

SEND INFORMATION REPORT 2021/2022

King Edward VI Northfield School for Girls is a fully inclusive school that is committed to supporting each and every pupil to achieve their potential and prepare them for adult life.

The information in this report describes the provision we offer for pupils with special educational needs and/or disabilities (SEND) and the arrangements for supporting children and young people who are looked after by the local authority and have special educational needs (SEN).

The special educational needs and disability code of practice: 0-25 years (DfE 2015) describes a child as having SEND if ‘they have a learning difficulty or disability which calls for special educational provision to be made for him or her’.

1.1 Types of Special Educational Needs

There are four broad areas of need outlined in the code of practice and King Edward VI Northfield School for Girls has extensive experience of supporting pupils with the following special educational needs.

COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES	SENSORY AND/OR PHYSICAL NEEDS
<ul style="list-style-type: none"> ○ Speech, Language and Communication needs (SLCN) ○ Autism (AS) 	<ul style="list-style-type: none"> ○ Moderate and severe learning difficulties, for example, dyslexia & dyspraxia 	<ul style="list-style-type: none"> ○ ADHD/ADD ○ Attachment Disorder 	<ul style="list-style-type: none"> ○ Vision and hearing impairments ○ Physical disabilities. ○ Downs Syndrome

1.2 Identification of SEND

Should any parent be concerned their child has a special educational need they can contact their family doctor or the school’s SENDCO.

Marie Morton –SENDCO email m.morton@nsg.kevibham.org

Pupils can be identified as having a special educational need through:

- Close liaison between King Edward VI Northfield School for Girls and their partner primary schools so that we are aware of pupil need at entry and can plan appropriate support;
- Working in partnership with home so any parents/carers can easily contact the SENDCO or a member of the pastoral team to share any concerns they may have about their child having a potential need.
- The SENDCO adopting a graduated approach in liaison with teachers and the pastoral team to collate evidence on the following:

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- Teacher assessment data and experience of the pupil
- Progress, attendance and behavior data
- Observations to compare pupil to their peer group
- The views and experiences of parents/carers
- The pupil's own views
- LASS test

If this evidence base suggests there could be an underlying special educational need, the SENDCO, with parental consent, will refer and send evidence to Allens Croft Children's Centre. Please note the SENDCO cannot diagnose a special educational need but can conduct screening tests to support school data and professional feedback to external parties and specialists.

1.3 Parent & Pupil Consultation

It is important that we maintain a positive dialogue between home and school. We openly encourage parents/carers to contact a member of the SEND team for any advice they might need.

SEND Team

- ❖ SENDCO
- ❖ We employ six Level 3 Teaching Assistants who have extensive experience in the following areas:
 - Literacy
 - EAL
 - SEMH
 - Autism
 - Medical & First Aid support
 - Downs Syndrome
 - Learning and Cognition

Pupil Passports

Pupil voice is captured through pupil passports. At the beginning of the academic year, every single pupil meets with a member of the SEND team to discuss their needs and understand the passport content staff must follow to help them make progress.

Pupil passports are created and uploaded to Progresso so they are easily accessible for teachers. The purpose of a pupil passport is to provide teachers with ideas and information to support how they choose to differentiate for their pupils. We encourage teachers to adopt their own 'graduated approach', trying different approaches and reviewing their effectiveness to ensure pupils make progress over time.

1.4 Teaching and Learning Approach to SEND

At KEVI, Northfield School for Girls teachers must have high expectations of their pupils and be committed to exploring new approaches in teaching and learning. We believe that teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants.

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We aim to offer a broad and balanced curriculum and it is essential that staff have high expectations of learning and behavior for all of our pupils and expect all to achieve.

We ensure that all teaching staff are aware of the needs of pupils on the Special Educational Needs Register through Progresso. To support pupils of varying abilities, and pupils with SEN, differentiation is key in supporting pupils in accessing curriculum content and making progress. We expect teachers to adapt lesson pace, content and language to support pupils with SEN. These strategies are outlined in pupil passports and must be adhered to help with pupil engagement and also to help with pupil progress. Passport content has been written by the SENDCO and also identifies any additional tools or equipment the pupil might need to access all aspects of the lesson. (see 1.7)

Continual Professional Development - CPD

At King Edward VI Northfield School for Girls, we deliver CPD that allows teachers to develop their knowledge of SEND and skill set in the classroom. A key area of focus in 2021/2022 is to embed good practice so there is effective deployment of Teaching Assistants in lessons and also passport compliance.

Assessments, reports and data.

Pupils will be assessed throughout the academic year and this information is shared with parents to inform them of their child's progress.

This information is easily accessible and will be used by the SENDCO, in addition to assessment data, to inform the graduated approach and four-part cycle of assess, plan, do, review. This approach will focus on reviewing plans, actions and impact to inform discussions with parents should the SENDCO need to access specialist services from The Local Offer.

1.5 How we secure specialist expertise and involve external bodies

Where the Graduated Approach Cycle identifies that the School Offer is having limited impact the SENDCO, with the agreement of parents/carers, will request assessment, advice and guidance from external agencies, voluntary sector organizations and The Local Offer <https://www.birmingham.gov.uk/localoffer>.

King Edward VI Northfield School for Girls liaise with the following organizations:

Communication Autism Team (CAT) – Aaron Yorke

The Communication and Autism Team (CAT) provide support to children and young people, parents, carers, schools and academies in Birmingham. They consist of a team of specialist staff who work closely with settings to develop good autism practice through utilising the Autism Education Trust (AET) framework.

Ongoing support and advice to schools to ensure that autistic children and young people can access learning and develop life skills that will enable them to fulfil their educational, social and employment potential.

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CAT work with children and young people with a diagnosis between the ages of 2 and 25 years. For those children and young people who do not yet have a diagnosis, there may be the opportunity to offer a level support where there is appropriate confirmation that they are on the diagnostic pathway.

Educational Psychologist – Annie Kent

King Edward VI Northfield School for Girls currently subscribe to the Educational Psychologist service provided by Birmingham Local Authority. This enables the school to access professional services to support teaching and learning, meeting complex needs, parenting and family work.

PSS (Pupil Support Service)

Pupil and School Support work with educational settings to help pupils with cognition and learning difficulties and other vulnerable groups progress and achieve to the best of their abilities. They work with children and young people to

- Increase levels of engagement and improve confidence
- Listen and respond to what pupils and their families tell us and include their ideas and views as part of our feedback to schools

They work with schools to:

- Develop the strategic approach of SENCOs, ensuring they are able to lead whole school improvement
- Increase staff capacity to support pupils with SEN
- Support early identification of need and evidence-based intervention

PDSS (Physical Disability and Support Service) – Judith Stroud

PDSS is part of the Access to Education integrated support service for schools in Birmingham. Their aim is to support and promote the inclusive education of children and young people with physical and motor difficulties in mainstream settings and schools. They work collaboratively with education settings to promote positive inclusive practice of pupils with physical difficulties in mainstream schools.

They aim to develop the skills of the staff in schools through visits, observations, assessments and training. PDSS will advise schools in their compliance with the Equalities Act 2010 and their statutory duties. They will contribute to Special Educational Needs statutory procedures if appropriate.

Forward Thinking Birmingham

FTB offer assessment and mental health support for young people and their families. With parental consent and where we feel this would be the most beneficial course of action, we can refer a pupil to access their services.

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Virtual School

King Edward VI Northfield School for Girls mainly work with The Birmingham Virtual School to discuss and co-ordinate educational services for children in care. The Virtual School Lead works in partnership with King Edward VI Northfield School for Girls, the child, social worker, family and other key professionals both within Birmingham and other local authorities where children may be placed.

Their role is to monitor the progress of all of Birmingham's children in care as if they were in one school and advocate for children and young people; to make sure they are supported at all stages of their education and have the best opportunities to be successful in their adult lives. King Edward VI Northfield School for Girls also have extensive experience of liaising with Virtual Schools in other Local Authorities. If a child in care has a special educational need, we will discuss The Virtual School the most appropriate way to spend the Pupil Premium Plus budget to support their academic progress in school.

1.6 Evaluating the effectiveness of SEND provision

Should data suggest a pupil with SEN would benefit from specialist intervention to help further meet their needs, then the pupil, in agreement with home will be able to access a specialist intervention with a member of the SEN team. The range of interventions are outlined below:

This list covers the additional, time-limited interventions provided for some pupils who need help to accelerate their progress and enable them to work at or above age-related expectations.

- ❖ Pastoral support and intervention
- ❖ Subject specific intervention after school
- ❖ Thinking Reading literacy intervention
- ❖ Emotional support interventions
- ❖ In class support from Teaching Assistants
- ❖ Access Arrangements
- ❖ Solution Focused thinking

All Teaching Assistants are required use a graduated approach to planning, delivering and assessing interventions. Where appropriate we will use pupil feedback and reading age tests to demonstrate impact over the course of the intervention.

We will also evaluate the effectiveness of provision for pupils with SEND through:

- ❖ Pupil questionnaires
- ❖ Quality assurance checks by SENDCO
- ❖ Holding annual reviews for pupils with EHCPs
- ❖ Annual review of pupil passports for those pupils on the SEND register who do not have an EHCP
- ❖ Impact data from SEN interventions

1.7 Social, Emotional and Mental Health Support

Pupils who receive regular in-house support for their emotional needs or support from external agencies will be placed on the SEND register. Ms Harvey is a Teaching Assistant who specializes in supporting pupils with social, emotional and mental health concerns.

1.8 Accessibility Arrangements & Additional Equipment

Should the parents/carers of a child with a physical disability, visual or hearing impairment choose for their daughter to attend King Edward VI Northfield School for Girls the SENDCO will contact the parents/carers to discuss need, provision and agree the contents of an accessibility plan. In addition to this the SENDCO will liaise with the child's previous school to ensure all documentation is up to date and accurate.

Should a child's need potentially hinder their ability to access any aspect of school life, for example, involvement in PE lessons, the SENDCO would contact PDSS and organize for department specific training to upskill teachers to increase the extent to which disabled pupils can participate in their subject's curriculum content.

At King Edward VI Northfield School for Girls we encourage and enable pupils with disabilities to access all aspects of school life and offer the following facilities:

- ✓ Lift access
- ✓ Disabled toilets
- ✓ Hygiene room
- ✓ Disabled parking
- ✓ Personal evacuation plans in the event of a fire drill or any other reason with an assigned member of staff
- ✓ Access arrangements to support pupils during assessment weeks and mock examinations. These will be formally assessed in year 9 to support pupils transitioning to key stage 4.

Additional Equipment

To improve the delivery of information to pupils who have a special educational need and/or a physical disability or impairment we offer the following:

- ✓ **Coloured overlays** – these are used to support a range of pupils, for example those with Irlen Syndrome or dyslexia. A colored overlay can help with reading speed and for writing we would recommend using buff paper to reduce eye strain for those pupils.
- ✓ **Enlarged Print** – this can be included on a pupil passport and teachers can enlarge information and task sheets and provide enlarged text in any assessment or examinations.
- ✓ **Laptops** – if a pupil has been assessed as needing a laptop to support extended writing, this may be provided by the school.
- ✓ **Dyslexic Friendly Dictionaries** – these can be provided to teachers to support those pupils with dyslexia in different lessons.

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- ✓ **Handwriting support** – pen grips and handwriting slopes can be provided if suggested by our external partners, for example, occupational health.

1.9 Preparation for Adulthood

King Edward VI Northfield School for Girls employs a part-time Level 7 Careers Advisor. Anna Perry prioritizes pupils with SEND for careers interviews and interventions at the beginning of year 11. This is to ensure they have the appropriate help and support throughout year 11 whilst transitioning to post 16.

As part of their annual review, pupils with EHCPs will start preparing for adulthood in year 9. Discussions with the SENDCO will identify and agree with parents and the pupil what additional support they may need to enable them to feel prepared for post 16 and life in the workplace

1.10 Complaints

The school's SENDCO is Marie Morton who is contactable on through the school contact number or via email on m.morton@nsg.kevibham.org. Should a parent have any concerns or complaints about SEND provision they should contact the SENDCO in the first instance. Formal complaints must be made through the school's procedures.