



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Educational excellence for our City

SEND INFORMATION REPORT

ACADEMIC YEAR 2025 -2026

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:

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

We currently have 205 pupils on our SEND register with our primary areas of need being cognition and learning and communication and interaction.

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, such as 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 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.

At King Edward VI King's Norton School for Boys subject teachers are responsible for the progress and development of all students with SEND in their class, including the support given by Teaching Assistants. The Universal provision of high-quality teaching, differentiated for all students' needs, is the main way we respond to students with SEND. Additional intervention and support will be provided if students experience a significant difficulty in learning. Further assessments will be carried out, and targeted or specialist intervention will be implemented as required.

Consulting and involving pupils and parents

At King Edward VI King's Norton School for Boys we use a person-centred approach. We encourage parents to, in partnership with us, seek the advice and information

from members of staff and from all external agencies that we work with. We are always available for parents to contribute to their child's education. We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. We ensure that everyone understands the agreed outcomes sought for the child. Everyone is clear on what the next steps are, and notes of these early discussions will be added to the pupil's record and given to their parents, using a Graduated Approach format.

- We ensure parents/carers are kept informed of the provision in place for their child through regular communication including the sharing and reviewing of One Page Profiles..
- We encourage parents/carers to share concerns that they may have and to discuss the progress of pupils through direct email to TA key workers and telephone contact.
- The SENDCO will be available at all whole school parent's evenings to discuss progress and/or issues.
- Ideas and materials for parents/carers to support learning at home are shared through consultation with classroom teachers and other specialists within school.

Assessing and reviewing pupils' progress towards outcomes

At King Edward VI King's Norton School for Boys we follow the graduated approach and the four-part cycle of assess, plan, do, review to assess and review pupils' progress.

The subject teacher will work with the Learning Support department to carry out a clear analysis of the pupil's needs and performance. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' 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.

Progress is reviewed termly through the whole school assessment and feedback strategy and behaviour using a 9 week cycle. The SENDCO regularly reviews the effectiveness of support and interventions and their impact on the pupils progress.

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 on which information will be shared as part of this.

King Edward VI King's Norton School for Boys works with schools, colleges and other settings to support students through transition from one educational setting to another. If your son is moving from Primary to Secondary school, we will work with the SENCO and class teacher at his Primary school to ensure that we understand your son's needs and can plan for them when he moves to us. Sometimes we will attend annual review meetings and specialist service meetings at primary schools to help us gather all the relevant information. All new Year 7 pupils have access to a one day transition and summer school. An additional transition day is offered for students with SEND and if required the Year 7 SEND Teaching Assistant will support through additional visits or days.

As your son approaches the end of his time at King Edward VI King's Norton School for Boys we will work with him to ensure he has high aspirations about employment and further education. Discussions about students' futures will focus on what they want to achieve and the best way we can support them. Helping them consider the right post-16 option is part of this planning. In Year 10 our Careers, Information and Guidance Co-ordinator will support students to explore courses and places of study. In Year 11 the school will work to ensure students have firm plans for their post-16 options. Any information about previous SEN provision will be shared by the SENCO with the further education or training provider.

We support 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. All pupils have an induction session at their new school.

Our approach to teaching pupils with SEN

As an inclusive school, Quality First Teaching (QFT) is the first step in responding to pupils with SEND; this includes scaffolding and dual coding. The use of assistive technology is also provided for individual pupils where necessary. In addition we provide different interventions to support and develop pupil's skills, examples of these are below: A range of reading intervention support, phonics teaching, Speech & Language, Communication and Interaction workshops, ASD social groups, SEMH support and in class support for those pupils with more complex needs and/or a SEND Support Provision Plan or Education, Health Care Plan.

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
- 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, etc.
- We have a main base, known as the 'The Hub', where many of our interventions are delivered. This also provides a quiet space for students to regulate if required.

Please review our accessibility plan for more information, this report covers the extent to which our disabled pupils can participate in the curriculum

Additional support for learning

We currently employ two full-time and four part-time Teaching Assistants with a wide range of experience and qualifications to support pupils with needs. We have a SENDCo who is an experienced teacher and part of the Middle leadership team, a part time Assistant to the SENDCo and an Intervention teacher

The Learning Support team offer the following expertise:

- Intervention teacher – Ms Lancashire
- HL TA Math's – Mrs Mucklow
- EAL intervention and support – Mrs Handscomb
- ELSA/SEMH intervention – Miss Drennan
- Teaching Assistant - L2 Mrs Wallace
- In Class support TA - Miss Donaldson,

Once a Graduated Approach has been followed and evidence suggests involvement from specialist agencies is needed, we will contact any of the following agencies to provide support for pupils with SEND:

- Pupil and School Support
- Educational Psychologist
- Communication Autism Team
- Sensory & Disability Support
- Speech and Language Therapists
- Children and Adolescents Mental Health Services
- Allen's Croft Child Development Centre

Our priority is to seek advice to ensure adaptive teaching is secured to meet need and we also use specialists' agencies to pursue diagnosis, if professional and Graduated Approach evidence suggests this is necessary. We will include the child and the parent in these discussions and targets will be set collaboratively.

Expertise and training of staff

At King Edward VI King's Norton School for Boys we use our Personal Development Program to identify skills gaps and identify training needs for individual staff, Our SENCO also continuously reviews the skills within their department to ensure that training is delivered in a timely fashion to meet the needs of students with SEND needs.

Evaluating the effectiveness of SEND provision

At King Edward VI King's Norton School for Boys we evaluate the effectiveness of provision for pupils with SEND by:

- Assessing pupils at the beginning of any intervention or decision to provide classroom support and all members of the SEND team are trained to generate exit data that measures the impact of the intervention or the in-class support. For example, we would expect to see improvements in attendance, progress data and attitude to learning, amongst several other progress measures.
- Reviewing pupils' individual progress towards their STRIVE grades once a term following data submissions.
- Reviewing the impact of interventions after 7 weeks.
- Using pupil questionnaires/ other forms of pupil voice.
- Monitoring by the SENDCO / faculty leaders/ SLT.
- 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

- 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 trips.
- All pupils are encouraged to take part in sports day and curriculum enhancement activities.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- More details can be found in the accessibility plan.

Support for improving emotional and social development

Working with other agencies

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the student leadership team.
- Pupils with SEND are also encouraged to be part of homework clubs to promote independence and resilience.
- Work with agencies is provided for pupils who require additional support.
- Pupils are supported in a range of enrichment opportunities to encourage teamwork/building and friendships.
- We have a zero-tolerance approach to bullying.

- We also offer SEMH specific support for those pupils presenting with complex SEMH needs through the Student Support Team.

We work closely with outside agencies to ensure that all SEND pupil's access the specialist support they need. Please find details below:

Agency or Service	Who they work with	How school can get in touch with them
Educational Psychology Service (EPS)	Children with complex needs to carry out work to identify, assess and monitor, particularly where an application for an Educational Health Care Plan is made.	School has an allocated Educational Psychologist who the SENDCO is in regular contact with. Parental consent is required.
Pupil and School Support Service (PSS)	Children with cognition and learning difficulties to increase levels of engagement leading to improved confidence and raised achievement Identify cognition and learning needs and provide recommendations for provision.	School has an allocated PSS teacher who visits regularly. The SENDCO will speak with parents if they feel a PSS teacher should work with individual pupils. Parental consent is required.
Communication and Autism Team (CAT)	Children with communication and autism needs. The student might not have a diagnosis but might have difficulty with social communication and interaction or have difficulty with spoken language and/or understanding of language.	School has an allocated CAT worker who we can refer a student to on a need's basis. Parental consent is required.
Sensory Support Service (SSS)	Children who have visual or hearing impairment.	School is contacted by specialist staff who come in regularly to review students with a medical diagnosis. School can also contact for general advice.
Speech and Language Therapy Services (SALT)	Children with a range of specific speech, language and communication difficulties.	School works with the Locality SALT team who help to support our pupils with speech, language or communication difficulties.

Forwards Thinking Birmingham (FTB)	Children who have been referred to them through school or parents for mental health issues.	School can refer or will be contacted once a FTB therapist is working with a child for follow up and support in school.
------------------------------------	---	---

Contact details of support services for parents of pupils with SEND

Name of Support Service	How they can support parents	How you can contact them
SENDIASS	A free, confidential service that offers impartial information, advice and support to families of children and young people with SEND.	Telephone: 0121 303 5004 Email: sendiass@birmingham.gov.uk
Autism West Midlands	Provide specialist support and advice to autistic people of all ages and their families living in the West Midlands, enabling them to meet their full potential.	Telephone Reception: 0121 450 7582 Helpline: 0121 450 7575 Email: info@autismwestmidlands.org.uk
Communication and Autism Team	Deliver webinars and sessions around specific issues in addition to the CAT PAC (Parent Awareness Course)	Email: CATParentEnquiries@birmingham.gov.uk with your child's name and school Website: Access to Education: http://accesstoeducation.birmingham.gov.uk
Forward Thinking Birmingham	Birmingham's mental health partnership, for 0–25-year-olds. Offering a range of support, care and treatment including 24/7 access to mental health crisis support.	Website: https://forwardthinkingbirmingham.nhs.uk/ Telephone: 0300 300 0099.

Contact details for raising concerns

Mrs H Downen (SENDCO) h.downen@knbs.co.uk

Telephone 0121 608 0010

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.