KING EDWARD VI FOUNDATION BIRMINGHAM

Educational excellence for our City

KING EDWARD VI ACADEMY TRUST BIRMINGHAM

Educational excellence for our City

KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS

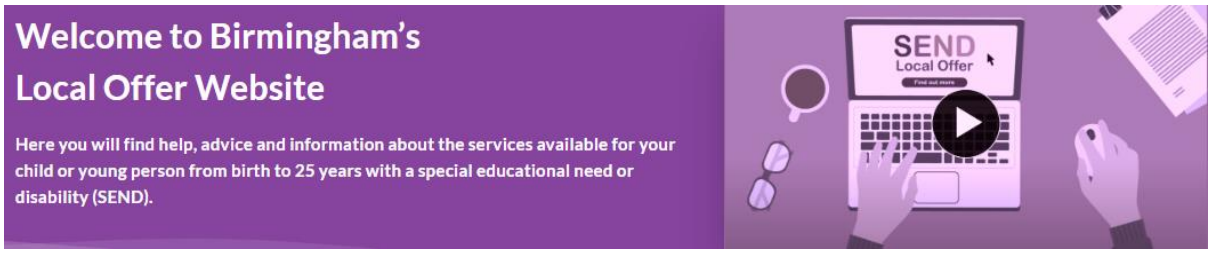
Educational excellence for our City

SEND INFORMATION REPORT

ACADEMIC YEAR 2025/26

Expiry: November 2026

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/



Contents

Contact details of support services for parents/carers of pupils with SEND 3
SEND at King Edward VI Camp Hill School for Girls 3
Identifying pupils with SEND and assessing their needs 4
Consulting and involving pupils and parents/carers 4
Assessing and reviewing pupils' progress towards outcomes: The Graduated Approach..... 5
Supporting pupils moving between phases and preparing for adulthood 6
Our approach to teaching pupils with SEND 7
Adaptations to the curriculum and learning environment..... 7
Access Arrangements (Exam Support) 7
Additional support for learning 9
Expertise and training of staff..... 10
Evaluating the effectiveness of SEND provision 10
Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND..... 10
Support for improving emotional and social development 10
Working with external agencies..... 11
Contact details for raising concerns..... 11
Complaints about SEND provision 11

Contact details of support services for parents/carers of pupils with SEND

The Local Offer is a website for support and is available at: www.localofferbirmingham.co.uk

Access To Education send information to schools about parent/carer training sessions during the year, and this is sent out via email /Groupcall to parents/carers.

SEND Information, Advice and Support Service (SENDIASS) is primarily concerned with ensuring that parents/carers, children and young people have easy access to comprehensive, quality and impartial advice to ensure that they are able to properly participate in all education, health and other care decisions.

https://www.localofferbirmingham.co.uk/send-support-and-information-2/sendiass/

The following useful websites/email addresses may also be of assistance:

SENAR: senar@birmingham.gov.uk

Autism West Midlands: http://www.autismwestmidlands.org.uk/

Dyslexia Action: http://www.dyslexiaaction.org.uk/

Mental Health support, including ADHD: www.youngminds.org.uk, https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/living-with/

Access To Education (Birmingham's Local Offer) : https://accesstoeducation.birmingham.gov.uk/

(Including parent/carer training courses through the Communication and Autism Team/CAT, and Pupil and School Support Team/PSS).

SEND at King Edward VI Camp Hill School for Girls

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

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

The number of pupils on the SEND register is currently 18, and the main area of need is currently: Communication and Interaction.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, building 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 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, such as 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 something different or additional is needed.

Parents/carers, teachers, pupils or external agencies can identify a pupil with potential special educational needs and disabilities. Typically, pupils are identified at the point of transition from primary school. It is important to get a complete picture of the pupil and prioritise their needs. These difficulties may be general, specific, emotional, physical, visual, speech and language related or medical. Pupils' underperformance is monitored when overall attainments or attainments in specific subjects fall significantly outside the expected levels for the majority of their peers. Subject teachers should set appropriate targets and implement strategies for improvement. The particular Special Educational Needs of a pupil are identified and assessed through thorough assessment of the pupil including observations, the involvement of external agencies who assess individual pupils and recommend interventions for schools to follow, in addition to a constant monitoring cycle of progress during all interventions.

During the transition from primary or secondary school, we gather information from primary or secondary school staff as well as parents/carers in order to ensure that our members of staff are well informed for the beginning of Year 7 or Year 12.

Consulting and involving pupils and parents/carers

Regular communication with parents/carers takes place in a number of ways: Parents/carers will be sent three reports throughout the academic year. These reports show the grades that a child is working towards and their current attainment. Data on the reports are used to measure the impact of any intervention/support a child receives.

Parents/carers will receive a full report with comments detailing their progress, effort and classwork/homework performance. Additional contact is made if there are any areas of concern or reasons to celebrate.

Parents/carers have communication from the SENDCo to formalise SEND specific targets and associated strategies near the start of the academic year through a Pupil Passport of support strategies for their input, as well as the opportunity to attend review meetings at an agreed date where appropriate, to discuss and review progress and targets.

Parents/carers will have the opportunity to discuss progress with teachers at Progress Evening, telephone or email to individual teachers. There are opportunities to engage with the SENDCo to review progress and set new targets if there are new barriers to progress or if the pupil is not making expected progress.

During each stage of the child's education, there are also numerous information evenings (eg. transition meetings, induction evenings) which are further opportunities for parents/carers to share their views.

Our approach is to involve the pupil, the parents/carers and the school together in making decisions regarding the Pupil Passport strategies of support, in addition to, where required, the advice of medical professionals and/or external agencies. We do this through a variety of means of communication. We ensure parents/carers are kept informed of the provision in place for pupils;

- Providing opportunities to share concerns that parents/carers may have and to discuss the progress of pupils
- Discussing ideas and materials for parents/carers to support learning at home
- Everyone understanding the agreed outcomes sought for the pupil and what the next steps are
- Feedback is three times a year including through reports and Progress Evening for parents/carers.
- Parents/carers are invited to schedule a meeting if there are areas of concern that are shown through reports, where further support strategies can be discussed.

Assessing and reviewing pupils' progress towards outcomes:

The Graduated Approach (Assess, Plan, Do, Review)

Our school follow the Graduated Approach in order to ensure support is relevant and impactful - the Assess, Plan, Do, Review cycle. Special education needs and disabilities support is based upon Quality First Teaching and a graduated approach embedded using the cycle below;

➢ Assess: Teaching staff and SENDCo will identify pupil's needs drawing from core attainment, pupil progress and behavioural data alongside teacher's professional judgement. Views and potential concerns are sought from the Pastoral team, Parent/Carer, the pupil and, where relevant, external agencies and these will be recorded using a Pupil Passport. It is important to get a complete picture of the pupil and prioritise their needs.

➢ Plan: A meeting will be held with the Parent/carer and the pupil and relevant external agency professionals (if appropriate) to plan for necessary targets and associated support strategies. The expected impact of progress will be defined and these will be documented in an SEND Pupil Passport. This plan will be reviewed within the academic year to monitor the impact of intervention.

➢ Do: The SEND Pupil Passport will be shared with all teaching staff. The SENDCo will also provide teaching and learning strategies to help support pupil learning needs where appropriate. Teaching staff will provide feedback alongside relevant data to indicate whether progress is being made towards the targets. Relevant pupil data will be monitored by the teachers and SENDCo, and reviewed with the Head of Year and/or Deputy Head (Care, Support and Guidance) and the Deputy Head (Academic Achievement) throughout the academic year.

➢ Review: Report data is reviewed during the year, both by the Teacher and Subject Leader, and the SENDCo to look for any concern areas and areas for development. A review with the pupil (on the SEND register) is held each year, to determine the success of the strategies in place, and the removal of or addition to support strategies, where appropriate.

Communication with the Parent/carer, the pupil and where relevant, external agency professionals will occur to review the effectiveness of the support and interventions and their impact on the pupil's progress if there is a continued concern for progress, and this annual review is essential in the Education Health and Care Plan (EHCP) annual review process.

Parent/carer and pupil views are recorded for the EHCP process. Teacher feedback, external agency advice, pupil data, pupil voice and parent/carer voice is used to establish planning for next steps for the EHCP. The SENDCo will consult the area team and determine whether further strategies are needed with regard to differentiation and resources. Further advice and intervention will be sought from outside agencies.

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.
- Their previous progress, attainment and behaviour.
- Other professionals' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant.
- A review will take place 3 times during the academic year.

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/carers and pupils on which information will be shared as part of this.

Many strategies are in place to enable the pupils' transition to be as smooth as possible: Discussions take place between the previous or receiving schools/colleges, universities or other organisations prior to the pupil joining/leaving. Staff may visit pupils prior to them joining their new school. The SENDCo liaises with other SEND coordinators from primary schools, secondary schools and colleges/higher education to receive/pass on information regarding SEND pupils.

The school works collaboratively with feeder primary schools with particular reference to those arriving in Year 7 with identified needs. Pupils have the opportunity to attend induction days, as well as scheduled parent/carer information open evenings regarding transition for Year 7, Year 10 and Sixth Form entry. Year 11 are offered career interviews and post mock interviews - some are able to access an additional career review if required. Post 16 pupils all receive support with the UCAS application process, interview preparation and university open days.

The Pupil Passport and/or EHCPs ensures that pupils are supported throughout their transitions that they will face.

Our approach to teaching pupils with SEND

We are an Ofsted Outstanding school in all areas including the SEND Department. Quality First Teaching (QFT) is the first step in responding to pupils with SEND. This will be differentiated teaching and learning for individual pupils where necessary, implementing the Pupil Passport strategies into the design of the lesson, as discussed with the pupil, Parent/carer, school and where necessary, the advice from a medical professional or appropriate external agency.

Adaptations to the curriculum and learning environment

Every student should be able to access the curriculum, and school will implement reasonable adjustments to ensure any potential barriers to learning are removed whenever possible. We aim to increase the extent to which disabled pupils can participate in the curriculum. See the Accessibility Plan available on the school website for further details.

Teachers are responsible for the progress and development of all of the pupils in their class. High Quality First Teaching is our first step in responding to pupils who have SEND. Through outstanding teaching, staff will differentiate their practice and their resources in order to meet the academic, physical, social and emotional needs of our pupils. Using a range of information and progress data, the staff are able to clearly identify those who may have additional educational needs. All teaching staff are provided with SEND pupils' specific targets and associated strategies which have been established by the SENDCo, the pupil, the parents/carers and external teams where necessary.

If a child has been identified as having a special educational need or disability where support goes above and beyond that available through Quality First Teaching in the classroom, they will be given a Pupil Passport. During the initiation of a Pupil Passport, advice is taken from Health Care professionals/external agencies involved, parents/carers, the pupil and the SENCDo on how the curriculum may need to be adjusted to best fit the pupil's needs. This is done on a case by case basis. Targets and associated strategies will be set according to their area of need. These will be monitored and reviewed by the SENDCo.

When a pupil has been identified with SEND, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. The Pupil Enabler may be allocated to work with the pupil on a one to one or small group basis to target more specific needs if this is part of their EHCP, or if a SEND Support Provision Plan (SSPP) is in place for this reason with allocated funding. The EHCP and SSPP involve Local Authority support through SENAR.

Access Arrangements (Exam Support)

The school liaises regularly with examination boards to implement appropriate Access Arrangements (see Access Arrangements policy on the website), to support students in accessing their tests and exams by removing barriers to their success where appropriate. This is dependent on the necessary evidence that the Joint Council for Qualifications (JCQ) guidance requires. This guidance is reviewed annually, and training is provided to the appropriate staff in school. We will ensure the strict JCQ guidance is followed, as all schools are obliged to do.

Here are some examples of the adaptations we make to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, learning style, 1:1 work (EHCP/SSPP funding dependent) etc.

- Using recommended aids, such as laptops, coloured overlays, visual timetables, enlarged papers, larger font, radio aid etc.
- Adapting our resources and staffing, where appropriate.
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.

A diagnosis does not necessarily lead to 25% additional time; schools need to follow the strict guidance of the JCQ looking at:

- A clear academic need shown for additional time
- Teacher feedback showing proof of need in the classroom
- Appropriate medical letters for a medical condition where relevant
- Appropriate external agency involvement where relevant
- A collation of evidence where the student has had time to embed the support as their 'normal way of working'.

This must be in place prior to a formal application to the JCQ, before the annual March deadline, with the JCQ being consulted on any exceptional circumstances where the deadline has not been met.

25% extra time is not given merely in time for an exam, and must not be the case according to JCQ guidance.

Additional support for learning

Types of need	Examples of support in our school	How we check it is working
Cognition and Learning	• SEND Pupil Passport • Differentiated curriculum planning • Differentiated delivery of teaching and learning • Departmental intervention support programmes • Use of laptop • Provision of after-school homework clubs • Subject mentor • Learning Mentor providing study skills support • Educational Psychologist led strategies • Access arrangements for examinations • A2E Pupil and School Support (Cognition and Learning) • Pupil Enabler	• Reviews of SEND Pupil Passport • Progress Evenings • Pupil/ Teacher/ Head of Year/ External agency feedback • Monitoring of assessment data • Provision of assessment data and school report • Lesson Observation/ Learning Walks
Communication and Interaction	• A2E: Communication and Autism Team • SEND Pupil Passport • Differentiated delivery of teaching and learning • Use of laptop • T&L strategies and content within all lessons • Educational Psychologist led strategies • Pupil Enabler • Local NHS Speech and Language Therapist team • Emotions wheel	• Reviews of SEND Pupil Passport • Progress Evenings • Pupil/ Teacher/ Head of Year/ External agency feedback • Monitoring of assessment data • Lesson Observation/ Learning Walks
Social, Emotional and Mental Health difficulties.	• SEND Pupil Passport • Timeout card • Pastoral support (Heads of Year) • KEGS lunchtime enrichment club (promotion of social interactions with peers) • Form Tutor Monitoring • CSG room at break / lunchtime – wellbeing room • VI form prefects and Peer Mentoring scheme • CSG curriculum promotes awareness and strategies • Wellbeing ambassadors • Forward Thinking Birmingham • School Counselling Service • Social Services • Looked after Child Education Services (LACES) • Emotions wheel	• Reviews of SEND Pupil Passport • Progress Evenings • Pupil/ Teacher/ Heads of Year/ External agency feedback • Monitoring of assessment data • Provision of assessment data and school report
Sensory and/or Physical needs	• SEND Pupil Passport • Timeout card • Differentiated curriculum planning • Differentiated delivery of teaching and learning • Use of CSG room for calm space • TIASS safe/well-being spaces across the school • A2E: Visual Impairment Team led support • Pupil Enabler • A2E: Communication and Autism Team • A2E: Physical Difficulties Support Service	• Reviews of SEND Pupil Passport • Progress Evenings • Pupil/ Teacher/ Heads of Year/ External agency feedback • Monitoring of assessment data • Provision of assessment data and school report • Lesson Observation/ Learning Walks

Expertise and training of staff

Planning for the progress and support of SEND pupils is a focus for new staff induction. The Assistant Head and SENDCo will also organise and/or deliver (in partnership with external agencies where relevant) whole school training whenever this is necessary to support a child with special educational needs and/or disabilities. Support, provision and outcomes for all pupils including those with special educational needs and disabilities, is a focus for all staff as part of lesson observations and work scrutiny. Ongoing support is provided by external agencies with reference to new SEND reforms.

Evaluating the effectiveness of SEND provision

We ensure that the strategies and outcomes agreed on Pupil Passports are measurable, achievable and reviewed regularly. Review meetings take into account data relating to attainment, attendance, behaviour, or information related to emotional well-being and mental health. Real time information is sought from teaching staff on performance in lessons through feedback such as a Round Robin of information. This ensures that the intervention, differentiation and support being offered are relevant to that pupil. Review meetings take place with parents/carers, pupils and Heads of Year to assess effectiveness and determine evidence of impact where a concern is raised by school or the parent/carer. The pupil and Parent/carer views are considered throughout the review process, where school evaluate effectiveness through;

- Reviewing pupil's individual progress towards their goals.
- Reviewing the impact of interventions.
- Consulting with pupils who have SEND through verbal and non-verbal discussion where necessary, and the 4+1 annual review.
- The SENDCo using the graduated approach to monitor effectiveness of provision.
- Holding annual reviews for pupils with an EHCP/SSPP.

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

There are numerous lunchtime and after school enrichment clubs and societies at our school for all of our pupils. Please click on the following link to see our most up to date list. Co-curricular clubs are updated on a termly basis. Pupils with SEND are offered the same opportunities as all pupils and the necessary, reasonable adjustments are made to ensure that all activities are inclusive. Please see https://www.kechg.org.uk/parents-and-students/co-curricular

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to take part in trips, Enrichment Week and residential opportunities, where reasonable adjustments should be implemented where required.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability. If exclusion from an activity is specifically stated by a Consultant Paediatrician, adjustments should be made to ensure they can participate in an alternative manner, in a safe and appropriate manner, wherever possible.

Support for improving emotional and social development

The school offers a wide variety of pastoral support from Form Tutors, Pupil Enabler, Pastoral and Academic Support Officers, Heads of Year, the Deputy Headteacher (Care, Support and Guidance)

and SENDCo, who are all available to pupils who wish to discuss concerns. Well-being representatives are in the Care, Support and Guidance room in the second half of lunch-time, daily, for support. An enriching Care, Support and Guidance programme is delivered to all year groups through PSHE lessons. Referrals to our internal School Counsellor, or external agencies can be made when necessary e.g. Forward Thinking Birmingham.

Students are encouraged to share their concerns and problems through the Pastoral system. Where this is difficult due to the special educational need or disability, the SENDCo may work with external agencies to consider suitable alternative means of communication. eg. nonverbal – use of emails, white boards etc.

The offer of School Counsellor support as well as Sixth Form Prefects, Wellbeing Prefects, Wellbeing Ambassadors and Peer Mentoring schemes also provide a personalised approach. As mentioned previously, there is a range of clubs for students to meet like-minded individuals, and improve skills in social and emotional development. There is also KEGS Club, which is invitation only, to help to develop the social skills of those students whose social interaction requires some support.

We also recommend students to support agencies through staff email footers, information cards, assemblies and noticeboards, for example: 'When You Need Support' information cards, the updated Kooth support noticeboard on the ground floor of the main school building, Hello Yellow Day annual assemblies, and posters directing students to a School Nurse Drop-In Clinic.

Working with external agencies

In meeting pupils' SEND needs and supporting their families, we work closely with external support services. If we feel a pupil needs more specialist help, we can work with agencies to support this, for example:

- School Counsellor
- Access to Education (A2E): Communication and Autism Team (CAT).
- Pupil and School Support (PSS - Cognition and Learning)
- Physical Difficulties Support Service (PDSS)
- Visual Impairment Team (VI)
- Hearing Support Team (HI)
- Forward Thinking Birmingham (FTB)
- Looked After Child Education Services (LACES)
- Educational Psychologist (EP)
- Local NHS Paediatric Teams eg. Speech, Language and Communication
- Social Services
- Voluntary sector organisations.

Contact details for raising concerns

Feel free to contact the Form Tutor, Head of Year or Miss L.Orr (SENDCo) via the school email (enquiries@chg.kevibham.org) or by telephone (0121 444 2150).

Complaints about SEND provision

Should there be any occasion(s) when parents/carers feel the need to express concern for any reason the procedure is as follows:

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 child. 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.