

KINGS NORTON
GIRLS' SCHOOL

**SPECIAL EDUCATIONAL NEEDS &
DISABILITY
INFORMATION REPORT**

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Introduction

At Kings Norton Girls' School each student's current skills and levels of attainment are assessed on entry through reading, comprehension and spelling tests, Midyis and PASS data. We use this information, with any other information from previous schools, to decide whether students require Special Educational Needs or Disability (SEND) support.

Through regular assessment we are able to identify students who are making less than expected progress for their age and individual circumstances.

This may be because their progress is:

- Significantly slower than that of their peers starting from the same point
- Failing to match or better their previous rate of progress
- Failing to close the attainment gap between the student and their peers
- Widening the attainment gap

In this booklet you will find information that will answer your questions on Special Educational Needs and Disabilities and how we provide for them at Kings Norton Girls' School.

If you have any further questions do not hesitate to contact our SENCO and Assistant Headteacher, Ms Woodward, at gwoodward@kngs.co.uk or call on 0121 675 1305.

What kinds of Special Educational Needs does Kings Norton Girls' School make provision for?

Our first response to supporting students with Special Educational Needs and Disabilities (SEND) is to provide high quality teaching which targets a student's area of weakness through a personalised and differentiated curriculum. If a student still continues to make less than expected progress the SEN team will gather further information from teachers and assess what further support the students may require. Any student identified as having a learning need will have at least one of four broad areas of need. This enables us to make sure we are taking appropriate action to support a student's needs. On the following page, you can see the four broad areas of need and the interventions we put in place, as a school, to support them.

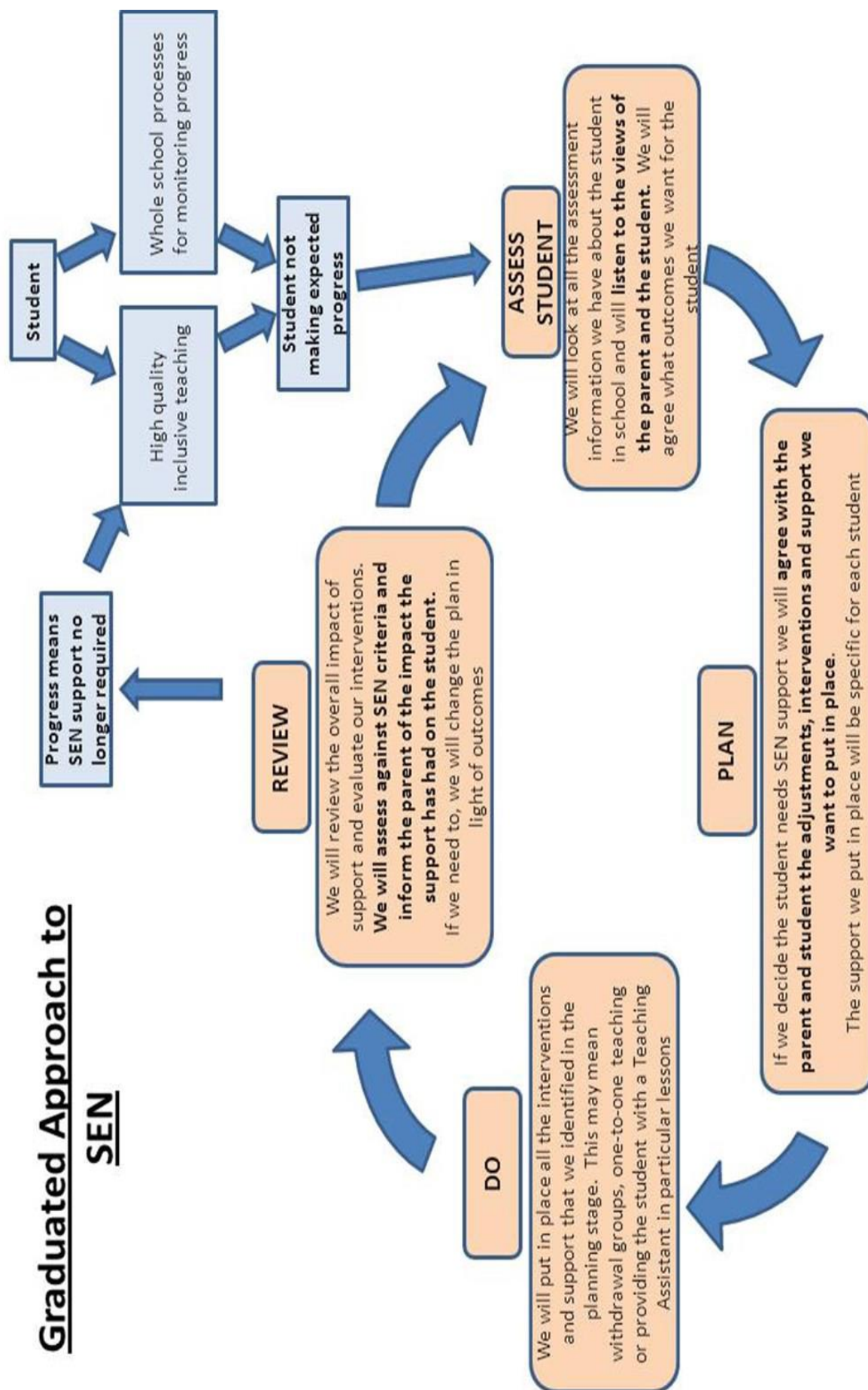
Types of need and what that could look like	Examples of support in our school	How we check it is working
Cognition and Learning This is when a student learns at a slower pace than other students in their class. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia	Differentiated curriculum, in lessons, through quality teaching, Small, ability based teaching groups Literacy support e.g. Reading Buddies, Lexia, Magic Spell, Word Shark, Literacy Mats Pupil School Support (external) intervention with targeted support to meet student's needs Learning Assistant support in lessons to support teacher with differentiated curriculum	Monitoring takes place in the form of: Lesson Observations/Learning Walks Assessments take place in the form of: <ul style="list-style-type: none"> • End of Year Reports • SEN targets reviewed annually • Online testing • Reading & Comprehension tests • External Agency Assessments • Parent/Child Views • Teacher views • Assess, Plan, Do, Review approach • Spelling tests
Communication & Interaction This is when a student has difficulty communicating with others. This may be what they are saying (appropriate use of language) or understanding what is being said to them and social interaction with others	Social interaction and communication groups Social clubs during lunch and after school Level 1 Autistic Spectrum Disorder training – all teaching and support staff Level 2 Autistic Spectrum Disorder training – TA Autism Team (external) intervention Speech and Language Therapy (external) After school enrichment activities Inclusion Area and The Learning Hub	
Social, emotional and mental health difficulties This is when a student displays challenging, disruptive or disturbing behaviour. This disruptive behaviour is managed so it doesn't affect learning	Social clubs during lunch and after school School Nurse Educational Psychologist (external) intervention Child & Adolescent Mental Health Service (external) Forward Think Birmingham-referrals Big Community Support Service (external) The Sweet Project (external) referral Inclusion Area	
Sensory and/or physical needs This is when a student has a disability that hinders them from using the educational facilities provided.	Sensory Audit – to ensure student's needs can be met Visual and Hearing Impairment Risk Assessments & adjustments to school (e.g. accessibility/health & safety) Sensory Support (external) intervention Accessibility Plan—3 year	

How does Kings Norton Girls' School identify and assess Special Educational Needs (SEN)?

At Kings Norton Girls we endeavour to ensure each student with SEN gets the support they need. Subject teachers are responsible for the progress and development of students in their class, including the support given by Learning Assistants or external agencies.

High quality teaching, differentiated for a student's needs, is the first way we respond to students who have SEN. Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching at Kings Norton Girls' School is regularly reviewed. We have a thorough CPD (training) programme to ensure teachers have a good understanding of strategies to support and identify vulnerable students and their knowledge of SEN is up-to-date. When a student is identified as having SEN we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents and students needs are at the centre of all provision provided.

Graduated Approach to SEN



How does Kings Norton Girls' School know how much progress is being made by students with Special Educational Needs?

At Kings Norton Girls' School we have rigorous assessment procedures to ensure we are keeping track of student's progress throughout their time with us. Each term parents will receive an interim report or a full written report at the end of the year which details their daughter's progress.

Parents of students who are identified as having Special Educational Needs may wish to contact school to discuss their daughter's progress. These meetings will often be based around scheduled meetings planned in school such as Parents' Evenings.

What extra-curricular activities can a student with Special Educational Needs access at Kings Norton Girls' School?

At Kings Norton Girls' School we work hard to ensure that students with SEND engage in the activities of the school alongside students who do not have SEND. We will make every effort to ensure that students with additional needs are able to take part fully in school visits and events. We pride ourselves on being an inclusive school.

In addition to the school curriculum, many subject areas run educational visits to enrich the experiences our students have. The school also runs an exciting extra-curricular programme, where all students have the opportunity to broaden their experiences outside the curriculum. No student will be excluded from extra-curricular activities on the basis of SEN. A timetable of activities can be made available to parents.

Does Kings Norton Girls' School have a Special Educational Needs Co-ordinator? If so, who are they and how can I get in touch with them?

The Special Educational Needs Co-ordinator (SENCO) at Kings Norton Girls' School is the Assistant Headteacher Ms Woodward. She works with students, teachers, parents and external agencies to ensure that students' needs are being met.

Ms Woodward works in school every day and can be contacted on 0121 675 1305 or gwoodward@kngs.co.uk. She will be happy to make an appointment with you to discuss any concerns or questions you may have about SEN at Kings Norton Girls' School.

What training do staff at Kings Norton Girls have in relation to students with Special Educational Needs?

The SENCO and the SEN team review and target training to ensure that all necessary staff are aware of students' specific special educational needs and feel knowledgeable about how best to support them. The SENCO works alongside the senior leadership team, co-ordinator for Teaching & Learning, Learning assistants, teachers and outside agencies to plan staff training throughout the year. This training programme ensures teachers have a good understanding of strategies to support and identify vulnerable students. Recently, teaching staff have received Level 1 Autistic Spectrum Concern Training from the Communication Autism Team. There have also been sessions on supporting pupils with Dyslexia, Physical needs and Trauma and Attachment needs.

How does Kings Norton Girls' School get more specialist help for students if they need it?

In our school when a student continues to make less than expected progress, despite support and interventions that are matched to their area of need, we will consider involving specialists or external agencies. Whenever we think specialists should be involved we seek parents' permission first. Following a meeting or assessment with a specialist we will share what was discussed and/or agreed with the parents and teachers of the student.

If we feel a student needs more specialist help we can work with the people on the following page to get this.

Specialist Services

Agency	Who they work with	How we get in touch
Pupil School Support	Pupil and School Support work with schools and other educational settings to help pupils with cognition and learning difficulties achieve to the best of their abilities.	0121 303 8288
Educational Psychologist	Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational and community set-tings. They use the expertise of psychological theory and research to develop an understanding of even the most complex situations, addressing a wide range of child and adolescent developmental is-sues, including special educational needs.	0121 303 8288
Communication Autism Team	The Communication and Autism Team are an educational service, part of Access to Education, working in schools and settings to support children and young people on the Autistic Spectrum (AS) and its associated difficulties, including the reduction of stress and anxiety amongst children and families with an AS Disorder.	0121 675 5057
Sensory Support: Hearing & Visual Impairment	Sensory Support is a team of specialist staff working with children and young people with hearing or visual impairment at all stages of their educational development; in homes, early years settings, mainstream schools, special schools and colleges. Their purpose is to minimise the impact of a sensory impairment on a pupil's learning and development and to raise attainment.	0121 303 1793

Physical Difficulties Support Service	The PDSS is the designated educational specialist support service that supports children and young people with physical difficulties in mainstream settings and schools in Birmingham.	0121 478 4280
Speech & Language Therapist	<p>The Children's Speech and Language Therapy Department provides a citywide service to children and young people with communication difficulties. They are there to:</p> <ul style="list-style-type: none"> • Assess the communication skills of the child to identify areas in which they need help • Work with families to identify how best to help the children communicate to their full potential • Work with the child individually or in groups, dependent upon their needs. • Support parents or school staff where there is a need to communicate more effectively with children, by helping them to adapt the way in which they give information 	0121 466 6256
Forward Thinking Birmingham (formerly known as CAMHS)	Birmingham is a large city with a range of Child and Adolescent Mental Health Services that aim to support, help and intervene with children and young people who are experiencing emotional and mental health problems. Services are provided by a range of staff including Social Workers, Psychiatrists, Mental Health Nurses, Primary Care Mental Health Workers, Psychologists and other therapists.	www.forwardthinkingbirmingham.org.uk
Children's Services	Concerns about student's wellbeing and safety.	0121 303 1888

Special Educational Needs Assessment & Review Service (SENAR)	SENAR, the Special Educational Needs Assessment and Review Service, is responsible for the administration of the procedures related to the assessment and statementing of children by Birmingham City Council.	0121 303 1888
Child Development Centre	Some children with physical or developmental delay will need additional help, support or intervention in order to reach their potential. If children show delay in development in two or more areas, for example physical development and speech development they may need to be assessed at the Child Development Centre.	0121 466 3450
School Nurse	Support for students identified as being 'in need' usually via the pastoral team. This may include support for pupils with medical issues/social emotional and mental health issues	Via school link
Physiotherapist	Support for pupils with physical needs (gross or fine motor)	GP/School referral
LACES (Looked After Children Education Service)	Aims to ensure that children and young people looked after by Birmingham City Council receive the best possible educational provision; to minimise any disruption to the children's learning; to promote the importance of education in order that Looked after Children are enabled to reach their full potential and take their rightful place in society when they leave care.	0121 464 6599

How do we consult parents of children with SEN and involve them in their child's education?

At Kings Norton Girls' School, we know the importance and value of working with the parents/carers of children with SEN. We communicate regularly with parents and they are involved in identifying needs, deciding outcomes, reviewing progress and seeking expertise at whatever point is needed.

Contact between the SEN department and our parents happen regularly through telephone conversations, email updates, informal discussions and pre-arranged meetings. Wherever possible we try to encourage parents to be involved in the creating of the One Page Profile that draws together the child's individual learning needs and provides staff with strategies to best support them in the classroom.

In addition, we hold:

- SEND parent forums/drop in sessions
- Annual Reviews for EHCP students as part of the assess, plan, do and review process
- Consultation prior to requests for EHCP or specialist assessment

How are young people with SEN consulted and involved in their education?

Students are encouraged to attend all parental / outside agency meetings and their views are considered at all stages of the 'assess-plan-do-review' cycle. Students play an integral role in the consultation and creation of their own One Page Profile.

Kings Norton Girls' School has a vibrant student voice through student leadership and pupil voice groups. This offers pupils from all ages and abilities the opportunity to consult on whole school initiatives and share student views with senior leaders throughout the year.

If a parent of a child with Special Educational Needs has a complaint about the school, how does the headteacher/governing body deal with the complaint?

At Kings Norton Girls' School we will always work closely with you to try and solve any worries or complaints you may have about your child.

All complaints will be dealt with promptly and in line with the school communications procedure.

If at all possible, concerns and complaints should be handled and resolved informally. The complaint should usually first be raised verbally or in writing with the person concerned. A communications process is available on our website which clarifies who might be best placed to deal with the informal complaint.

Should informal attempts to resolve the issue be unsuccessful and the person raising the complaint wishes to take the matter further then a formal complaint should be made in writing to the Headteacher unless the complaint is about the Headteacher, in which case it should be referred to the Chair of Governors.

Complaints policies (Curriculum and General) are available on the school website under policies.

How does the governing body involve other people in meeting the needs of students with Special Educational Needs, including support for their families?

The governing body has a duty to ensure that the school adheres to the SEND Code of practice under the *Children & Families Act 2014*.

This means that the school governors hold Mrs Raggett (headteacher) and Ms Woodward (SENCO) to account.

The governing body appoints a governor who is specifically responsible for Special Educational Needs and Disabilities. Our SEND governor is Mrs Ursula Doerry.

One of the key responsibilities of the governing body is to make sure that the schools policy for students with SEND is published on the school website. This information must be reviewed annually by the governing body. The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all students, including those with SEND. You can find these policies on our school website.

The governing body, through the SENCO, ensures that other appropriate agencies are involved in meeting the needs of students with SEN. The SENCO reports regularly to the governing body regarding the number of students and their additional needs.

Who are the support services that can help parents with students who have SEN?

To see the different support services that can help you, have a look at the table on page 11 - 13.

How does Kings Norton Girls' School support students with Special Educational Needs through transition?

Kings Norton Girls' School works with schools, colleges and other settings to support students through transition from one educational setting to another.

If your child is moving from Primary to Secondary school, we will work with the SENCO and class teacher at their primary school to ensure that we understand your daughter's needs and can plan for them when she 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. We can also arrange extra visits to Kings Norton Girls' School to help with your daughter's transition. We make every effort to complete their One Page Profile at the earliest opportunity to ensure that staff are aware of their needs and how to best support them.

As your daughter approaches the end of her time at Kings Norton Girls we will work with her to ensure she 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 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. Year 12 and 13 pupils with special education needs will also have opportunities to discuss further education options and career paths. Any information about previous SEN provision will be shared by the SENCO with the further education or training provider.

Further information- Birmingham City Council Local Offer.

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