



King's Norton Boys' School

Special Education Needs Information Report

Adopted by the Governing Board: November 2019

To be reviewed by: November 2020

This Policy has been adopted by the Governing Board of King's Norton Boys' School:

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

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 may not list every skill, resource and technique we use in order to achieve this as 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:
www.mycareinbirmingham.org.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

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 SEND Support and key workers)
- Reports of progress at reporting points
- Parents are consulted on the contents of a student's One Page Profile (OPP)
- Annual reviews of statements of SEND and EHCPs
- Parents' evenings
- Outside agency involvement where applicable

- SEND information events, as necessary, including literacy and numeracy workshops
- Open Evening for prospective Year 7 parents/carers
- Transition evening for new Year 7 parents/carers

Additionally, where applicable:

- Students with an Education, Health and Care Plan will have an Annual Review. At this, their progress will be discussed, new targets are set and outside agencies may be invited to attend.

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 SENDCo, Assistant SENDCo, Learning Support base and Inclusion/Pastoral Team
- Regular assessment and reporting of progress
- Regular personal, subject-specific target setting through the use of the One Page Profiles
- Quality assurance procedures e.g. student voice activities

Additionally, where applicable:

- Personalised intervention programmes
- Outside agency involvement
- EHCP 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 and a SENDCO morning when primary SENDCOs come in to school to share information
- Literacy testing in September
- Year 6 Welcome morning in June/July
- Autistic Spectrum Condition transition programme in June/July

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

Students with SEND are advised and supported to make appropriate choices in discussion with parents and carers; the Head of Year will also work with the SEND team to support with this. In Year 10, where appropriate, students are externally assessed and Access Arrangements (exam dispensation) put in place.

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

Students with SEND are advised and 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. Ongoing liaison between Heads of House and the SEND team, and consultation with colleges helps students to make appropriate choices and move onto the most appropriate post-16 provision. 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, Assistant SENDCo and Head of Year 7 welcome enquiries from prospective parents of Yr5 pupils in advance of the main Open Evening in September of Yr6. 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:

- Educational Psychology Service (EPS)
- Communication and Autism Team (CAT)
- Pupil and School Support (PSS)
- Forward Thinking Birmingham this used to known as Child and Adolescent Mental Health Service (CAHMS)
- Sensory Support Service (SS)

Appropriate and Effective Teaching and Learning

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

Once a student has been identified as having SEN, they will be placed on the SEN register. Depending on their level of need they will have either an Education, Health and Care Plan (EHC Plan) 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 is central to our 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 base and the Inclusion/Pastoral team
- Differentiated curriculum 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 base and the Inclusion/Pastoral team
- Differentiated curriculum through QFT
- Access to Level 1 & 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 base and the Inclusion/Pastoral team

And as appropriate:

- School Nurse
- CAMHS/Forward Thinking Birmingham
- Educational Psychologist
- Individual plans will be put into place as required e.g. time out cards, reduced timetable
- Medical schools
- Resilience intervention groups

Sensory and/or physical needs

- Support from the SEND team, access to the Learning Support base and the Inclusion 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 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 and analysis
- Lesson Observations/Curriculum Walks
- Teachers' feedback
- Review of SEND targets and EHCP outcomes
- Review of subject specific targets
- 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

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

Quality First Teaching: well planned, engaging lessons to ensure maximum progress, which take account of all learners' needs, with learning appropriately differentiated as required. Many lessons are streamed to ensure that students are taught with those of a similar ability. Furthermore, for some subjects, year groups are taught in sets according to ability, with sets usually smaller for lower ability pupils.

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

All students follow a full timetable (x25 one-hour lessons per week). For some students, some mainstream lessons may be substituted at the discretion of the school for small group or 1-2-1 interventions, both long and short-term, as necessary, to support the accelerated development of a range of academic and social skills. Reductions and flexibility of timetable 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.

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 necessary
- The SENDCo contributes to the in-house CPD programme
- Updates for teaching and support staff around new initiatives and developments as necessary
- 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 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 the Assistant SENDCo

Who is the SENDCo?

Mrs V Bartlett

Email: v.bartlett@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 on for reading and spelling in first half 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