



**THE SCHOOLS OF  
KING EDWARD VI  
IN BIRMINGHAM**

*In pursuit of educational excellence for all*



**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

## SEN INFORMATION REPORT

<b><i>Date Adopted</i></b>	March 2021
<b><i>Last reviewed</i></b>	February 2021
<b><i>Review Date</i></b>	February 2022

### **Key Contact Personnel**

Member of SLT responsible for the policy: Lyndsey Maginnis

Designated SENCO: Lyndsey Maginnis

Named Governor with lead responsibility: Fazle Khinkabwala

KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS SCHOOL INFORMATION REPORT 2020-21

**1) What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do we know it works?**

Types of need	Examples of support in our school	How we check it is working
Cognition and Learning	<ul style="list-style-type: none"> <li>• SEND Pupil Profile.</li> <li>• Differentiated curriculum planning</li> <li>• Differentiated delivery of teaching and learning.</li> <li>• Departmental intervention support programmes</li> <li>• Learning Mentor providing study skills support</li> <li>• Student Enabler</li> <li>• Educational Psychologist led strategies.</li> <li>• Access arrangements for examinations.</li> <li>• Provision of after-school homework clubs.</li> <li>• A2E Pupil and School Support (Cognition and Learning)</li> <li>• Subject mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews of SEND Pupil profile.</li> <li>• Parents Evenings</li> <li>• Pupil/ Teacher/ Head of Year/ External agency feedback</li> <li>• Monitoring of assessment data.</li> <li>• Provision of assessment data and school report.</li> <li>• Lesson Observation/ Learning Walks</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• A2E: Communication and Autism Team</li> <li>• SEND Pupil Profile.</li> <li>• Differentiated delivery of teaching and learning.</li> <li>• Educational Psychologist led strategies.</li> <li>• T&amp;L strategies and content within all lessons.</li> <li>• Student enabler</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews of SEND Pupil profile.</li> <li>• Parents Evenings</li> <li>• Pupil/ Teacher/ Head of Year/ External agency feedback</li> <li>• Monitoring of assessment data.</li> <li>• Lesson Observation/ Learning Walks</li> </ul>
Social, Emotional and Mental Health difficulties.	<ul style="list-style-type: none"> <li>• SEND Pupil Profile.</li> <li>• Forward Thinking Birmingham</li> <li>• School Counselling Service</li> <li>• Pastoral support (Heads of Year)</li> <li>• KEGS lunchtime enrichment club (promotion of social interactions with peers)</li> <li>• CSG room at lunchtime – wellbeing room</li> <li>• Form Tutor Monitoring</li> <li>• Tutor Day</li> <li>• VI form prefects and Peer Mentoring scheme</li> <li>• CSG curriculum promotes awareness and strategies.</li> <li>• Social Services.</li> <li>• Looked after Child Education Services (LACES).</li> <li>• Wellbeing ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews of SEND Pupil profile.</li> <li>• Parents Evenings</li> <li>• Pupil/ Teacher/ Heads of Year/ External agency feedback</li> <li>• Monitoring of assessment data.</li> <li>• Provision of assessment data and school report.</li> </ul>
Sensory and/or Physical needs	<ul style="list-style-type: none"> <li>• SEND Pupil Profile.</li> <li>• Differentiated curriculum planning.</li> <li>• Differentiated delivery of teaching and learning.</li> <li>• A2E: Visual Impairment Team led support.</li> <li>• Student Enabler</li> <li>• A2E: Communication and Autism Team</li> <li>• A2E: Physical Disabilities Support Service</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews of SEND Pupil profile.</li> <li>• Parents Evenings</li> <li>• Pupil/ Teacher/ Heads of Year/ External agency feedback</li> <li>• Monitoring of assessment data.</li> <li>• Provision of assessment data and school report.</li> <li>• Lesson Observation/ Learning Walks</li> </ul>

## 2) How does the school identify and assess Special Educational Needs?

Parents, teachers and outside agencies can identify a pupil with special educational needs. 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 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 and 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 in order to ensure that our members of staff are well informed for the beginning of Year 7 or Year 12.

Special education needs support is based upon quality first teaching and a graduated approach embedded using the Assess, Plan, Do, and Review cycle.

- **Assess:** Teaching staff and Inclusion Coordinator 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 relevant external agencies and these will be recorded using a Pupil Passport profile. 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 SEN Pupil profile. This plan will also include a date(s) for review within the academic year to monitor the impact of intervention.
- **Do:** The SEN Pupil profile will be shared with all teaching staff. The Inclusion Coordinator 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 Inclusion Coordinator and reviewed with the Deputy Head (Care, Support and Guidance) throughout the academic year.
- **Review:** A meeting will be held with the Parent/Carer, the pupil and relevant external agency professionals (if appropriate) to review the effectiveness of the support and interventions and their impact on the pupil's progress. Parent/Carer and pupil views are recorded. Teacher feedback, pupil data, pupil voice and parent voice is used to establish planning for next steps. The Inclusion Coordinator 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.

## 3) How does the school know how much progress is being made by pupils with Special Educational Needs?

We ensure that the strategies and outcomes agreed on Pupil profiles 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. This ensures that the intervention, differentiation and support being offered are relevant to that pupil. Regular review meetings take place with parents, pupils and Heads of Year to assess effectiveness and determine evidence of impact. Pupil and Parent views are considered throughout the review process.

#### **4) What extra-curricular activities can a pupil with Special Educational Needs access at school?**

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. Extra-curricular clubs are updated on a termly basis. Pupils with SEN are offered the same opportunities as all pupils and the necessary, reasonable adjustments are made to ensure that all activities are inclusive. Please see <http://kechg.org.uk/parent-students/clubs-societies/>

#### **5) What are the contact details of the members of staff that support SEN provision within school?**

The school has a designated Deputy Head Teacher, Ms L. Maginnis who is the named SENCo. The school has an Inclusion Co-ordinator, Miss L. Orr, who is responsible for:

The day to day implementation of the school's SEN policy.

Co-ordinating provision for pupils with special needs.

Maintaining a SEN record and overseeing the records of identified pupils.

Liaising with and advising staff, contributing to the in-service training of staff.

Liaising with and advising parents/guardians including the reviews of registered pupils.

Liaising with and advising external agencies, liaising with the school's Learning Mentor.

The Inclusion Coordinator is supported by the Student Enabler, Mrs J. Baxter.

Feel free to contact the Form Tutor or Miss L. Orr (Inclusion Coordinator) or Ms L. Maginnis (Deputy Head) via the school website ([head@kechg.org.uk](mailto:head@kechg.org.uk)) or by telephone (0121 444 2150).

#### **6) What training does the staff in school have in relation to pupils with Special Educational Needs?**

Planning for the progress and support of SEN pupils is a focus for new staff induction.

The Deputy Head (Care, Support and Guidance) and Inclusion Coordinator will also deliver (in partnership with external agencies) whole school training whenever this is necessary to support a child with special educational needs. Support, provision and outcomes for all pupils including those with special educational needs 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 SEN reforms.

#### **7) How does the school get more specialist help for pupils if they need it?**

We work closely with other services to ensure the needs of our pupils are met. If we feel a pupil needs more specialist help we can work with the following agencies to get this.

- A2E: CAT (Communication and Autism Team).
- Educational Psychologist.

- A2E: VI (Visual Impairment Team).
- Forward Thinking Birmingham
- Social Services.
- Looked after Child Education Services (LACES).
- A2E: Pupil and School Support (Cognition and Learning).
- A2E: PDSS (Physical Disability Support Service).

### **8) How are parents of children and young people with Special Educational Needs involved in the education of their child?**

Regular communication with parents takes place in a number of ways: Parents 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 will receive a full report with extensive comments from subject teachers detailing their progress, effort and classwork/homework performance. Additional contact is made if there are any areas of concern or reasons to celebrate.

Parents have the opportunity to attend a meeting (Autumn Term) with the Inclusion Coordinator and the child to formalise SEN specific targets and associated strategies as well as attend review meetings at an agreed date to discuss and review progress and discuss next steps. Parents will have the opportunity to discuss progress with teachers at Parents' Evening, telephone or email to individual teachers. There are regular opportunities to engage with the Inclusion Coordinator 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 (transition meetings, induction evenings) which are also further opportunities for parents to share their views.

### **9) How are pupils with Special Educational Needs involved in their own education?**

Pupils play a pivotal role in the development of their Pupil Profile. They attend all the meetings (initial and review) and are asked to contribute their thoughts and feelings regarding their needs and the intervention/support. Pupil centred tools allow reflection of their provision and this is coupled with subject specific discussions with teaching staff. Pupils have several opportunities in different forums, including Tutor Day, Form monitoring and Form Council to express their views and opinions about all aspects of their school life.

### **10) If a parent of a child with Special Educational needs has a complaint about the school, how does the governing body deal with the complaint?**

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

In the first instance please contact the Inclusion Co-ordinator to discuss concerns. They will do their best to resolve any difficulties that may arise. If it is not possible to resolve concerns at this level then please put your concerns in writing to Mrs. L. Johnson, Head Teacher with a copy to the link Governor Mr. Kinkhabwala. This can be addressed to the School. If there is failure to reach a solution at this level, parent/guardians may wish to voice their concerns, in writing to the Chair of Governors via the

School. In the unlikely event of difficulties not being resolved at this point, then the King Edward's Foundation/ LA can be contacted.

### **11) How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?**

The school Governing Body does its best to secure the necessary provision for any pupil identified with special educational needs. The SEN Governor monitors and works closely with the Senior Leadership Team to ensure that all relevant external bodies work effectively with school to assist in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

### **12) Who are the support services that can help parents with pupils who have Special Educational Needs?**

SEND Information, Advice and Support Service (SENDIASS) is primarily concerned with ensuring that parents, 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.birmingham.gov.uk/info/50034/special\\_educational\\_needs\\_or\\_disabilities\\_birmingham\\_local\\_offer/851/help\\_and\\_advice\\_for\\_children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_sen\\_or\\_disabilities](https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities_birmingham_local_offer/851/help_and_advice_for_children_and_young_people_with_special_educational_needs_sen_or_disabilities)

The following useful websites may also be of assistance.

SENAR: <http://www.birmingham.gov.uk/senar>

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

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

### **13) How does the school support pupils with Special Educational Needs through transition and preparation for adulthood?**

Many strategies are in place to enable the pupil's 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 visit pupils prior to them joining their new school. The Inclusion Coordinator liaises with other SEN coordinators from primary schools, secondary schools and colleges/higher education to pass on information regarding SEN pupils. The school works collaboratively with feeder primary schools with particular reference to those arriving in Year 7 with identified learning needs. Pupils have the opportunity to attend induction days, as well as scheduled parent 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. Post 16 pupils all receive support with the UCAS application process, interview preparation and university open days.

The Pupil Profile ensures that pupils are supported throughout their transitions that they will face.

### **14) What support is available for improving emotional and social development?**

The school offers a wide variety of pastoral support from Form tutors, Heads of Year, and the Deputy Headteacher (Care, Support and Guidance) and Inclusion Coordinator who are all readily available to pupils who wish to discuss issues. Counselling as well as VI Form Prefects, Wellbeing Ambassadors and Peer Mentoring scheme also provide a personalised approach. An enriching Care, Support and Guidance programme is delivered to all year groups. Referrals to external agencies can be made when needed e.g. Forward Thinking Birmingham.

### **15) How does the school cater for the medical needs of pupils with Special Educational Needs?**

Where pupils with special educational needs also have a medical condition, their provision is planned and delivered in a coordinated way. The school adheres to the procedures set out by the "DFE Guidance for supporting pupils at school with medical conditions.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

### **16) How do you find the school's accessibility plan?**

<http://kechg.org.uk/wp-content/uploads/2016/11/Access-Plan-2016.pdf>

### **17) How can you find the Birmingham Local Authority's local offer?**

Please use the link provided to access the Local Authority's (Birmingham) Local SEND Offer: [www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk). This is Birmingham's local offer and we hope you find everything you need to meet your child's special educational needs

### **18) How does the school adapt the curriculum to pupil needs?**

Teachers are responsible for the progress and development of all the pupils in their class. High quality first teaching is our first step in responding to pupils who have SEN. Through outstanding teaching, staff will differentiate their practice and their resources in order to meet the academic, social and emotional needs of our pupils. Using a range of information and progress data, the staff are able to clearly identify those who have additional educational needs. All teaching staff are provided with SEN pupils specific targets and associated strategies which have been established by the Inclusion Coordinator, the pupil and the parents/carers. The school liaises regularly with examination boards to implement appropriate access arrangements. When a pupil has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. The Student Enabler may be allocated to work with the pupil on a one to one basis to target more specific needs if this is part of their EHCP. If a child has been identified as having a special need, they will be given a Pupil Profile. During the initiation of a pupil profile, advice is taken from Health Care professionals, parents and the pupil 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 Inclusion Coordinator.

### **19) What is being done during COVID-19 to ensure pupil safety and they can access school work?**

Pupils with an EHCP are contacted on a weekly basis to check on their wellbeing and ensure there are able to access the work. Risk assessments are done for EHCP pupils and this is discussed with parents. Pupils with or without an EHCP are invited into school on a part time basis to ensure school can better support them.

Staff members upload all work on google classroom and this can be accessed via pupil's school email address. Pupils are offered the loan of a school laptop if they have limited access or do not have access to one at home.

All pupils on the SEND register will be contacted to ensure they are able to access the curriculum and to check on their wellbeing. If issues present themselves, school will offer further support to best resolve the issue.

**20) What is the arrangement for admission of disabled pupils?**

No pupil who has requested a place through SENAR is refused admission on the grounds of SEND, having gained a place after sitting the entrance examination or in Year 12. However, this place will only be offered if the school is able to cater for their needs after careful reflection and discussion with appropriate agencies.

**21) What facilities are provided to help disabled pupils access your school?**

There are lifts to access other floors, lift keys can be provided in reception and the Student Enabler assists pupils into the lift and to the classroom. There are disabled toilets available in school. The Student Enabler also provides help with trips and visits, organising transportation in order for pupils to fully access the trip. Pupils can also gain access to the 6<sup>th</sup> form building and music block via a ramp.