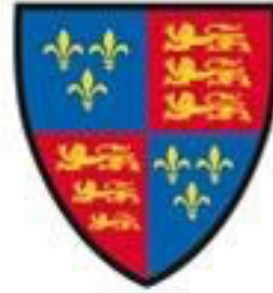




**KING EDWARD VI
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**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

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SEND Information Report

Academic Year 2024-2025

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

Scholarship, Character and Community are the underlying values for all at King Edward VI Handsworth Wood Girls' Academy. Consequently, we strive to ensure that our SEND (**S**pecial **E**ducational **N**eeds and **D**isabilities) provisions are delivered by knowledgeable specialists (internal and external) who instill discipline in all of our SEND learners and allow them to fully access a curriculum that promotes goodness for everyone.

The information below acts as a guide but the things we do may vary and actual support will be based on the specific needs of each student. All students at King Edward VI Handsworth Wood Girls' Academy have support in the academy through quality first teaching that ensures a broad curriculum is made accessible to them.

This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, change to teaching styles as well as varying levels of adult support. Our SEND vision is simple: SEND is a gift, not a hindrance, hence it should be and will be celebrated at King Edward VI Handsworth Wood Girls' Academy.

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.

| EHCP | SEN support | SLCN | ASD | MLD | SEMH |
|-------------|--------------------|-------------|------------|------------|-------------|
| 7 | 74 | 12 | 4 | 66 | 4 |

At the end of the academic year July 2023 the Academy had 4 Education Health Care Plan (EHCP) from either Birmingham or Sandwell.

Identifying pupils with SEND and assessing their needs

| Categories of SEND supported at King Edward VI Handsworth Wood Girls' Academy | | | |
|--|---|---|---|
| 1. Communication and Interaction | 2. Cognition and Learning | 3. Social, Emotional and Mental Health | 4. Sensory and Physical |
| <ul style="list-style-type: none"> • ASC (Autism) including Aspergers • Delayed and disordered development (both physical and cognitive) | <ul style="list-style-type: none"> • Learning difficulties (mild, moderate or severe.) • Specific learning difficulty: Dyslexia. • Specific learning difficulty: Dyscalculia. • Specific learning difficulty: Dysgraphia. • Specific learning difficulty: Dyspraxia. | <ul style="list-style-type: none"> • ADHD (attention deficit hyperactivity disorder) • ADD (attention deficit disorder) • ODD (Oppositional Defiant Disorder) • CD (Conduct disorder) • Emotional and behavioural difficulties • Anxiety or depression • Attachment disorder | <ul style="list-style-type: none"> • Hearing impairment. • Visual impairment. |

We assess all-pupils current skills and levels at the opening of each academic year, within school year new students are also tested on entry, building on previous settings and key stages where appropriate. All students take part in GL Cognitive Ability Testing. If students perform below in these testing, they will be invited for further screening with the Academy SENDCO and allocated advisory teachers.

We use screening and regular assessments to identify pupils 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.

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.

We recognize that progress and attainment can be impacted by other factors such as Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Social deprivation factors
- Being a Looked After Child
- Being a child of a serviceman/woman

Whilst the above may affect progress and attainment, they do not fall within the categories of special education needs.

Consulting and involving pupils and parents

We maintain an 'open-door' policy in line with the academy ethos and practice a person-centered collaboration. Families of SEND learners can request meetings (phone calls or face-to-face) with the SENCO as and when required. In addition to regular parent and student voice sessions, both SEND learners, and their families are invited to review meeting. The frequency of such meeting will reflect the level of the SEND learners needs, students with a EHCP will have a higher frequency of review meetings than students who have a less significant need.

Parents will be informed of progress through the regular reporting cycle. Once a concern has been raised parents will be informed and invited in to discuss the concerns, which will be documented in the student's file. Following on from this meeting parents will be involved in the entire process through either face-to-face meeting or telephone calls.

Discussions with families take place both before addition to and for removal to the SEN register.

- 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

The SEND provision at King Edward VI Handsworth Wood Girls' Academy is regularly monitored using a variety of methods including.

All students including those with SEND, are set targets levels in all subjects. Progress is monitored termly against these. Families are invited to Parents Evenings where they can discuss their child's progress.

With reference to SEND learners the academy will offer termly meeting for families to discuss the learners' progress.

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 ...3 times a year.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We work closely with the educational settings attended by our SEND learners before they transfer to us (or after they leave us if they are post 16 students) to seek the information that will make transfers as seamless as possible.

KS2-3 Extensive primary liaison work is carried out with local feeder primary schools. The SENCo or Deputy SENCo will liaise directly with the primary SENCo from each feeder school during the summer term to identify SEND students and gather information about each student difficulties and support strategies.

Where some SEND students require additional support, transition is provided in line with their individual needs.

All students transferring from primary school attend several induction days towards the close of the summer term. Students are also invited in for a 2-week summer school. This provides students greater familiarity with the academy and helps build confidence in preparation for September.

Options – Year 9 students chose their options to study at KS4. A high level of guidance for all families and students alike ensures they make appropriate choices. SEND students will receive additional information about appropriate future options and will receive additional careers interviews with the Academy Careers officer.

Sixth Form – The academy provides advice to students about a range of sixth form or further educational establishments including options to remain at Handsworth Wood Girls Academy. SEND students are supported to make visits to local providers at all levels and to have meeting with the Academy Careers Advisor.

The Academy 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.

Preparing for adulthood.

Handsworth Wood Girls Academy recognises the importance of identifying students who require support to meet their Preparing for Adulthood outcomes. We work across the Academy to ensure our students have access to structured Careers days with sessions focused on finance management, and confidence building. Whilst our PSHE sessions build on further key elements of Preparing for Adulthood through, key programs of study including modules on Healthy Me, Changing Me, Relationships, Goal setting and living in the wider world to name a few.

Our approach to teaching pupils with SEND

“High quality teaching, differentiated for individuals is the first step in responding to students who have or may have SEN.

(SEND Code of Practice Jan 2015 6.37)

Quality First Teaching (QFT) is the first step in responding to pupils with SEND. Teaching staff at King Edward VI Handsworth Wood Girls’ Academy have a clear understanding of their role in delivering QFT and understand the importance of identifying those students who are performing below their targets. All staff apply the assess plan do and review in their classrooms, utilizing wave 1 strategies (see Appendix 1), to support engagement and educational advancement for all students. If students continue to fall behind, staff understand the procedure of referral.

The King Edward VI Handsworth Wood Girls’ Academy SEND team always strive to uphold our values of Scholarship, Character, and community. We are advocates for SEND learners and ensure they are given every opportunity to collaborate with peers, given the respect they deserve and given equal access to a broad and rich curriculum to allow them to achieve their full potential.

Teachers have access to SEND profiles which have been created collaboratively with professionals, students, and families. These profiles offer information about the difficulties faced in the classrooms by learners and a range of strategies teachers can employ to support learners.

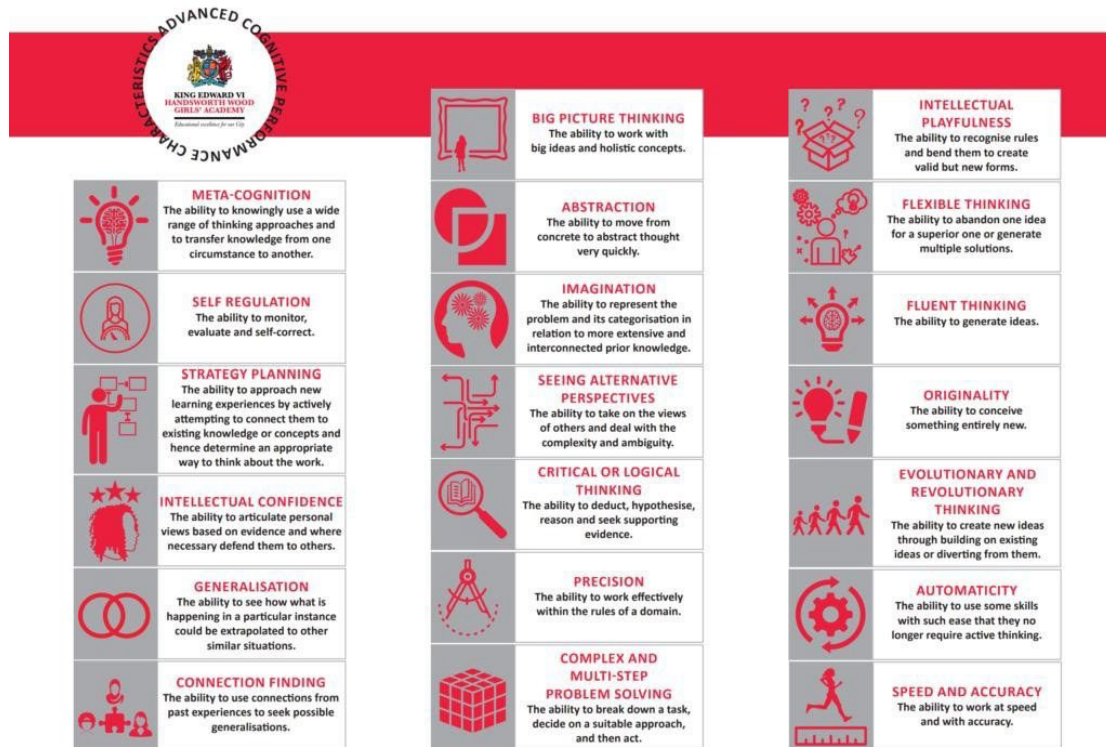
Students with ECHP may receive in class support from the SEND Department. This is provided core subjects (English, Math, Science & RE) where appropriate.

The extensive use of ICT supports SEND learners, all students have use of a personal device both during the Academy Day and at home to continue their independent learning. High quality work is set via online learning platforms and hubs, allowing students access to class resources and homework. There is provision available for all year groups to attend supported after hours homework clubs.

All students have access to Knowledge Organisers for every topic within each subject area. This allows students to utilise pre-learning techniques that can support access to learning, these

have proven valuable for all students for engagement and motivation, including those with SEND.

We are proud to have HPL at the crux of our teaching, as High Performance Learning advocates high aspirations and achievements for **all**; something that underlies our SEND policy and practices. All teaching staff at our academy enable our SEND learners (in-line with their non-SEND peers) to demonstrate and develop their advanced cognitive performance (ACP) characteristics. To further advocate and encourage them, all SEND learners have a personalised SEND profile that aids teaching staff in their curriculum delivery; these profiles entail HPL targets for our SEND learners based on these ACPs. These ACPs allow (and empower) our SEND learners to engage in activities in-line with their non-SEND peers:



The Academy also aims to ensure that it continues to provide equal opportunities to all by ensuring that:

- SEND students achieve their full potential via teaching that has HPL at its core. SEND students are given equal access to enrichment opportunities including educational visits.
- Discrimination is challenged diversity is celebrated across all areas of the curriculum.
- Parental involvement is high across all equality groups.
- Incidents of racism, racial harassment, or bullying or harassment related to any other equalities issues are dealt with firmly and sensitively.

We at King Edward VI Handsworth Wood Girls' Academy pride ourselves on our broad and balanced curriculum – teachers implement HPL practices in order to adapt their curriculum in order to make it accessible to our SEND learners. We also incorporate the advice provided as a

result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the following improvements continue to be developed:

- work on physical environment to improve safety for visually impaired (high visibility markings on steps, posts, entrances and exits, improved lighting etc);
- SEND training (in-house and external) for staff on an array of learning difficulties, sensory impairments and the SEND Reforms.
- ongoing efficient communication of students' various learning needs, hence requirements, to staff.
- a focus on increasing the provision of assistive technologies - including access to laptops/PCs – in order to aid access to the curriculum for SEND learners.
- a meticulous and fluid system for assessing, applying for and implementing Exam Access Arrangements for the relevant student cohorts.

Adaptations to the curriculum and learning environment.

We at Kind Edward VI Handsworth Wood Girls' Academy work with students, families, and professionals to make adaptations to the curriculum to support the needs of SEND students. We also incorporate advice provided because of assessments, both internal and external, and the strategies in Education Health Care plans.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, and teaching style, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, and scaffolding etc.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the following improvements continue to be developed:

- work on physical environment to improve safety for visually impaired (high visibility markings on steps, posts, entrances and exits, improved lighting etc);
- SEND training (in-house and external) for staff on an array of learning difficulties, sensory impairments and the SEND Reforms.

- ongoing efficient communication of students' various learning needs, hence requirements, to staff.
- a focus on increasing the provision of assistive technologies - including access to laptops/PCs – in order to aid access to the curriculum for SEND learners.
- training for SEND learners on how to use immersive reader to support their access to the curriculum
- a meticulous and fluid system for assessing, applying for and implementing Exam Access Arrangements for the relevant student cohorts.

Additional support for learning

Specialist SEND equipment and facilities will be considered on an individual basis where appropriate, as and when the need arises. Where it is deemed appropriate and is required, the SEND team – under the guidance of the senior SEND staff – will take the appropriate actions necessary to secure access to it. Furthermore, support from external professionals will be sought if requisite to obtaining the necessary equipment/facilities.

All teachers and learning support assistants have been fully briefed on the needs of students in the academy. When a training need is identified, we will ensure that we locate and secure the services of an expert provider (internal or external) who is able to deliver the necessary training.

We use Exact to assess students learning needs and gaps in knowledge. This then informs our interventions which can be:

- 1-2-1 Intervention
- Group interventions
- In class support
- Home study clubs offered to all SEND students
- We also work with internal departments to support their interventions.
- External agencies to support students learning needs.

In addition, we offer social interaction interventions and support with well-being sessions.

Expertise and training of staff

SEND Department staff List (2024-2025): The SEND Department is small but well organised to meet the needs of students. The department consists of the following key adults:

Mrs M Sahonta – Assistant Headteacher Inclusion & Lead DSL

Ms S Ali - Deputy SENCO

Mrs K Woolery – Learning Mentor (SEND) Level 3

Mrs N Zaman – Teaching Assistant (SEND) Level 3

Miss R Mazgajczyk – Graduate Teaching Assistant (KS4)

Miss I Hussain – Graduate Teaching Assistant

Additional staffing

Mental Health Nurse- TBC

Speech & Language Therapist – Nikki Holmes SEND Link Governor - Haleema Sadia

The wider SEND team consists of the safeguarding team, the pastoral team and the academy teaching and learning team.

Additional training for SEND has previously been supported by Edu Care. All staff have had training to support the teaching of SEND students including:

Understanding Autism SEND COP refresher.

High Quality First Teaching.

SALT training – focus Vocabulary, memory, and scaffolding. Social Communication and ASC in the classroom

Training for staff this academic year will include:

- Dyslexia training
- Scaffolding for varied needs

Evaluating the effectiveness of SEND provision

All King Edward VI Handsworth Wood Girls' Academy students – including those with are tracked using the academy assessment cycle and data tracking system.

Students are also assessed within lessons their class teachers via regular formal assessment. If they are receiving SEND interventions (i.e... Targeted or specialist level in addition to universal level) then they are also assessed at the start of those interventions to measure the impact of these on their progress. effectiveness of the provision for pupils with SEND, equipment, and facilities to support pupils.

The SEND provision at King Edward VI Handsworth Wood Girls' Academy is regularly monitored using an array of methods including:

- Reviewing any targets set to see if the student's attainment is on track or requires further support.
- Liaising with class teachers via round-robins.
- Liaising with TAs who have delivered Universal and Targeted provisions.
- Formal assessment cycles as per the academy assessment policy.
- Liaising with the parents of SEND learners (Parent Voice/ meeting);

- Liaising with the SEND learners (Student Voice);
- Using the academy’s tracking system to review progress made by SEND learners.
- Asking for external professionals (where necessary) to work with the child or young person to check the progress being made.
- Senior leadership and extended leadership will carry out regular learning walks to monitor the effectiveness and impact of High-Quality Teaching within the academy.
- The SENDCo using the graduated approach to monitor effectiveness of provision.
- Holding annual reviews for pupils with EHC plans.

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

King Edward VI Handsworth Wood Girls Academy, aims to ensure that it continues to provide equal opportunities to all students by ensuring that:

- SEND student achieve their full potential.
- SEND students are given equal access to enrichment opportunities including educational visits.

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

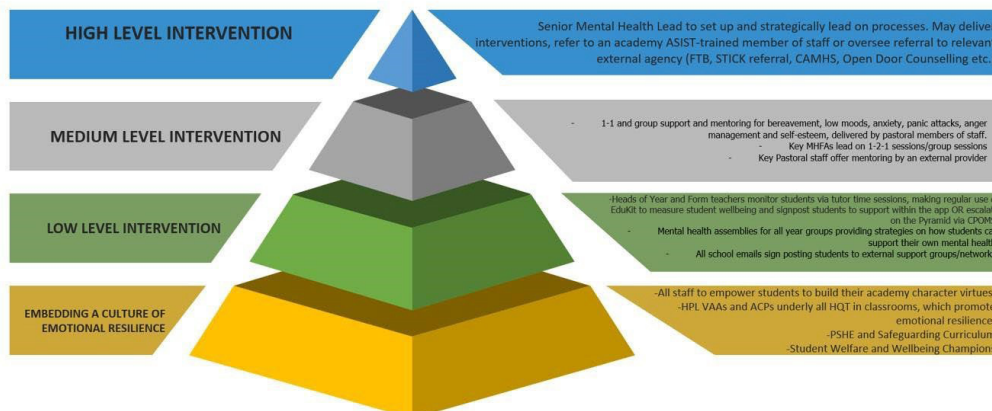
All pupils are encouraged to go on our residential trip(s), including Duke of Edinburgh (This has been impacted by Covid-19)

All pupils are encouraged to take part in sports day, school productions, special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development.

We at KEVI HWGA believe that the social, emotional health of all learners is a priority. We ensure that Mental Health provisions include all staff so that SEND learners social and emotional health is supported at every level of our academy Mental Health Pyramid of Need. This is because our approach to the social, emotional, and mental health is proactive as opposed to reactive:

Mental Health Provisions – Pyramid of Need at KEVI HWGA



We at King Edward VI Handsworth Wood Girls' Academy has an all-encompassing pastoral structure to ensure the safety and wellbeing of all students, including SEND students. All year groups have a HOY, and a non-teaching Pastoral Manager.

Students have access to a 'letter' box to post concerns and access to email the pastoral team if they require help and support at any time. The Pastoral office is always manned, and all students are made aware of where they can go if they need support.

Working with other agencies

We at King Edward VI Handsworth Wood Girls' Academy are proud to call ourselves an inclusive academy and in light of this maintain positive working relationships with an array of external agencies and organisations. These relationships allow us to support our SEND learners and families or arrange and secure additional support when the need arises. Some of the most notable agencies are.

- Pupils and School Support (PSS)
- Qualified Teacher of the Visually Impaired (QTVI)
- Habilitation Specialist for the Visually Impaired
- Qualified Teacher of the Deaf
- Communication and Autism Team (CAT)
- Educational Psychologist (EP)
- CAHMS (Child Adolescent Mental Health Services)
- Forward Thinking Birmingham
- Physical Difficulties Support Service (PDSS)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Birmingham Children's Hospital Paediatric Team
- Birmingham School Health Service
- Birmingham School Nurse Team

Contact details of support services for parents of pupils with SEND

Birmingham Specialist SEND Support Services
[Specialist SEND Support Services | Local Offer Birmingham](#)

Sandwell Send Directory <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Contact details for raising concerns

SENCo – Mrs M Sahonta
Telephone: 0121- 554 8122
Email: msahonta@hwga.org.uk

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.

Appendix

| | Cognition & Learning | Communication & Interaction | Social, Emotional Mental Health | Sensory & Physical |
|---------------------------------|---|---|--|--|
| Wave 1 – Quality First Teaching | <ul style="list-style-type: none"> Inclusive curriculum – planning, learning, resources, scaffolding etc. Pre-teaching of subject vocab Teaching sequencing as a skill Text presented clearly – bullet points, clear font, headings Pupils encouraged to explain what they have to - check understanding Links to prior learning explicitly made /retrieval practice integrated into lessons Key learning points reviewed throughout lesson Conceptual variation in Maths Alternative ways of demonstrating understanding e.g., Diagrams, mind maps, use of voice recorders Provide a range of writing frames Word mats designed for specific subjects/lessons Opportunities to work with a scribe or use ICT when necessary Use of ICT/apps to reinforce what has been taught Use of ICT/apps as solution to difficulties e.g., dictation, typing Coloured overlays, coloured paper for worksheets & coloured background on SMART board Extra time to complete tasks Learning ladders to break down steps Next steps display in classroom (task board) • Learning buddies/Buddies' before teacher Dual coding devices | <ul style="list-style-type: none"> Structured class routines Increased visual aids including dual coding Use of key words/vocabulary emphasised when speaking Multi-sensory approaches used to support spoken language e.g., Symbols/pictures/concrete apparatus/artefacts/role-play Instructions in manageable chunks Checklists and task lists Delivery slowed down with time given for processing Prompt cards used to support understanding Talking partners used Classroom seating plan considered so children can see teacher and visual prompts Access to a quiet workstation 'Word walls' /displays to develop understanding of new vocab Minimise use of abstract language/language tailored to individuals Eye contact as necessary for the child | <ul style="list-style-type: none"> Emphasise positives in front of others to develop children's self-confidence Give girls classroom responsibilities Refer regularly to school/classroom rules Calming music (when applicable) Team around the child approach Use of ear defenders to support focus Breaks between tasks Moving around/sensory breaks Interactive strategies e.g., Whiteboards to hold up answers Clear behaviour expectations modelled by staff Quiet zone or sensory space Visual timer/stopwatch Use post-its for questions rather than interruptions 'Fiddle' toys Concrete resources easily at hand to support Give a 'set time' for written work Personalise teaching to reflect pupils' interests (where possible) Transition from whole class work to independent is taught and actively managed Reward system Learning ladders to break down steps Meet and greet at key transition points e.g., start of day, lunchtime etc. | <p>Visual</p> <ul style="list-style-type: none"> Coloured overlays/ different coloured paper Consider lighting – natural and artificial Eliminate inessential copying from the board Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge Read aloud as you write on the board Avoid standing in front of windows – your face becomes difficult to see Use iPad/Chromebook for reading if text is too small in physical book Consider seating – sat at the front closer to board/resources <p>Hearing</p> <ul style="list-style-type: none"> Careful seating – closest to the teacher Keep background noise to a minimum – Slow down speech rate Allow more thinking time Repeat contributions from other children – their voices may be softer and speech more unclear Check that oral instructions have been understood Face the pupil when speaking & keep hands away from mouth <p>Co-ordination</p> <ul style="list-style-type: none"> Sit at table where there is sufficient space LH & RH pupils not next to each other with adjacent hands Desks at elbow height Sloping desk stand if appropriate Seated with minimal distractions. Encourage oral presentations or use of ICT as an alternative to written work where appropriate. Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. |