulthood as a benchmark, to ensure we are preparing our young people for the best opportunities available to them, once they leave our setting. The SENDCo also works closely with the careers officer, to ensure that all future pathways are explored and discussed, prior to decisions being made. This work around careers will start in year 9. Information is also given regarding post 16 and post 18 alternative provision.

All access arrangement documents are sent to new settings when requested via secure mail and any other documentation which is required of any new providers, to ensure an effective transition.

A lot of educational establishments have their own transition offer that include visits and additional support. We are happy to take a bespoke approach to this and offer support from our team if deemed necessary.

Our approach to teaching pupils with SEN

Quality First Teaching (QFT) is the first step in responding to pupils with SEND. This will be adapted for individual pupils where necessary.

We firmly believe that every teacher is a teacher of SEND and we work in collaboration to provide the very best inclusive environment for all of our students. Our Quality First Teaching enables us to lift barriers for students with SEND. The SENDCo works strategically with teachers, and will deliver professional learning and development

sessions to ensure that teachers are well equipped to support individual students. The Pupil Profile informs staff of the needs of individual students. The Profiles are regularly updated, so that teachers are able to clearly see the journey each student is making throughout their school life. This profile is essential in ensuring that each student, regardless of their special educational need or disability, will be able to fully access all parts of the curriculum.

The School has a 'Learning Hub', which is a dedicated space for students with SEND and is led by the SENDCo. The support offered within this space, matches the needs of students with SEND.

Examination Access Arrangements are applied for, where there is a history of need and there is sufficient evidence to support an application. The access arrangements are shared with all teaching staff so they are able to incorporate the arrangements into their daily teaching and this then becomes the student's normal way of working.

We believe that every child matters and we work to the best of our ability to ensure that students of SEND are in line with their peers. We instill confidence, so they can achieve their fullest potential and access the curriculum with ease; we believe that SEN students are entitled to this provision.

We encourage the implementation of various strategies which provide differentiation. We pride ourselves on getting to know our students well, so that we can fully understand what they need to be equipped with, in order to access the broader curriculum and make the appropriate reasonable adjustments required. We value the importance of building strong relationships with our students so that we are able to provide a comprehensive and effective graduated approach to students' learning.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For further information, please refer also to our accessibility plan which covers increasing the extent to which disabled pupils can participate in the curriculum.

Our accessibility plan ensures that students with disability have the same opportunities offered to them in regard to their education. Please be aware that King Edward VI Handsworth School operates on a large site with a number of multiple buildings, accessible only via stairs.

Additional support for learning

We follow a training plan for all staff which includes whole school training on SEND issues.

Individual teachers and support staff can also attend training courses run by outside agencies that are relevant to the specific needs of SEND children within our care.

We have two learning support assistants employed by school who either support pupils in the classroom working with small groups or on a 1:1 basis.

We work with external agencies to provide support for pupils with SEN, including:

- Educational Psychology Team
- Communication and Autism Team
- Pupil and School Support
- Sensory Support for the Vision impaired and Hearing Impaired
- Physical Disabilities Support Service
- Speech and Language Therapists
- Occupational Therapy Team

Expertise and training of staff

Our full-time SENDCo (Angela Lomas) is an experienced teacher having been in education for over 20 years. She is a member of our extended leadership team and prior to her starting at King Edward VI Handsworth School has undertaken various roles such as Assistant Head of Science, Achievement Coordinator (Teaching Pastoral Lead/Head of Year) and a secondment opportunity as Acting Deputy Headteacher at a Primary School. She obtained her National Award for Special Educational Needs Coordination in 2016 and is also a qualified exams access arrangements assessor (since 2020).

Staff are given training which is delivered by the SENDCo alongside professionals from outside agencies, such as the Communication and Autism Team, the Educational Psychology team, Pupil School and Support and West Midlands Speech and Language Therapy. We will deliver training to match the needs of the students in our setting and ask for expert training to be delivered in person or recorded for our staff to use too. A folder of all of the training resources are available on the staff drive, and therefore accessible for all teachers. We have access to a CPD Library, which holds books, articles, journals on different aspects of SEND provision. The SENDCo will focus on Quality First Teaching CPD and continue to work with colleagues throughout the academic years. Our teachers are also part of the Professional Seminar Community and this has enabled teachers to showcase their field of expertise, and share good practice with others.

Securing equipment and facilities

We endeavor to ensure our SEND students have the equipment and facilities that need to support their learning. This is done in numerous ways such as through communication with our feeder schools during transition to our school and with medical and educational professionals too.

We may need to apply for additional funding at times in order to do this.

Evaluating the effectiveness of SEND provision

Each SEND pupil profile has individualised information about the student's SEND needs and the high quality strategies staff need to utilise to support them in their classrooms. This information will be reviewed on at least an annual basis with both the students and their parents/carers. Students of SEND are encouraged to become resilient and independent in their approach to their education, and they are encouraged to find different ways to help support themselves too.

The graduated approach is followed and is used to monitor the effectiveness of our provision (assess, plan, do, review), so that we are able to change strategies and recommendations when needed and where appropriate.

The voice of the student, parents/carers and teachers are used to feed into the next steps of progress. When liaising with students of SEND, we offer various mediums for capturing their voice; this may be done via an audio recording, a video recording or via visual aids, it is important to us that we enable our students to communicate with us in the most effective way possible. This enables us to make the appropriate recommendations which will support students to make further progress.

The SENDCo will review assessment data, across the curriculum to evaluate the impact of the work which has been done by the SEND team.

All students with an EHCP will receive an annual review, for which all stakeholders are invited and it is a person-centered review.

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

Progress for students with SEND in our setting is not only measured via data, but by participation in the wider school community – this helps students develop confidence, independence and take on roles of responsibility, which essentially helps them to prepare for life after school, preparing them for adulthood. Students with SEND are encouraged to attend extracurricular activities on offer in school, and reasonable adjustments are made to ensure that they can access them. The Learning Hub is available for students during unstructured times, for students to socialise with one another.

The School will complete a full risk assessment for out of school activities so that students can attend, safely and participate fully. Some students with specific disabilities may need additional travel time, or access to appropriate amenities, which is fully explored prior to any external trip, and feeds into the School risk assessment.

All students are encouraged to join in on trips (e.g. in 2023, trips including taking all of our Y7 students to see the CBSO perform at Birmingham Symphony Hall, all of our Y8 students went on a Science trip to the National Space Centre, some of our Y9 students went on a residential trip to Yorkshire to enjoy some outward bound activities, Y9's were also offered opportunities to visit different countries (France and Germany) and a Ski trip to Italy has been proposed for March 2024 for students in Years 10 and above.

Our students with SEND are actively encouraged to participate fully in Sports Day and School Plays and to apply for positions of responsibility within school such as Form Captain and Librarian Posts. The school ensures that students with SEND are a part of student voice activities and are represented in all aspects of school life. No student is ever excluded from taking part in these activities because of their SEND needs or disabilities. We are proud of our staff body who are supportive and inclusive and keen to be fully compliant with the Equality Act.

In April 2023 our 'Outside the Box' club was launched, by students, for students. The club takes pride in celebrating Neurodiversity and seeks to support students by providing students with a range of tools - both literally and metaphorically - to aid them in understanding and dealing with the challenges of neurodiversity. Strategies, techniques and creating physical tools are taught to students and delivered in a neurodiversity friendly manner.

Each workshop aims to provide a practical resource for students to use based on an understanding of the science behind neurodiversity delivered in a creative, engaging and friendly format.

Support for improving emotional and social development

At King Edward VI Handsworth School for Girls, we have a well-resourced and experienced pastoral team who work in conjunction with the SEND department. Student voice is captured, which enables us to amend our provision around social and emotional development and well-being. There is a Pastoral Lead for each year group throughout school along with Pastoral admin support. Students are able to confidently report any concerning issues to their key person in school, who will offer the appropriate support and care, to ensure that every child feels safe in their environment. We have robust systems in place, so that students are able to report to key adults, in a safe and open manner.

Students also have their form tutor, who they are able to report to if they are unhappy or are facing challenges in school. Form tutors build excellent and strong relationships with their students and have daily contact with them every morning during registration.

We have a Well Being mentoring programme, which allows KS4 and 5 students to work with and support KS3 students; this work is invaluable in our school community, and this has been recognized nationally as we have been awarded the prestigious 'Well-Being Award for Schools (in partnership with the National Children's Bureau).

Staff are appropriately trained annually on how to keep children safe, and to work together so that we have a child centered approach to the prevention of maltreatment, and impairment of mental health and physical development. We work collaboratively to ensure that every student has the best outcomes available to them.

Working with other agencies

At King Edward VI Handsworth School for Girls, the SENCo works in synergy with external agencies, to gain the best advice for students and to ensure the right support is provided for our students with SEND. The school is supported by the Local Authority through Access to Education, which consist of four specialist services: Communication and Autism, Educational Psychology, Pupil and School Support and Sensory Support. Although the school nurse team has now been taken out of all schools in the local area, we are still able to refer to the School Health Advisory Service and other agencies depending on individual needs. We also work closely with West Midlands Speech and Language Therapy too. The combined effect of the work we do is invaluable for our students and their families.

Contact details of support services for parents of pupils with SEND

SEND Local Offer Website for parents. Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability (SEND).

<https://www.localofferbirmingham.co.uk/>

This is also accessible via our school website and all courses and webinars are updated via our parent bulletin.

Parent Link Services

Tel: 0121 303 8461

Email: Parentlinkservice@birmingham.gov.uk

PO Box 16289, Birmingham, B2 2XN

Birmingham Parent Carer Forum

Email: info@birminghampcf.org

Follow us on: Twitter: @BirminghamPCF

Facebook: <https://www.facebook.com/BirminghamPCF/>

Visit the website: <https://www.birminghampcf.org/>

Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

Tel: 0121 303 5004 (8:45am to 5pm, Monday to Friday), Email sendiass@birmingham.gov.uk

Alternatively, you can write to:

SENDIASS, The POD, 28 Oliver St, Nechells, Birmingham
B7 4NX

Contact details for raising concerns

email: office@kingedwardvi.bham.sch.uk

Website: www.kingedwardvi.bham.sch.uk

Acting Headteacher: Mrs Clare Berry

Complaints about SEND provision

Complaints about SEND provision should be made to the Headteacher in the first instance. Please refer to the 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.