



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Educational excellence for our City

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/>

Special Educational Needs and/or Disabilities (SEND) in our setting

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.

We currently have 80 students on our SEND register who have a variety of different needs spread across the four areas of need, which includes:

- **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.

This academic year, NASEN were commissioned by the King Edward's Trust to visit all schools within our trust, as they are internationally renowned as a charitable membership organisation that exists to support and champion those working with, and for, children and young people with SEND and learning differences.

In late September 2023, we had a SEND review, conducted in person by two members of the NASEN team <https://nasen.org.uk/>. The day consisted of visits to lessons, meetings with various staff and students and communications with parents and external agencies with the sole purpose of gathering information to evaluate our SEND local offer.

We couldn't be prouder of the three 3 key strengths identified in our school setting:

1. Clear understanding of SEND across all members of SLT, as well as across teaching staff. SEND appears to be 'built-in rather than bolted-on' to planning and practice.
2. A clear vision exists for SEND and pupil wellbeing. This is shared and understood by staff and governors.
3. Acceptance and inclusion, and not just awareness, are key foci within the school. Students feel there is a gradual reduction in stigma related to SEND and neurodiversity

Identifying pupils with SEND and assessing their needs

How do we identify pupils with SEND?

When a student arrives to our setting with a previously identified SEND need, we look at what the need is, what evidence we have and what additional support may be needed to meet their needs. Information is passed on at the point of transition (i.e. from primary schools or previous settings if students move during their schooling or Post-16). However, we will look at this information carefully to ascertain whether we feel the student still has an identified SEND need that is additional to or different from their peers (we find that there is often a variation of criteria levels in different settings and we need to apply our own quality assurance to ensure a fair and consistent approach).

We understand the benefits to early identification, identifying need at the earliest point, working out what action is needed to inform effective provision which then improves long-term outcomes, for example all Year 7 students undergo a baseline assessment for their reading and spelling abilities. We currently use 'Testwise' which is GL Education's web-based testing platform.

By involving specialists at any point for advice and also using information on file (or transferred across) from external agencies. External diagnosis by medical professionals is recorded and students are placed on the SEND register and a pupil profile is created.

Use of graduated approach – We have a rigorous 'initial concerns' system in place where any member of staff can raise a concern/an observation about a child. Teachers are asked to capture information and evidence is gathered over time. The pastoral team are also involved in this process as we need to be mindful that changes in the child's circumstances may explain short-term underperformance in school (and wouldn't be a SEND issue). Referrals can also come from parents/carers and other professionals working with children. We also find here that pupils like to 'self-refer' too. Using all gathered evidence and observations, we may then decide on the next steps to either continue to monitor and gather more evidence or conduct the relevant assessment/investigations which may be done internally or externally depending on what we feel the underlying need may be. We track our identified students using our SEND Provision Map.

Our SEND register is a 'live document' and is shared securely with all teaching and support staff.

How do we assess pupils with potential SEND needs?

We use a broad approach incorporating the following aspects:

- Teacher assessment and experience of the pupil
- Current in-school progress, attainment and behaviour data
- The views of parents and pupils
- Pupil observations
- External advice, where relevant

We are able to screen, assess and identify in some aspects of the four broad areas

of SEND. Where we don't have the expertise or resources, we would refer to an external professional.

Our SENDCo is certified in psychometric testing, assessment and access arrangements so can administer a range of educational tests that are deemed appropriate to investigate a potential SEND need, including areas of reading, spelling, cognitive processing and handwriting speed.

In certain individual cases, we use a GL Assessment tool called 'LASS'. LASS is a digital assessment for identification of dyslexia and other learning needs in ages 11-15. It assesses the literacy and cognitive skills of children aged 11-15 years who have a high probability of dyslexia and develop detailed profiles of their particular strengths and weaknesses. It comprises eight standardised tests covering reasoning, reading, phonic decoding, spelling, visual and auditory-verbal memory and phonological awareness. The tests quickly identify any difficulties related to dyslexia or those caused by underlying cognitive problems in phonology and/or memory, highlighting any differences between a pupil's actual and expected literacy levels.

From Sept 2023 we will baseline assess the reading abilities of all Year 7 students on entry to the school using a GL Assessment called Testwise. The specific test is The New Group Reading Test (NGRT) and we will reassess when students reach Year 9.

Where a medical assessment is needed, we would work with the necessary external professionals in making referrals and inputting into any information gathering they require.

We can also use basic screening tools such as the 'Beck Anxiety Inventory' to ascertain whether more input is needed into a students' mental wellbeing.

We work closely with our pastoral team too who regularly do a 'wellbeing' check with all of our students e.g. a 'letter to self'. They use a screening tool called the 'Strengths and Difficulties Questionnaire' (SDQ) which is part of the DAWBA family of mental health measures. This is used to highlight any students who may need further support with aspects of their mental wellbeing.

We work closely with SALT and are able to use a screening tool from the Communication Trust to identify any SALT needs.

Consulting and involving pupils and parents

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. We do this in the following ways:

- Regular meetings are held with the SENDCo and the students on the SEND register to discuss the contents of their SEND pupil profile, ensuring information is up-to-date and has a continued relevance to supporting their needs. This is also monitored during classroom observations too.

- Regular phone conversations/emails and meetings with parents/carers. All communications are recorded on CPOMS.
- Parents view their child's pupil profile which shows needs, teaching strategies and other support.
- Support is signposted for parents/carers of SEND students and external professionals are involved where needed.
- A 'Meet the SENDCo' opportunity is available every half term where parents can make appointments to discuss their child. This can either be in person, online or over the phone. However, we always offer an 'open-door' to parents/carers who wish to discuss their child's needs as we recognise the importance of timely support.
- The SENDCo arranges meetings via primary school staff to meet the student and the parents/carers of students identified with SEND in Year 6 to ensure we get to know the student before they start here in Year 7. This really supports a smooth transition and helps to reassure parents that their voice is heard.
- 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.
- The school offer half termly 'Partnering with Parents' events on different, relevant themes. For example, in February 2023, the SENDCo enlisted the support of our Speech and Language Therapist (Lilias Jeffery) who delivered a well-received parental session entitled 'The Power of Feelings: Parenting with Emotional Literacy' covering how to understand ways to develop your child's emotional literacy, develop strategies to support yourself and your child to emotionally regulate and having the knowledge to put in place routines for your family to prevent burnout.

Assessing and reviewing pupils' progress towards outcomes

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

The SENDCo will work with relevant staff to carry out a clear analysis of the pupil's needs. This will draw on:

- 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

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

Moving between phases

Students are offered a detailed induction when they start with us in year 7 and an additional induction is available for students with SEND. If students move to our setting after Year 7, we ensure effective liaison with their previous setting regarding documentation transfer that lets us know how their needs were met and make early contact with parents and students to ensure we have aspects in place that they need to thrive here.

If a student leaves our setting we ensure SEND documentation and exam access arrangements (where relevant) are sent to new settings when requested via secure mail, 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.

Students with SEND, particularly those with a neurodiverse condition can struggle with change, so we try and be pro-active in supporting our students with this e.g. ensuring they know who their new teachers will be moving into a new year/phase. If they don't know a teacher, introducing them in advance of their lessons starting etc

Preparing for Adulthood

Preparing for adulthood (PfA) was delivered by the National Development Team for Inclusion (NDTi), with the programme being funded by the Department for Education as part of the 'Delivering Better Outcomes Together' consortium. We embrace this initiative, fully agreeing with the 4 areas of focus to support our students which encompass: employment, independent living, community inclusion and good health.

All aspects of PfA are covered within our excellent Personal, Social, Health and Citizenship Education (PSHCE) curriculum, which is fully accessible for pupils with SEND.

Further examples include:

- All students have two encounters of advice and guidance about careers and access to a mandatory annual Careers Fair.
- There is an opportunity for work experience at the end of Year 11 and also in the Sixth Form and SEND students are supported through this process.
- The PSHCE programme is delivered to all students in Y7-13 and includes a careers strand within it.
- There is a super-curricular offer in which all students Y9-13 are offered virtual encounters with employers, universities and former students who have jobs in a variety of fields.

- All KS4 students receive sessions with Elevate on study skills and Year 11 students have 1:1 conversations with key staff before making options choices.
- All Year 12 students have extensive support with UCAS for university applications and apprenticeships.
- Year 13 drop down day on Preparation for Post-18 and this includes cooking, first aid and self-defence.
- Students with an EHCP have an annual careers interview with a Careers Advisor planned before their EHCP review so their views are up to date. The 'Preparation for Adulthood' framework is used to encourage points of discussion and a plan of action, alongside input from our Careers advisor. They also receive opportunities to work on a 1-2-1 basis with our Learning Support Assistant on the various aspects of preparing for adulthood.

Our approach to teaching pupils with SEN

We are fully committed to SEND – which can be seen through our CPD program, systems and processes in place in school.

The majority of all SEND needs can be met in the classroom by High Quality Teaching universal strategies. Integrated approaches and adaptive practice in the classroom, including modelling, scaffolding, breaking information down into small chunks, targeted questioning for some students.

Each student on the SEND register has a pupil profile.

Use of pupil profiles by teaching staff and other professionals working with children. These profiles contain a description of needs, quality first teaching strategies and other support in school, including access arrangements. The profile ensures that staff understand what the barriers are to a student's learning and how the provision helps overcome them.

The SENDCo is part of the leadership team who carry out regular monitoring of lessons to ensure high quality teaching is happening and students are getting the 'best deal' in their lessons.

We ensure the implementation of a high-quality curriculum which endeavours to inspire and engage our students and make it accessible to all.

Our students with SEND learning alongside their peers and experience the same high ambitions. Where necessary reasonable adjustments are made to ensure full access. Where more specialist support is needed, we enlist the support of our external agencies who advise on best practice so we are able to best support.

Students with an EHCP have a trusted adult in the SEND department and in class support for students where funding allows.

Where students have been assessed and/or observed to need further support in an area of SEND, more targeted support may be provided e.g. a 'social skills' intervention run by an LSA with a group of Y7 students. Interventions are baselined, last around 6 weeks and progress is assessed and analysed at the end to decide next steps.

Seating plans identify SEND students and teaching staff use these to aid their questioning and planning.

Subject specific strategies and resources are used where appropriate. Pupils with SEND can often have significant and complex vulnerabilities and can face additional safeguarding challenges. We have a rigorous approach to safeguarding with effective communication via CPOMS, a named DSL available on rota throughout the school day and an experienced DSL and pastoral team.

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 which 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 (EAA) 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. Our SENDCo has a certificate of psychometric testing, assessment and access arrangements (CPT3A) and so is trained to carry out certain educational testing around EAA.

Adaptations to the curriculum and learning environment

Curriculum

Our school is highly aspirational for learners with SEND, particularly in the curriculum it offers. We are proud to offer an inclusive curriculum which has been designed to be challenging, ambitious, open and accessible for all students.

The Handsworth Teaching and Learning Framework has been created by a working group of staff including the SENDCo. These strands are used by staff to ensure high quality teaching.

The curriculum in each subject starts with foundational knowledge and builds with complexity, so our students with SEND gain the knowledge and cultural capital they need to succeed in life. Learners study the full curriculum. No students are withdrawn from the curriculum.

In every subject, the planning is ambitious and meets the National Curriculum, with no exceptions. There is a logical order of knowledge, which is revisited in a spiral curriculum to help students remember what is taught. Lesson activities are created

so that students can discuss learning and SEND students play an active role in lessons and are supported with this.

Though our curriculum is aspirational, we also recognise that it needs to be coherently sequenced to all pupils' needs, starting points and aspirations for the future. Therefore, the strategies on the pupil profiles play an important part in guiding staff on how to adapt the curriculum and their teaching strategies to allow learners to learn and to make progress e.g. task bars can help some students with SEND to understand the sequence and progress of each lesson.

Staff check learners' understanding systematically, through common assessment tests (CAT) assessments (these happen three times a year). These enable accurate identification of misconceptions and allow staff to provide clear, direct feedback.

CPD has focussed on high quality teaching strategies such as 'adaptive teaching' upskilling our teachers and support staff in how to adapt their teaching 'there and then' if a concept has not been understood.

Further training has been given to staff around 'explicit instruction' (e.g. teacher-lead approaches such as well-structured explanations, modelling and worked examples); 'Cognitive and metacognitive strategies' (e.g. cognitive strategies such as memorisation techniques or subject-specific strategies to solve problems; metacognitive strategies such as effective planning, monitoring and evaluating). Staff have been trained in how to 'scaffold' (this involves providing pupils with temporary supports for a complex task. For example, offering a writing frame and vocabulary guide for an essay in history). Staff know to use 'flexible grouping' (with the aim to group pupils flexibly, according to the individual needs that they currently share with other pupils. This might involve, for example, a teacher working temporarily with a small group to reteach an algebra explanation), and also using technology that can support students with their learning. All these approaches are identified as having relatively strong evidence for their effectiveness for supporting pupils with SEND.

Learning Environment

Our school's accessibility plan ensures that students with SEND 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

SEND is a permanent item on all department agendas.

The SEND department work very closely with the Pastoral team, ensuring a holistic approach is taken to supporting our students with SEND.

All staff have access to a CPD Online Hub.

All staff have access to training on the National College:

<https://nationalcollege.com/secondary>

We follow a training plan for all staff which includes whole school training on SEND issues. Whole school high quality SEND training delivered by the SENDCo (Feb 2023, April 2024) and external professionals (SALT on literacy/vocab July 2023, Ed Psych on ADHD in girls October 2023). 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.

SEND CPD pathway this year dedicated to SEND and how to support students with a neuro-diversity. Also, on CPD pathway related to SEND includes: Adaptive Teaching Strategies and Literacy and Oracy.

A new training initiative has been introduced this year whereby staff create a short training video resource on a specific training area that staff can access at any time (e.g. our SEND department have recently produced one on 'how to support a student with neuro-diversity' and 'How to explicitly teach pre-fixes to aid understanding of academic vocabulary').

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.

This year we are also training an English teacher in the National SENCo Award and she works within our SEND department for one day a week.

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



SEND Staffing Structure 2023 - 2024

<p>Pastoral Team – Consists of Pastoral Leaders (PALs), Non-teaching pastoral support and form tutors</p> <p>We work collaboratively to ensure we are following the SEND graduated approach and providing the right support to our students.</p> <p>Within our non-teaching pastoral support team, we have a qualified junior doctor and social worker. Key members of staff meet every two weeks.</p>	<p>Interim Deputy Head - Steven Ramsey</p> <p>Amongst many other roles and responsibilities, he oversees the SEND department</p>	<p>External professionals</p> <ul style="list-style-type: none"> - PSS - Sara Kearns - CAT - Kathryn Houlahan - SALT - Liliias Jeffery - EPS - Eleanor Mansfield - Sensory Support inc. PDSS - various – - SENAR – Various - SENDCo's from across our trust and the city <p>Examples of other organisations we work with:</p> <ul style="list-style-type: none"> - Anna Freud https://www.annafreud.org/ - Well Being Crew – Kate Lawrence https://thewellbeingcrew.co.uk/ - FTB STICK team https://forwardthinkingbirmingham.nhs.uk/stick-team/ - Sport4Life https://sport4life.org.uk/ - Barnados Mentoring Crew https://mymentalhealth.barnados.org.uk/ - Spurgeons https://spurgeons.org/ - School nurse team – various - Umbrella https://umbrellahealth.co.uk/ - Kooth https://www.kooth.com/ - RSVP https://rsvporg.co.uk/ - Early help team – various - Dyslexia research (Outreach Durham university)
<p>Teaching Team including Leadership</p> <p>Every teacher is a teacher of SEND</p>	<p>SENDCo – Angela Lomas</p> <p>Full time and a member of the Leadership team</p> <p>Whole school responsibilities include: Coordinating SEND provision, Overseeing Reading, Literacy and Oracy, Senior Mental Health Lead, Coordination of exam access arrangements and Assessing for exam access arrangements.</p>	
<p>Learning Support Assistant - Rehna Begum</p> <p>Mon-Fri 08:35-15:35, except for Wed (finishes at 12:50pm). On a named-child contract. Is the key adult for student X (EHCP). Provides in-class support, preparation for adulthood sessions and runs SALT workshops.</p>	<p>SENDCo in training – Emma Gallagher</p> <p>This year we are also training an English teacher in the National SENDCo Award and she works within our SEND department for one day a week.</p>	
	<p>Learning Support Assistant – Currently recruiting</p> <p>To work with the SENDCO to deliver effective SEN provision within school for Years 7-13, inside and outside the classroom leading on the SEND Graduated Approach (Assess, Plan, Do, Review).</p>	

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). This academic year, she is undertaking a National Professional Qualification in Leading Literacy. She is also a Senior Mental Health Lead for the school.

Securing equipment and facilities

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 (full time, non-teaching), a member of staff who is undertaking the National SENDCo Award (works one day a week in the SEND department) and one Learning Support Assistant (LSA). We are in the process of recruiting another full

time LSA.

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.

Regular weekly lesson monitoring is undertaken by members of the SEND department so we can see that the needs of the students are being met in the classroom.

The SENDCo will review assessment data, across the curriculum to evaluate the impact of the work which has been done by the SEND team. The SENDCo works collaboratively with the pastoral team, looking at impact in other areas of school life too.

All students with an EHCP will receive an annual review, for which all stakeholders are invited and it is a person-centred 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 in a calm, supportive setting. The curriculum also provides ample opportunities for all students to participate.

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. 2023 trips included taking all Y7 students to see the CBSO perform at Birmingham Symphony Hall, all Y8 students went on a Science trip to the National Space Centre, some 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). In 2024, trips across all key stages included local visits to The Think Tank, Cadbury World and the Botanical Gardens. Trips further afield are planned for Legoland Windsor, 'We the Curious' (Bristol) a Ski trip to Italy.

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. All form groups are expected to lead an assembly and our students with SEND are actively encouraged to be involved in some way as part of team work building.

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. Since the launch, the 'Outside the Box' club remains a popular choice with our students across the school and continues to embrace and celebrate each other's differences.

All students are involved in an Opportunity Fair at the start of each academic year in which they have the opportunity to learn about and register for over 30 different extracurricular clubs.

The Handsworth Teaching and Learning Framework has been created by a working group of staff including the SENDCo. These strands are used by staff to ensure high quality teaching.

Students with SEND are represented within our school council and have active involvement in school groups and extra-curricular clubs and they are represented in activities such as sport, art and music. Students also choose to attend subject-based extra-curricular activities such as maths club, chemistry club and creative writing.

Leaders, teachers and learners work together to create an environment where bullying, child-on-child abuse or discrimination is not tolerated. The positive wellbeing of our students and staff is held in high-regard and we work in synergy with the pastoral team to ensure that all needs are being met so all students can be included.

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 closely 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 KS5 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.

We endeavour to support our students who experience emotional and/or social difficulties in the most sensitive and supportive way possible; we listen carefully to what they have to say and liaise with parents/carers, and often working alongside our pastoral team, help students to work their way through difficult periods. Although we manage the needs of our students effectively, we will call upon further support from outside professionals when we need additional support/expert advice.

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.

We embrace further opportunities to work with others agencies and charities too such as the Anna Freud Charity and a Psychologist specialising in Dyslexia working at Durham university.

This academic year, NASEN were commissioned by the King Edward's Trust to visit all schools within our trust, as they are internationally renowned as a charitable membership organisation that exists to support and champion those working with, and for, children and young people with SEND and learning differences.

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.