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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 currently provides provision for a range of SEND, including:

- **Cognition and Learning**- Students may find it hard to develop skills in numeracy and literacy, learn at a slower rate to peers, difficulties with concentration, learning new vocabulary, organisational skills and speed of processing information. For example, moderate learning difficulties, dyslexia, dyspraxia, dysgraphia.
- **Communication and Interaction**- Students may find it difficult to communicate with others and express their needs and emotions. They may find it difficult to understand social interaction and rules of communication with others. This can impact how they relate to others. For example autistic spectrum conditions, speech and language difficulties.
- **Social, Emotional and Mental Health Difficulties**- Students may become withdrawn, isolated, display unusual, challenging or disruptive behaviour. Behaviours may reflect underlying mental health difficulties for example self-harming, anxiety, depression or unexplained medical needs. Some students may have Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder or Attachment Disorder.
- **Sensory and/or Physical needs**- Students may have a disability such as visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (P). They may need additional support and adaptations to be made to allow them to access physical resources and facilities in school. During their journey through school, these needs may change. We assess these needs regularly with support of outside agencies and adapt plans accordingly.

### **SUMMARY OF SEND NEEDS IN SCHOOL:**

There are currently 85 pupils on the SEND register. The 3 main identified areas of need in this setting are Autistic Spectrum Condition, Specific Learning Difficulties (for example, Dyslexia and Dyscalculia) and Cognition and Learning.

<b><u>Need</u></b>	<b><u>Number of Students</u></b>
SLCN	7
ASC	9
DCD	1
HI	4
SLD	1
SEMH	8
MLD	7
SPLD/DSYS/DYSC	17
ADHD	3 + 1(awaiting referral)
COG & L	23
SPLC	1
VI	1
P/MED	1
COM + INT	1
<b>TOTAL</b>	<b>85</b>

### **Identifying pupils with SEND and assessing their needs**

We assess each pupil's current skills and levels of attainment on entry in year 7 using information obtained via CAT tests and reading assessments. Information provided by primary schools and the KS2 data obtained via completion of SAT's are used to develop an overview of each pupil, areas of strength and areas that will need additional intervention and support.

At the start of the academic year for year 7-11, students complete a reading assessment to support with identification of need for intervention.

At Key transition stages year6 into 7 and yr11 into 12 standardised test data is analysed.

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 pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil 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, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. The school will use this to determine the support that is needed and whether they can provide it through Quality First Teaching, or whether an additional level of intervention is needed.

### **Consulting and involving pupils and parents**

We have a child-centered approach to identification of needs and ensuring appropriate provision and interventions are implemented. As part of this, we consult with parents to support in developing a profile and history of needs.

Parents/ Carers of pupils with SEND are provided with opportunities throughout the year to be involved in the education of their child in a variety of ways:

- Parent's/ Carers evenings
- Meet the SENCO/ coffee mornings
- Letters home
- Telephone calls
- Reports
- Face-to-face meetings
- School website
- School planners
- School bulletins/ newsletters
- Review meetings
- Curriculum evenings
- Transition meetings
- Home-school agreement
- Signposting to parent groups

These opportunities allow parents/ carers of pupils with SEND opportunities to be kept informed of the provision in place for their pupil, provide opportunities for them to share any concerns and discuss the progress of the pupil.

Pupils with SEND needs have a one-page profile created that is a summary of their main needs. It identifies areas of strengths, areas that they may find difficult and strategies that work well to support them. Pupils will be assigned targets/ next steps and these will be reviewed on a termly basis.

### **Assessing and reviewing pupils' progress towards outcomes**

The SENDCo will work with class teachers to carry out a clear analysis of the pupil's needs and performance. This will draw on:

- Assessment data obtained at key data points via school tracking systems
- Curriculum tests/ standardised tests
- Their previous progress, attainment and behaviour.
- Other professionals' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- Discussions with parents/carers.
- Discussions with young person
- Discussions with teachers and support staff
- Teacher marking, observations and questioning
- Advice from external support services, if relevant.

The reviews will take place as appropriate throughout the academic year.

### **Supporting pupils moving between phases and preparing for adulthood**

To support in ensuring our pupils have a smooth transition into Secondary education, 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.

When moving between phases, our school support in the following ways:  
Pupils with EHCP have an annual review to discuss the plan and provision in place. External agency support and reports are used to inform part of the overview of need. All those involved in the care of the pupil are invited to the meeting and all updated information is shared following the meeting and with the appropriate county.

- Transition visits/ phone discussions for pupils moving from Primary to Secondary education are carried out by Achievement Coordinators who will be supporting with that year group in September.

- Induction day for year 6-7 parents.
- Induction day for all pupils moving from year 6-7 at their new school.
- Additional transition session for some pupils who may benefit from further intervention.
- Pupils with SEND joining our Sixth Form, are well supported through the induction process via the Sixth Form Team. One-Page Profiles are created with the pupil, for all of our pupils with SEND in year 12 and 13 to support teachers and support staff in understanding their specific needs and how best to support them. Information from the previous school is gathered to support with an overview of needs. The SEND/ or Sixth Form Team will liaise with parents to ensure we have a overview of needs.
- Post-16 provision is supported by Learning Support staff. They work closely with Year 11 Achievement Coordinator to ensure all pupils with SEND are helped throughout this process and in choosing the appropriate type of provision.
- For pupils in year 13 with SEND, pupils are well supported by the Sixth Form team, Learning Support Team and careers to ensure they have destinations in place at the end of year 13.

To support prepare our pupils for adulthood, we build this around our key core values of being ready, being resilient and being respectful and embed it throughout their school life.

Within our school, pupils are given access to a fully inclusive curriculum in which we develop their functional skills to support them for the future. They have preferential access to careers advice meetings and are well supported when applying to college and university or their next steps. Part of this support is supporting them in selecting courses that are suitable to match their needs and aspirations. Appropriate interventions are put in place for any student, with or without special educational needs, who are not making expected progress.

Support is available via a lunch club for key pupils who may need additional support over the less structured times. This is supported by Teaching Assistants and is a fantastic opportunity for pupils to develop friendship, emotional and social skills. For further support with emotional and mental health concerns, pupils also have access to counselling sessions via Place2Be on site.

### **Our approach to teaching pupils with SEN**

Quality First Teaching (QFT- Wave 1) is the first step in responding to pupils with SEND. This will be differentiated for individual pupils where necessary. Some pupils may need additional support and intervention as part of the graduated response to SEND. Wave 2 and 3 levels of intervention will then be put in place to support the pupil and their needs via the support of Teaching Assistants and other key staff.

We support pupils with special educational needs and disabilities by providing differentiated learning materials and the use of appropriate equipment as recommended by outside agencies to meet the individual needs.

The school works with a variety of external agencies who are also able to provide additional support and advice when needed. Referrals are made by the SEND team to access this additional support. We work with a wide variety of external agencies. These include:

- Communication and Autism Team (CAT)
- Educational Psychologist (EP)
- Pupil and School Support (PSS)
- Physical Disability Support Service (PDSS)
- Sensory Support Service (SSS)
- Occupational Therapy (OT)
- Speech and Language
- Access Arrangements testing
- Physiotherapy
- Children's Services
- Forward Thinking Birmingham
- School Nurse

### **Adaptations to the curriculum and learning environment**

To ensure all pupils are able to access the curriculum, 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
- Support from Teaching Assistants
- Use of specialist equipment where needed for pupils (following recommendations of external agencies).
- Chunking of information
- Simplifying instructions verbal and written
- Access arrangements- scribe, laptop use, rest breaks, separate invigilation, extra time where appropriate
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, visual overlays, reading pens, tinted paper, task management boards etc.
- Smaller group, paired working, 1:1 where appropriate
- Interventions in-class and out of class
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Our school has an inclusive ethos and strives to ensure all pupils with disabilities can participate in the curriculum. Further information can be found in the following policies that are also linked to this document:

Our SEND Policy and Accessibility Plan can be accessed via the main menu of our school's website, or via the links below:

SEND Policy - <https://lsg.kevibham.org/policies/>

Accessibility Policy and Plan- <https://lsg.kevibham.org/policies/>

### **Additional support for learning**

All students at King Edward VI Lordswood School for Girls are set ambitious yet achievable targets in all areas of their learning. Additional support is put in place for pupils with Special Educational Needs and Disabilities by providing differentiated learning materials and the use of appropriate equipment as recommended by external agencies to meet the individual needs. Teaching Assistants are used to support pupils through a combination of in-class, small group and when needed 1:1 support.

There is a graduated response to a student's needs depending on the complexity of the need; support and expertise are sought from a range of outside agencies when required.

Our school has access to a wide range of interventions and catch-up resources for the four broad areas of SEND (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical). Pupils are assigned when necessary to specific interventions, where their progress is tracked and monitored to assess the impact.

### **Expertise and training of staff**

In our school, all staff are involved in supporting pupils with SEND and so we ensure staff have the appropriate level of training to help them to do this. Every teacher is a teacher of SEND. Staff are provided with a wide variety of training, including:

- CPD and INSET day sessions tailored to support the specific needs of our pupils within school
- Advice and training from external agencies to ensure staff have a deeper understanding of specific pupils and their needs
- Safeguarding training
- A team of trained Mental Health First Aiders
- Regular updates from SEND team via briefings to ensure advice and support is regularly updated
- Specific medical needs training
- Use of One-Page Profiles to inform Quality First Teaching
- Specific training around pupils with additional SEN Support

The team of Teaching Assistants have received more bespoke training, to enable them to support with many key SEND areas, such as Autism, Dyslexia, Visual Impairment, Hearing impairment, Visual Stress, Literacy and Numeracy Interventions. The team work closely with external agencies to ensure correct provision is in place for pupils and update staff around key changes.



## **Evaluating the effectiveness of SEND provision**

Our school monitors and evaluates the effectiveness of the provision for pupils with SEND, equipment and facilities to support pupils. This is carried out in the following ways:

- Reviewing pupil's individual progress towards their goals.
- Reviewing the impact of interventions.
- Discussions with Teaching Assistants, pastoral team and intervention staff
- Consulting with pupils who have SEND.
- Consulting with the parents of the pupil with SEND
- Discussions with outside agencies
- Feedback and reports from teachers
- The SENDCo using the graduated approach to monitor effectiveness of provision.
- Discussions with site staff regarding facilities
- Holding annual reviews for pupils with EHC plans.
- Carry out observations of the pupil in lessons
- School based assessments
- Monitoring behaviour logs
- Data analysis

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

Throughout the school day, all staff work with pupils with additional SEND to ensure they are removing barriers to learning and ensuring pupils are included in school activities and school life. The team of Teaching Assistants provide additional advice and support when necessary to enable pupils with additional needs to access activities.

All pupils have access to all extra-curricular activities in school. Where appropriate and possible, adjustments will be made to ensure all young people with SEND are fully included.

All pupils are encouraged to attend school trips and residential trips. School will liaise with external agencies, where necessary, to support with necessary adjustments to support attendance of activities.

All pupils are encouraged to take part in activities such as sports days, school plays, workshops, charity sporting events, lunchtime clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. The SEND Team work to ensure bespoke support is offered for pupils with a higher level of need to attend extra-curricular activities.

In addition, the school provides a range of additional activities including Lunch Club for vulnerable pupils who benefit from additional support during less structured times, homework clubs, a wide variety of literacy and numeracy interventions.

### **Support for improving emotional and social development**

All pupils in school are assigned a review tutor who they meet with on a daily basis for registration. Every year group is assigned an Achievement Coordinator to support them with key areas of school life. Pupils are encouraged to talk to teachers regarding subject specific matters. The SEND Team, Pastoral and Behaviour Team work collaboratively to ensure that pupils with SEND are able to express their concerns and views and that they are then dealt with accordingly. A TA supported lunch club is available for key pupils to access who are in need of additional emotional and social support during less structured times. Interventions are put in place, where necessary, to provide additional targeted support for pupils either on a 1:1 basis or in a small group.

### **Working with other agencies**

Our school has access to a wide variety of organisations including health and social care bodies, local authority support services and voluntary sector organisations, to support with meeting pupils' SEN and supporting their families.

### **Contact details of support services for parents of pupils with SEND**

A wide variety of information, advice and links to additional support can be found by accessing The Birmingham Local Authority's Local Offer:

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

The following link will take you straight to the parent and carers section of the website, where you can find lots of useful information and contact details.

<https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

Additional support can also be accessed via the information listed below:

Special Educational Needs and Disability Information, Advice and Support Service- provide advice and guidance and are able to explain how the laws and procedures for Special Educational Needs affect you and your child.

Email Address: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk) Telephone Number: 0121 303 5004

Autism West Midlands- provide advice and guidance for families of pupils with autism.

Email Address: [info@autismwestmidlands.org.uk](mailto:info@autismwestmidlands.org.uk) Telephone Number: 0121 450 7582

Children's Advice and Support Service (CASS) – support with free and impartial advice on all aspects of childcare and a wide range of services that may support young people and families.

Telephone Number: 0121 303 1888

Forward Thinking Birmingham (support for students with additional social, emotional and mental health needs).

Telephone Number: 0300 300 0099

Educational Psychology Service- SENCO can refer pupils to the Educational Psychologist when appropriate.

## **Contact details for raising concerns**

If you have any concerns that you would like to discuss regarding your child and the possibility of potential SEND or any current SEND, you can contact the SENCO directly using the following details:

Mrs Sarah Clews- Associate Assistant Headteacher for Inclusion (SENCO)

[s.clews@lordswoodtrust.co.uk](mailto:s.clews@lordswoodtrust.co.uk)

Telephone Number: 0121 429 28 38

The SEND Team of Teaching Assistants can also be contacted directly to discuss any SEND issues using the following details:

[send@lordswoodtrust.co.uk](mailto:send@lordswoodtrust.co.uk)

Telephone Number: 0121 429 28 38

## **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.