



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

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SEND INFORMATION REPORT

ACADEMIC YEAR 2023-2024



**KING EDWARD VI
NORTHFIELD
SCHOOL FOR GIRLS**

Educational excellence for our City

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:

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

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

We have 124 students on the SEND register, including EHCP students. The main need in school is cognition and learning, with autism diagnosis on the increase.

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, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having Special educational needs.

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.

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

The SENDCO adopting a graduated approach in liaison with teachers and the pastoral team to collate evidence on the following:

- Teacher assessment data and experience of the pupil
- Progress, attendance and behaviour 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, may refer and send evidence to Allens Croft Children's Centre or other external agencies, such as Local Authority specialists. 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.

Consulting and involving pupils and parents

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
- ❖ Assistant SENDCO
- ❖ We employ seven 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. These 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 on how they can support and 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.

In line with the school's SEND policy:

- Ensuring 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.

Assessing and reviewing pupils' progress towards outcomes

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

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.
- The review will take place in line with whole school assessment data

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

King Edward VI Northfield School for Girls have a Careers Advisor who 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

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.

Our approach to teaching pupils with SEN

Quality First Teaching (QFT) is the first step in responding to pupils with SEND. This will be differentiated for individual pupils where necessary.

At King Edward VI 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.

We aim to offer a broad and balanced curriculum and it is essential that staff have high expectations of learning and behaviour 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.

Adaptations to the curriculum and learning environment

The priority at King Edward VI Northfield School for girls is to support and make reasonable adjustments to support students to access mainstream curriculum and qualifications. In the rare circumstance, where alternatives need to be explored, we use the Birmingham local authority continuums to differentiate learning and measure progress.

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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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

- **Coloured overlays** – these are used to support a range of pupils, for example those with Irlen Syndrome or dyslexia. A coloured overlay can help reduce eye strain for 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. This option must be supported by an optometrist report.

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

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
- ✓ Use of hearing loop system
- ✓ 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 support for learning

The priority here at King Edward VI Northfield School for Girls is to ensure students are in their lessons. Being in lessons offers so many benefits in terms of social interaction, communication skills and academic knowledge and progress. We do not advocate students missing lessons. For more complex needs, we may offer in class

TA support but the priority here is for EHCP, our learning support is a base for smaller break and lunch times and an intervention space for Teaching Assistants to use.

Expertise and training of staff

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 2023/2024 is for all teachers to embed good practice so there is effective personalised support in line with passport recommendations and for Teaching Assistants to be deployed effectively in lessons.

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.

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

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 go on our whole school trips and if needed, we will attach Teaching Assistants to support those students. All pupils are encouraged to take part in sports day and school plays. No pupil is ever excluded from taking part in these activities because of their SEN or disability. *Please see Accessibility Arrangements & Additional Equipment* section of this.

Support for improving emotional and social development

Pupils who receive regular in-house support for their emotional needs or support from external agencies will be placed on the SEND register. Pastoral support is also available for students with emotional needs. The school also have a school counsellor which pupils can access.

Working with other agencies

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

Communication Autism Team (CAT)

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.

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

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)

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.

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.

Contact details of support services for parents of pupils with SEND

For advice & support from the Communication & Autism team email
CATParentEnquiries@birmingham.gov.uk

Contact details for raising concerns

If you have any queries regarding send provision, please do not hesitate to contact the school's SENDCO – m.morton@nsg.kevibha.org and/or the Assistant SENDCO, k.brown@nsg.kevibham.org.

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.