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 2026-2027

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 ..... 2
Identifying pupils with SEND and assessing their needs ..... 3
Consulting and involving pupils and parents ..... 4
Assessing and reviewing pupils' progress towards outcomes ..... 4
Supporting pupils moving between phases and preparing for adulthood ..... 4
Our approach to teaching pupils with SEN ..... 5
Adaptations to the curriculum and learning environment ..... 6
Expertise and training of staff ..... 7
Evaluating the effectiveness of SEND provision ..... 7
Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND ..... 8
Support for improving emotional and social development ..... 8
Working with other agencies ..... 9
Contact details of support services for parents of pupils with SEND ..... 9
Complaints about SEND provision ..... 9

# SEND at our school

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, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), depression, anxiety
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, physical disability.

There are currently 183 pupils on the SEND register (27 EHCPs) with Speech, language and communication needs, SEMH (Social, Emotional, Mental Health) and ASC (Autistic Spectrum Condition) being the main areas of need.

Staffing

Lucy Jensen-SENDCo

1x Assistant SENDCO

1x HLTA

8x TA/LSA/GA

## 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. This also includes assessing all pupils for reading fluency (speed and accuracy of reading), Spelling, Working memory, Processing speed and Maths fact fluency to identify pupils who may require further support.

Class teachers will make regular assessments of progress for all pupils and identify using the school referral system 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 but will be assessed further to ensure the correct level of support is provided.

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.

## Consulting and involving pupils and parents

The Head of Year and Pastoral Manager are regularly available to discuss your child's progress or concerns you may have and to share information about what is working well at home and in the academy so similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Pupil passport's are in place for pupils needing several layers of support and these are accessible to pupils and parents via provision maps where parents can also communicate with the SEND team around provisions, passport changes and concerns they may have.

Pupils and parents are involved in the review process each term, where the passports, provisions and targets are reviewed.

## 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 (including class and interventions).
- 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 each term.

## 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.

The SENDCo will have direct involvement in the Primary Transition Day, liaising beforehand with the Primary SENDCo to discuss specific needs of your child, and the specialist sessions for pupils who require extra transition opportunities as appropriate.

To assist in preparing for life beyond the academy we have an experienced Careers Advisor who is able to explore with your child a range of pathways into employment, training or higher education.

The SENDCo will share information with colleges and sixth forms or universities to support pupils transition to higher education.

## 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.
For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

**Targeted intervention for an individual or small group of children identified as sharing a similar need.**

This may be:

- Run in the classroom or outside.
- Run by a teacher, teaching assistant, graduate assistant or learning mentor who has had training to run these groups.

For your child this would mean:

- They will engage in group sessions with specific targets to help him/her to make more progress.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

**Specialist groups run by outside agencies e.g. Language, Learning and Strategic Support Team or Communication and Autism Team**

SEND: Where outside agencies have been engaged by the academy.
This means they have been identified by the class teacher/SENDCo as needing some extra specialist support in academy from a professional outside the academy. This may be from:

- Local Authority central services such as the ASC Outreach Team (Communication and Autism Team)) or Sensory Service (for pupils with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service or Educational Psychologists.

For your child this would mean:

- Your child will have been identified by the subject teacher/SENDCO (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in the Academy.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better:
- Support to set better targets which will include their specific expertise
- A group run by Academy staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional

## Adaptations to the curriculum and learning environment

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 to meet the needs of the individuals in the class

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reader pens, writing frames, handwriting pens, now and next boards etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Following the accessibility policy (which can be found on the schools website we also ensure:
    - All areas of the academy building are accessible to children with physical disabilities.
    - That equipment used is accessible to all children regardless of their needs.
    - After school provision is accessible to all children including those with SEND.
    - Extra-curricular activities are accessible for children with SEND.

### Additional support for learning

Where quality first teaching is not enabling pupils to make the expected progress, targeted support will be provided, which can include in class support through TA and graduate assistants or out of class interventions including IDL Literacy, numeracy or well-being, lego therapy, CBT, OT and physiotherapy sessions, SEMH interventions, ASC group intervention and zones of regulation.

## Expertise and training of staff

Staff CPD ensures all staff have relevant training to support all pupils including children with SEND, this includes training on specific areas of need (for example ASC training) and training to ensure quality first teaching is enabling all pupils to access the curriculum and make progress.

The school SENDCO has obtained the NASENCO qualification.

All SEND support staff are trained in safer handling and the majority are hoist trained.

All Staff have had training in supporting ASC pupils in school.

All SEND support staff have access to bespoke training based on their areas of need.

## Evaluating the effectiveness of SEND provision

As a school we evaluate the effectiveness of the SEND provision through the following ways

- Reviewing pupil's individual progress towards their goals.

- Reviewing the impact of interventions.
- Consulting with pupils who have SEND.
- Consulting with parents through reviews
- The SENDCo and teaching staff using the graduated approach.
- Holding annual reviews for pupils with EHC plans.
- Reviewing the SEND provision for the school termly

## 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 residential trip(s) to Spain.
All pupils are encouraged to take part in sporting fixtures, school plays and concerts, special workshops, interhouse competitions and afterschool clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability. The school follows the individual care plans and follows the accessibility policy to ensure that all pupils are able to participate safely in the chosen activities.

## Support for improving emotional and social development

Our school has a robust system for referring and monitoring pupils' SEMH needs, we follow a tiered system of support from tier 1 (pastoral manager mentoring), tier 2 (small group or individual interventions) these include anxiety, anger management, social skills, resilience, drawing and talking, zones of regulation and exam anxiety and tier 3 which involves 1:1 sessions with our academy counselor.

The school has well-being drop in sessions during lunch once a week, access to quiet lunch daily and a reflection room which can be used when needed.

The school has an anti-bullying policy which includes how pupils and staff report bullying and the systems the school follows following a report of child on child abuse, regular check ins with pupils on the SEND register will also enable further opportunities for pupils to report episodes of bullying as well as offering further support following reports of bullying.

## Working with other agencies

School works collaboratively with many outside agencies to ensure the correct level of support for all pupils. Where universal and targeted support has not enabled a pupil to make sufficient progress in school a referral to outside agencies will be placed. School works with several outside agencies including:

- Autism Outreach Service (Communication and Autism Team)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Pupil Support services
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- SENAR
- SENDIASS

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

For help, advice and information about the services available for young people with SEND please visit the following websites

Birmingham Local offer- *Local Offer Birmingham | SEND Advice, support and Information*

SENDIASS- Birmingham SENDIASS Homepage – Birmingham SENDIASS

Forward Thinking Birmingham- *Home | Forward Thinking Birmingham*

**Contact details for raising concerns**

Please contact the SENDCo Lucy Jensen

L.Jensen@kesh.kevibham.org

01216472471

## 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.