

What can I expect from King's Norton Boys' School if my child has a Special Educational Need and/or Disability (SEND)?

At King's Norton Boys' School, we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure that we support all of our students, including those with SEND. It does not list every skill, resource and technique we use in order to achieve this; these are continually developed and used to modify our provision to meet the changing requirements for individual students. This Information Report is underpinned by the following three key principles:

- A partnership approach
- Appropriate and effective Teaching and Learning
- Open and honest communication

What is the local offer and where can I find information about the local offer in the Birmingham authority?

The Birmingham Local Authority's Local Offer can be found at:

<https://www.localofferbirmingham.co.uk/>

Explanation of acronyms used:

SEND- Special Educational Needs or Disabilities

SENDCo- SEND Coordinator

TA/LSA– Teaching Assistant/Learning Support Assistant

ASC- Autistic Spectrum Condition, including Autism and Asperger's Syndrome

LAC- Looked After Children (also known as CIC, Children in Care)

QFT- Quality First Teaching

EHCP - Educational, Health and Care Plan

SSPP – Send Support Provision Plan

A partnership approach

How are parents and carers of children and young people with SEND involved in the education of their child?

- Access to SENDCo, SEND team and Inclusion/Pastoral team (particularly the year group key worker)
- Reports of progress at learning milestones
- Parents are consulted on the contents of a student's One Page Profile (OPP)
- Annual reviews of Education Health Care Plans and Send Support Provision Plans (at these, a student's progress is discussed, new targets are set, and outside agencies are invited to attend, as appropriate)
- Parents' evenings
- Outside agency involvement where applicable

- SEND information events, as appropriate
- Open Evening for prospective Year 7 parents/carers
- Transition evening for new Year 7 parents/carers

Further collaborative work is considered as required i.e. on a case-by-case basis.

How are SEND students involved in their own education (including assessment and review of progress towards outcomes)?

In addition to the points above regarding parental/carer involvement:

- Access to the SENDCo and Assistant SENDCo, use of Learning Support Intervention Rooms and access to the Inclusion/Pastoral Team (as appropriate)
- Regular assessment and reporting of progress
- Quality assurance procedures e.g. student voice activities

Additionally, where applicable:

- Personalised intervention programmes (such as a Pastoral Support Plan)
- Outside agency involvement
- EHCP/SSPP review meetings

How will my son be supported during transition into Year 7?

We gather a lot of information about your son. This allows us to make the best possible preparation for him for joining King's Norton Boys' School, from the following sources:

- Close liaison with primary schools during the summer term including SENDCo/Assistant SENDCo involvement in review meetings where possible
- Transfer visits to individual primary schools or primary SENDCos come into school to share information or via Teams meetings
- Individual parent and child consultation to involve them in creating their One-Page Profile
- Literacy and numeracy testing in September
- Additional transition event prior to whole of Year 6 transition event
- Priority access to Summer School
- Year 7 SEND keyworker support (as appropriate)

How will my son be supported when making his GCSE choices and what support is given for examinations?

In Year 9, students with SEND are given appropriate advice regarding options and are supported to make appropriate choices in discussion with parents and carers; they will be prioritised for taster sessions/discussions with teachers of new subjects; the Head of Year will also work with the SEND team to support with this.

In Year 10 (or early in Year 11), where appropriate, students are externally assessed and Access Arrangements (exam dispensation) put in place.

What support is offered when my son is thinking about his future after King's Norton Boys' School?

Students with SEND are given appropriate advice regarding post-16 options and are supported to make appropriate choices in discussion with parents and carers. Students will have an initial consultation with an accredited careers advisor in Year 10 and then at least one other consultation in Year 11. There is ongoing liaison between the Head of Year 11 and the SEND team, and consultation with colleges helps students to make appropriate choices and move onto the best post-16 provision for them. Often students are taken on accompanied small group visits to post-16 providers in order to assist with their choices and to successfully transition.

My son is in year 5 and I am considering King's Norton Boys' School. Who do I contact?

The SENDCo and Head of Year 7 welcome enquiries from prospective parents of Year 5 pupils in advance of the main Open Evening in September of Year 6. After this, we continue to welcome enquiries and pre-arranged visits.

Who else might work with my son? What Specialist Services are available to the school?

Outside Agencies include:

- Communication and Autism Team (CAT)
- Educational Psychology Service (EPS)
- Forward Thinking Birmingham (FTB)
- Occupational Therapy (OT)
- Physical Difficulties Support Service (PDSS)
- Pupil and School Support (PSS)
- Sensory Support (SS)
- Speech Therapy (ST)

What kinds of Special Educational Needs and Disabilities does the school make provision for?

Once a student has been identified as having a Special Educational Need (SEN), they will be placed on the SEND register. Depending on their level of need they will have either an Education, Health and Care Plan (EHC Plan), a SEND Support Provision Plan (SSPP) or be identified as needing 'SEN Support'. This will be in one of the following four areas:

Communication and Interaction (C/I)

- Students with speech and language difficulties and/or processing difficulties
- Students with ASC

Cognition and Learning (C/L)

- Students who work at a slower pace and whose long-term outcomes may not be the same as their peers, even with appropriate differentiation
- Students with specific learning difficulties and processing difficulties

Social, Emotional and Mental Health (SEMH)

- Students may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways, e.g. anxiety disorders, depression, self-harm, behavioural difficulties

Physical and Sensory (P/S)

- For example, students with a hearing impairment, a visual impairment, a sensory processing disorder or a physical disability

What type of provision does the school make for students with SEND and how do we know it works?

Quality First Teaching (QFT) underpins our Universal provision. However, for some students there are occasions when they need further support that is different from and/or additional to that made generally for others of the same age. We strive to make reasonable adjustments wherever necessary and possible, as outlined below, in keeping with the fact that we are a mainstream setting.

Cognition and Learning

- Support from the SEND team, access to the Learning Support Intervention Rooms, as appropriate, and the Inclusion/Pastoral team
- Differentiated curriculum delivered through QFT

And as appropriate:

- Smaller teaching groups, intervention sessions for literacy and/or numeracy
- Dyslexia pathway
- Shared access to TA support

Communication and Interaction

- Support from the SEND team, access to the Learning Support Intervention Rooms (as appropriate) and the Inclusion/Pastoral team
- Differentiated curriculum through QFT
- Access to Level 1 and 2 Autism Education Trust training for majority of Teaching Assistants and some support staff

And as appropriate:

- For a very small number of children support will be available from the Communication and Autism Team (CAT)
- Social interaction and communication intervention groups
- Speech and Language Therapy (NHS)
- Shared access to TA support

Social, emotional and mental health difficulties

- Support from the SEND team, access to the Learning Support Intervention Rooms (as appropriate) and the Inclusion/Pastoral team

And as appropriate:

- School Nurse
- Forward Thinking Birmingham
- Educational Psychologist
- Individual plans will be put into place as required e.g. reduced timetable
- Medical schools

Sensory and/or physical needs

- Support from the SEND team, access to the Learning Support Intervention Rooms (as appropriate) and the Inclusion/Pastoral team

And as appropriate:

- Care plans and/or risk assessments re: medical 'routines' and contingency plans and review of accessibility/health and safety, in terms of ensuring access to all curriculum areas where possible
- School Nurse
- Outside agency involvement, including outreach teachers and medical professionals
- Specialist personalised resources and equipment
- Individual plans will be put into place as required e.g. physiotherapy sessions, access to sensory resources
- Medical schools

How is the effectiveness of the provision made for students evaluated?

We evaluate the effectiveness of our provision based on student progress which should be no less than a student without SEND (taking starting points into account) and, just as importantly, student happiness and confidence.

We monitor students through various means, including:

- Progress tracking at learning milestones (and in between, as appropriate) and analysis of progress
- Lesson Observations/Curriculum Walks
- Teacher feedback
- Review of SEND targets and EHCP/SSPP outcomes
- Review of subject specific targets (as appropriate)
- Reading ages
- External Agency Assessments
- Parent/child views (verbal, written, anecdotal and formal)
- Further and more specialist assessments and evaluations will be undertaken for the students receiving more focused teaching and support
- Student attendance
- Student behaviour

What is the approach to teaching students with SEND at King's Norton Boys' School?

Quality First Teaching (QFT) is the principle that underpins teaching for students with SEND and all other students at King's Norton Boys' School. Key features of QFT are well planned, engaging lessons to ensure maximum progress. These take account of all learners' needs, with learning appropriately differentiated as required. Students are taught in a mixture of streamed, mixed ability and ability teaching groups. Pedagogical principles that support students with SEND are embedded within our KNBS Gold Standard and Teaching and Learning Best Practice principles.

How might the curriculum be adapted for a student with SEND?

All students follow a full timetable (25 one-hour lessons per week). For some students, some mainstream lessons may be substituted at the discretion of the school for small group or one-to-one interventions, both long and short-term, as necessary, to support the accelerated development of a range of academic and social skills. Reductions to and flexibility of timetables are occasionally

arranged on a case-by-case basis, and only ever for the short term, as we are a mainstream school where the only deviations from a mainstream curriculum are those outlined.

Key Roles and responsibilities:

SENDCo

Mrs H Downen

Email: h.downen@knbs.co.uk

Telephone:0121 628 0010

Assistant SENDCo

Mrs L Millward

Email: l.millward@knbs.co.uk

Telephone:0121 628 0010

How are staff trained to ensure the needs of SEND students are met?

- Annual training for identified medical needs
- Annual training around identification of new pupils who need SEND support
- Training from outside agencies for the SEND team and Inclusion/Pastoral team members, as appropriate
- The SENDCo and Learning Support Team contribute to the in-house CPD programme
- Updates for teaching and support staff around new initiatives and developments as necessary
- Weekly Inclusion Newsletter for timely updates about student needs
- Practitioner meetings about individual students
- Staff drop-in sessions are held half-termly to allow discussions around provision and sharing of best practice.

How will my son be included in activities and opportunities outside the classroom?

All students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them, and individual arrangements are planned in advance to ensure that they can participate. In addition to lesson-based activities, there are a variety of activities on offer during and after the school day and all activities are accessible to all students with SEND. Where necessary, advice will be sought, risk assessments carried out and accommodations made to ensure that all students can participate in all activities. If additional adult support is required for an activity then parents would be consulted and support put in place for that student, as far as is reasonably possible. If a student has a transport arrangement provided by the authority that would impact upon their access to extra-curricular activities after school, then parents or carers should contact Education Transport to negotiate a change to schedules.

Open and honest communication

Who should I contact if I have any specific queries about my son's SEND needs?

The nature of working with SEND means that students very often need specific and tailored support so please contact us to discuss potential requirements on an individual basis.

Please contact either the SENDCo or Assistant SENDCo:

Who is the SENDCo?

Mrs H Downen

Email: h.downen@knbs.co.uk

Telephone: 0121 628 0010

Who is the Assistant SENDCo?

Mrs L Millward

Email: l.millward@knbs.co.uk

Telephone: 0121 628 0010

How does the school recognise students who need extra help? How will this be communicated to me?

A student may be identified as having a Special Educational Need or Disability (SEND) at any stage. This may be a long-term condition needing continuing support or a short-term difficulty requiring a specific intervention. We recognise SEND through:

- Primary school liaison during year 6/7 transfer
- Parental concern
- Testing of reading, spelling and numeracy in the first term
- Observations
- Teaching Assistant/Class Teacher feedback
- Pastoral Team feedback

If a need is identified and your son is required to subsequently undergo work with external agencies, this will be in consultation with you and your consent will be requested.

If a parent or carer of a child with SEND has a complaint about the school, how does the Governing Board deal with the complaint?

This would be considered on a case-by-case basis.

We would like you to talk to us if you are not happy about any aspect of the support your child is receiving, discussing this, in the first instance, with the SENDCo to see whether the issue can be resolved.

If you are not happy with the response then please, in the first instance, contact the Head Teacher, after which you are able to follow the school's formal complaints procedure.

Who else can support me as a parent of a child with SEND?

The Birmingham **Special Educational Needs and Disability Information, Advice and Support Service** (SENDIASS) offers impartial information, advice and support to children and young people with Special Educational Needs or Disabilities. The service is impartial, confidential, accessible and free, and can help with a range of subjects.

The SENDIASS team is available from 8:45am to 5:00pm, Monday to Friday.

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk