



SEND COFFEE MORNING

8TH Feb 2024

PARENT/CARER VOICE AND FEEDBACK

Do you feel that the interim report provides useful information on your child's progress?

"The interim report focuses only on academic progress and attainments. Could we be offered further/more regular updates on other aspects of school life".

The interim data may focus on academic progress but this can provide useful information to inform the provision that is offered to our young people with SEND.

Personal development updates would form part of the annual SEND review. This would include discussions around preparing for adulthood from year 9 onwards.

Of course, you are welcome to get in touch with appropriate staff in school if you feel you would like additional updates on progress for your child.

"I feel it is important that parents/carers rather than students are offered an opportunity to attend an annual review"

Parent/carer views are essential. We also feel that the views of the child provide great insight into areas of strength and difficulties and so like to ensure their views form part of our person-centred review process

"A form tutor's comments on child's behaviour and general update would be good"

These comments would be shared as part of the end of year report. If you feel you would like further update please do feel free to contact pastoral team.

Would you like to see specific training activities scheduled for staff?

“Are staff trained and accredited to manage children with ADHD/ADD and Autism? Especially supply teachers?”

All staff receive regularly training related to SEND. The effectiveness of SEND provision is reviewed as part of our whole school self-review and this informs future staff training needs. This has included training focused around parent and pupil/carer voice.

The SENCO works alongside the leadership team to identify and plan relevant staff training throughout the year. This training programme ensures that staff have a good understanding of strategies to support SEND students.

Last training on ADHD specifically was April 2022.

OPPs provide strategies to support ADHD pupils and are shared with supply staff- we can print OPPs for pupils to have in their planners

“Are staff trained in relation to trauma- based childhoods”

The new BFL policy included training on why a relational approach specifically support pupils with trauma and ACES (June 2023).

“Could there be training related to culturally sensitive issues”

Kings Norton Girls’ School is an inclusive school where we focus on the well-being and progress of every student and staff member, and where all members of our community are viewed as being of equal worth. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of our work, to provide an environment in which all staff feel safe enough to express and question views. Through doing this we live out our core values of showing respect and courage in order to flourish. These core values are embedded in the KNGS way and our staff training programme. Further details can be found via the following policy

<https://www.kngs.co.uk/wp-content/uploads/2023/10/Diversity-and-Inclusion-Policy-October-2023.pdf>

What were your personal experiences of transition support for your child? What transition support do you feel works very well? Are there aspects of additional support for transition that you feel would help?

“As a year 9 parent/carer my child has huge confusion. We need a home/school, child dialogue on the options, and any adaptations possible”.

Follow up meetings with SEND team, curriculum lead and careers advisor can be provided to support pupils in making option choice. Please get in touch with Curriculum lead or SENCO.

Preparation for Adulthood questionnaire is also sent to year 9 SEND to support their individual target setting as part of their annual review

“I would value a SEND 15-30-minute review each term”.

Due to the number of pupils currently on the SEND register we would not be able to schedule termly reviews. That said the coffee mornings are always an opportunity to discuss and share concerns and follow up meetings can be arranged if you require this. We are looking to increase the frequency of the coffee mornings and make them half termly.

“OPP is good and useful but may need to be reviewed after the first term, particular for new pupils”

We agree, we will look into coordinating an early review of OPPs for year 7 in line with the parents as partners event.

“I would like to know more about transition and options for KS4 for my child with SEND”.

KNGS is an inclusive school and we endeavour to support every child regardless of their level of need. We support students to follow the curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented to support an individual child's needs. This can be discussed with appropriate school staff as part of year 9 review.

Does your child feel that they are consulted with? If not, how can we improve this?

“I sometimes have a concern that discussions start and end with children and the parent/carer aren't involved”

As part of our 'person centred' approach to SEND support, students are encouraged to attend all review 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 One Page Profile. Parent/carers are also a vital part of this process.

Kings Norton Girls' School has a vibrant student voice initiative. Students have access to a range of pupil voice groups and student leadership opportunities. This enables pupils of all ages and abilities to consult on whole school initiatives and share their views on whole school issues

"I think my child struggles to open up to staff and may need more regular meetings to feel comfortable to come to SEND staff with her issues/ problems. I would suggest pupils are assigned one member of the SEND staff who they can build a rapport with and have regular check ins with".

We do have a LSAs with a lead overview on particular areas of need and where possible they would be the key link for your child in school alongside the pastoral team (form tutor and head of year).

What could we do to improve the way we consult with parent/ carers in their child's education?

"Once the EHCP process starts it would be helpful to have regular feedback on where the process has got to".

This is not a quick process as there has to be detailed evidence gathering as part of an assess, plan, do, review approach to SEND support. This would also require the involvement of external professionals at a multi-agency level. There is a 20-week timeline from the date of the request being submitted. Guidance on the EHCP process can be found via the local offer and the link for this is on the school website and below.

<https://www.localofferbirmingham.co.uk/education-health-and-care-plan/>

The SEND team would be more than happy to discuss and offer regular updates and you should be communicated with at key stages of the request process.

"I would like more frequent contact. We haven't heard from the SEND team unless we have asked a question or requested contact"

At Kings Norton Girls' School, we know the importance and value of working with the parents/carers. Contact between the school and home happens regularly through telephone conversations, email updates, informal discussions and review meetings. The SEND team encourage parents/carers to be involved in the creating the One Page Profile that draws together the child's individual needs and provides staff with strategies to best support them in the classroom.

In addition, we hold:

- Parents evenings- this can also be an opportunity to raise concerns with class teachers
- Termly SEND parent forums/drop in sessions
- Annual Reviews for SEND students as part of the assess, plan, do and review process
- Consultation prior to requests for EHCP or specialist assessment.

Coffee mornings are always an opportunity to discuss and share concerns and follow up meetings can be arranged if you require this. We are looking to make the coffee morning more frequent.

Please note we do have a 48-hour communication policy that we aim to work towards. If you have further concern please contact the SENCo or Assistant SENCO directly.

“I would like help to understand which provisions we are entitled to”.

Provision would be considered if there were particular barriers to progress based on SEND needs. This would form part of the conversation during transition, annual review and the creating of the OPP. Of course, this discussion can take place at other times in the year if there are concerns.

What teaching adaptations do you feel make the biggest difference to your child’s learning?

“I feel smaller quieter groups help my child with their learning”.

“I think having teachers that recognise our child’s needs and adapts accordingly to the OPP

“Could the OPP be made accessible on the SIMS app”.

We are looking into ways of sharing an OPP on the SIMS parent App. OPPs can be sent home upon request and should be shared with you during a review.

“I do not know what adaptations to the actual teaching there are. How would I know?”

Our first response to supporting students with Special Educational Needs and Disabilities (SEND) is to provide high quality teaching which takes in to account the individual needs of a child so that in class adaptations can be made to ensure they can access a broad and ambitious curriculum.

If a student is identified as requiring additional support or are making less than expected progress then holistic data is reviewed to inform decision about further support or assessments required. This data would include progress, attendance, behaviour and aspect of our whole school self-review.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from a learning support assistant or specialist staff.

High quality teaching meets the needs of all students, and builds in high expectations for all students, including those with SEND. Teaching is adapted to respond to strengths and needs of all students. In some cases, it may be deemed necessary to provide additional more targeted or specialised intervention to support a child’s additional needs. This may be in the form of one to one or smaller group provision. However, we firmly believe that additional intervention and support cannot compensate for a lack of high-quality adaptive teaching.