KINGS NORTON
GIRLS' SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION REPORT

(Reviewed and updated October 2025)

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 and Midyis data. We use this information, along with any other information from previous schools, to decide whether students require Special Educational Needs or Disability (SEND) support.
Through regular assessment and communication with parent/carers and outside professionals we are able to identify students who are making less than expected progress for their age and individual circumstances or students that require additional support to access the curriculum.

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 Cartin, at gcartin@kngs.co.uk or call on 0121 675 1305.

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What is our approach to teaching pupils with Special Educational Needs and Disabilities (SEN)?

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

A key aspect of this approach is the sequencing of the curriculum, which is carefully designed to build on prior knowledge and support long-term learning. This helps all learners, including those with SEND, to make meaningful connections and progress through the curriculum in a structured and supportive way.

We also ensure that feedback strategies are adapted to meet the needs of individual learners, providing clear, actionable guidance that supports their development and encourages independence.

If a student is identified as requiring additional support or is making less than expected progress, we review holistic data to inform decisions about further support or assessments. This data includes academic progress, attendance, behaviour, and insights from our whole-school self-review processes.

To maintain high standards, lesson quality is regularly monitored through our self-review framework, which includes learning walks, work scrutiny, and pupil voice. This ensures that teaching remains responsive, inclusive, and effective for all learners.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants.

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.

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

Any student identified as having an additional need will have at least one of four broad areas of need. Below is a summary of the areas of need and how we support them.

Area of need	Examples of support in our school	Examples of targeted and specialist support
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	Adapted curriculum, in lessons, through quality teaching and relational approach. Adaptive responsive teaching for all Sky high expectations for all Seating plans Clear and consistent rules and routines Accessible reading materials Chunking and step by step instructions Scaffolding (e.g. Writing frames, sentence starters, visual checklists) Mini whiteboards Dyslexia-friendly PowerPoints Modelling / direct instruction Retrieval and over-learning Explicit teaching of reading and literacy skills Pre-teaching key vocabulary and concepts Metacognitive approaches Small, ability-based teaching groups and careful consideration of groupings	Effective deployment of Learning Support Assistants. Assistive technology, such as spellcheckers and reading pens Small group or one to one targeted support (e.g. precision teaching, cued spelling, reading4meaning) Language, Learning and Strategic Support (LLSS) Specialist assessment (LLSS) Access to nurture clubs during recreational time Pupil voice groups
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	Adapted curriculum, in lessons, through quality teaching and relational approach. Sky high expectations for all Seating plan Mini whiteboards Clear and consistent rules and routines Accessible reading materials Chunking and step by step instructions Scaffolding (e.g. Writing frames, sentence starters, visual checklists) Modelling of language by adults Pre-teaching key vocabulary Scaffolding (e.g. writing frames, sentence starters, visual checklists) Structured opportunities for communication – group learning, thin-pair-share Clutter free classrooms and simple displays	Effective deployment of Learning Support Assistants. Social interaction and communication groups Small group or one to one targeted support Pupil voice groups Autism Progression Framework Access to Communication Autism Team specialist teacher (CAT) Access to nurture clubs during recreational time Speech and Language support and therapy Language, Learning and Strategic Support (LLSS)

	Visuals and symbols to support verbal and written input Use of symbols on PowerPoints	
Social, emotional and mental health difficulties This is when a student has difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.	Adapted curriculum, in lessons, through quality teaching and relational approach. Sky high expectations for all Seating plan Clear and consistent rules and routines Accessible reading materials Chunking and step by step instructions Scaffolding (e.g. Writing frames, sentence starters, visual checklists) Time out/Time in passes Whole school Mental Health support PSHE lessons focused on SEMH Additional pastoral support	Effective deployment of Learning Support Assistants. Access to nurture clubs during recreational time Key adult check ins Emotional Literacy Support assistant (ELSA) Emotion Coaching Small group or one to one targeted support Pupil voice groups School Nurse Educational Psychologist (external) intervention Forward Think Birmingham- referrals REACH psychology Counselling Educational Psychologist (EP)
Sensory and/or physical needs This is when a student has a ssensory need, such as hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties.	Adapted curriculum, in lessons, through quality teaching and relational approach. Sky high expectations for all Seating plan Clear and consistent rules and routines Accessible reading materials Chunking and step by step instructions Scaffolding (e.g. Writing frames, sentence starters, visual checklists) Adapted resources (pencil grips, writing slopes) Whole class movement breaks Sensory friendly classrooms Assistive technology Year group assemblies to raise awareness	Effective deployment of Learning Support Assistants. Access to nurture clubs during recreational time Key adult check ins Pupil voice groups Access to specialist services (Specialist Teacher for the Physical Difficulties Support Service (PDSS) Visual and Hearing specialist teachers) Sensory Audit – to ensure student's needs are being met Risk Assessments & adjustments to school (e.g. accessibility/health & safety)

Access Arrangements for Pupils with SEND

Kings Norton Girls' School adheres to JCQ Access Arrangements and Reasonable Adjustments regulations, ensuring students with SEND receive fair and equitable assessment conditions. Further details can be found in the Access Arrangements Policy on the school website.

Arrangements are granted based on:

- Evidence of need and a pupil's normal way of working in school.
- A robust Assess–Plan–Do–Review cycle led by the SENCo, supported by teaching staff and exam officers.
- Compliance with the Equality Act 2010 and JCQ's requirements to make reasonable adjustments that do not alter the demands of the assessment.

How does Kings Norton Girls' School review the effectiveness of the school's SEND provision?

Monitoring takes place as part of our graduated approach to SEND. We follow a cycle of assess, plan, do and review. As part of SEND reviews we evaluate the effectiveness of provision and plan for next steps accordingly.
Whole school SEND provision is also monitored as part of our school self-review in the form of…

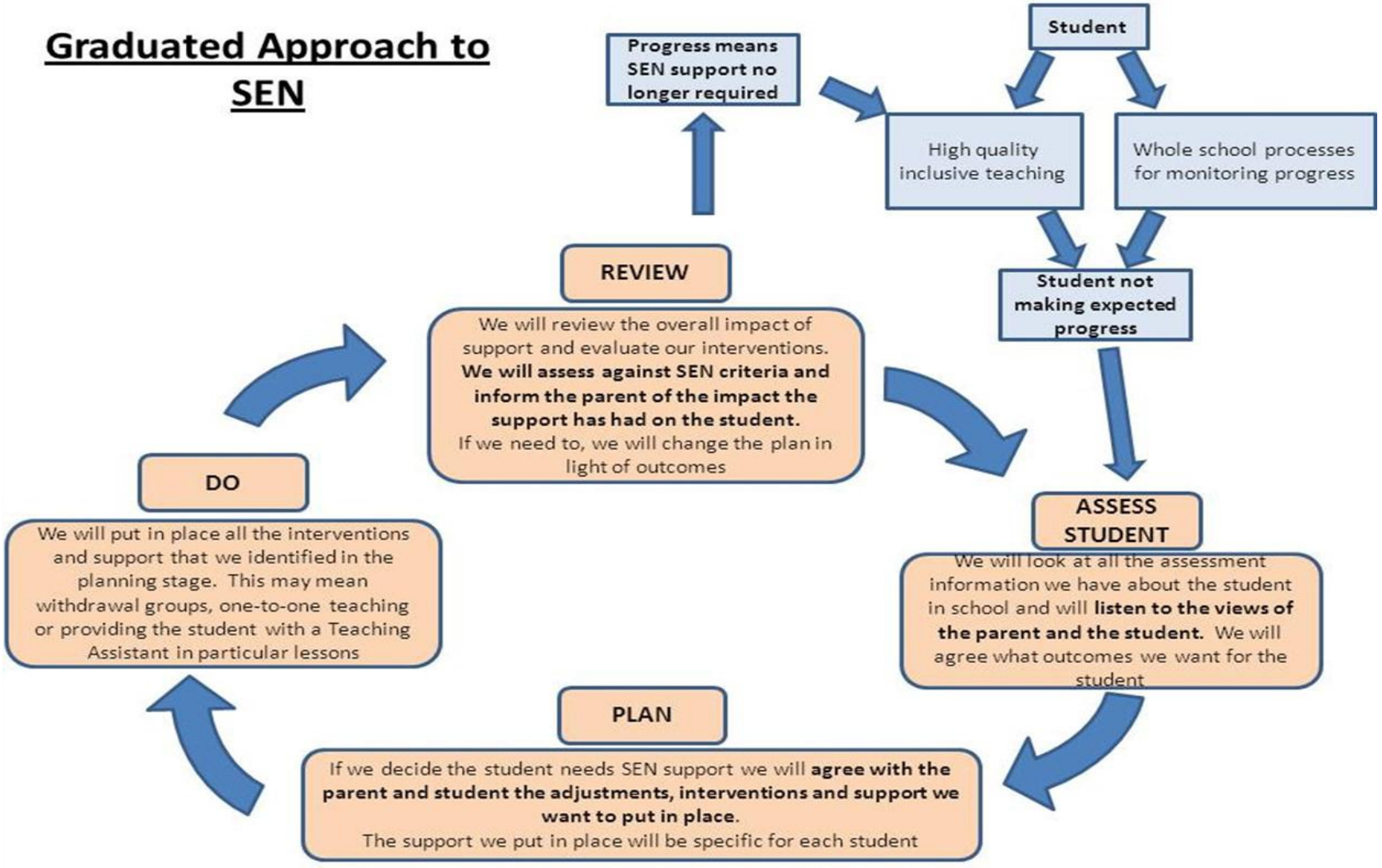
- Lesson observations
- Learning Walks
- Pupil pursuits (case studies)
- Pupil and parent/carer voice
- School Team Around the Child meetings

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, adapted 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 as part of whole school self-review. 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
Student
Progress means SEN support no longer required
High quality inclusive teaching
Whole school processes for monitoring progress
Student not making expected progress
REVIEW
We will review the overall impact of support and evaluate our interventions. We will assess against SEN criteria and inform the parent of the impact the support has had on the student. If we need to, we will change the plan in light of outcomes
ASSESS STUDENT
We will look at all the assessment information we have about the student in school and will listen to the views of the parent and the student. We will agree what outcomes we want for the student
PLAN
If we decide the student needs SEN support we will agree with the parent and student the adjustments, interventions and support we want to put in place.
The support we put in place will be specific for each student
DO
We will put in place all the interventions and support that we identified in the planning stage. This may mean withdrawal groups, one-to-one teaching or providing the student with a Teaching Assistant in particular lessons

How does Kings Norton Girls' School monitor the progress of students with Special Educational Needs.

At Kings Norton Girls' School, we use a graduated approach to ensure that students with Special Educational Needs (SEND) receive timely and effective support. This involves a continuous assess-plan-do-review cycle, underpinned by the use of holistic data to monitor progress and wellbeing.

We regularly review a wide range of indicators, including academic achievement, attendance, behaviour, and praise points, to build a comprehensive picture of each student's development. This enables us to identify emerging needs early and tailor support accordingly.

Parents and carers receive termly updates through interim reports and a full written report at the end of the academic year.

In addition, students with SEND are invited to an annual review meeting with a member of the SEND team, where holistic data is discussed and support plans are reviewed collaboratively.

We also encourage parents and carers to contact the school at any time to discuss their child's progress with relevant staff, ensuring that communication remains open and responsive.

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 extra-curricular activities 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 their additional needs. A timetable of activities can be made available to parents/carers.

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

The SENCO at Kings Norton Girls' School is Ms Cartin, Assistant Headteacher. Ms Cartin completed the national SENCO Award in 2017 and is a member of the senior leadership team. She works closely with the SEND team, pastoral team, teachers, students, parents/carers, and external agencies to ensure that students' needs are being met effectively. Ms Cartin is supported by an Assistant SENCo, a non-teaching member of staff.

In addition, the school has Lead Learning Support Assistants who oversee specific areas of need. Depending on the nature of your enquiry, it may be directed to one of these leads, who will be best placed to discuss the support and provision available for your child.

Ms Cartin works in school every day and can be contacted on 0121 675 1305 or gcartin@kngs.co.uk. She will be happy to meet or arrange an appointment with an appropriate member of the SEND team to discuss any concerns or questions you may have about SEND at Kings Norton Girls' School.

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

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 teachers have a good understanding of strategies to support SEND students.

Recent training includes how to support new students in transition, adaptative teaching across the areas of need and supporting below average readers.

Within the SEND team we also have some highly trained learning support assistants. This includes a British Dyslexia Association Accredited LSA (ALSA) and Emotional Literacy Support assistant (ELSA)

What support is available for improving the social, emotional and mental health of pupils with special needs?

Kings Norton Girls' School offers a wide variety of pastoral support for those pupils who are experiencing emotional, social and mental health difficulties. Form Tutors meet with all pupils daily four times a week and are always available to offer support and will refer pupils to their Head of Year whenever necessary. Support can take the form of listening, signposting pupils to sources of help or involving outside agencies.

Staff within school are trained to recognise the signs of behaviour changes that may be associated with emotional or mental health concerns; whereby vigilance in monitoring and reporting changes in a student's behaviour, personality and general mood is a high priority.

Concerns are then passed on to either the child's Form Tutor or Head of Year initially and can then be forwarded to the Assistant SENCO for assessment and intervention if necessary.

Further details on emotional health and wellbeing support can be found here.

https://www.kngs.co.uk/school-life/emotional-health-wellbeing/

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 for their identified area of need, we will consider conducting further assessments or referrals to specialists or external agencies. Whenever we think specialists should be involved we seek parent/carers' 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.

How can I find the Birmingham Local Authority's Local Offer of SEND support?

Further information- Birmingham City Council Local Offer.

Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability (SEND).

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

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

Agency	Who they work with
Specialist SEND Support Services	SEND Advisory & Inclusion Service (external) Specialist SEND Support Services - Local Offer Birmingham
Language, Learning and Strategic Support Team	LLSS work with educational settings to help pupils with cognition, learning, and language difficulties; and other vulnerable groups, to progress and achieve to the best of their abilities (previously PSS)
Educational Psychologist	Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational and community settings. 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 issues.
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 (ASC) and its associated difficulties, including the reduction of stress and anxiety amongst children and families with Autism.
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.
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 specialist schools in Birmingham.

Speech & Language Therapist	The Children's Speech and Language Therapy Department provides a citywide service to children and young people with communication difficulties. In addition to this services KNGS also access provision from West Midlands Speech and Language Therapy (WMSLT).
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.
Children's Services	Concerns about student's wellbeing and safety.
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 issuing of educational, health care plans by Birmingham City Council.
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.
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.
Physiotherapist	Support for pupils with physical needs (gross or fine motor), usually provided through the NHS.
Birmingham Virtual Schools	The Birmingham Virtual School coordinates educational services for children in care.

How do we secure the adaptation of equipment and facilities to support children with Special Educational needs?

In addition to EHCP provision, or equipment provided by NHS Health Services, the school will use its own SEN notional budget where needed for other equipment and resources such as:

- Assistive technology (such as visualizer, spellcheckers, reading pens and laptops)
- Coloured overlays, modified papers, accessible reading materials
- Adapted chairs
- Writing slopes
- Necessary adaptions to toilet facilities
- Sensory tools and resources.

How do we consult parents/carers of children with SEND 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. 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
- Termly SEND parent forums/drop-in sessions, coffee mornings
- Annual Reviews for SEND 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 SEND consulted and involved in their education?

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.

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.

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 Cartin (SENCO) to account.
The governing body appoints a governor who is specifically responsible for Special Educational Needs and Disabilities. Our SEND governor is Ms Karen Reynolds.

One of the key responsibilities of the governing body is to make sure that the school 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 SEND. The SENCO reports regularly to the governing body regarding the number of students and their additional needs.

How does Kings Norton Girls' School support students with SEN through transition between phases of education, and preparing them for adulthood?

Kings Norton Girls' School works closely with our primary feeder schools to support a smooth and informed transition. If your child has Special Educational Needs or disabilities, we collaborate with external professionals as well as the SENCO and/or class teacher at their previous setting to ensure we fully understand your child's needs. Additional visits to Kings Norton Girls' School can be arranged, and we aim to complete their One Page Profile as early as possible so that staff are aware of how best to support them. Staff receive SEND updates during training days at the start of the academic year to strengthen their understanding and readiness for supporting students.

We place a strong emphasis on personal development as part of our SEND support. This includes helping students build confidence, independence, and self-advocacy skills. From Year 9 onwards, pupils with SEND are encouraged to reflect on their aspirations and set meaningful targets as part of their annual review, with a focus on the four areas of Preparing for Adulthood: employment, independent living, community participation, and health.

As students move into Key Stage 4, our Careers Advisor works closely with them to explore suitable courses and future pathways. In Year 11, we offer tailored support with applications to sixth form, college, or apprenticeships, and can arrange visits to other settings to ease the transition.

In sixth form, students with SEND continue to receive guidance around further education and career options, with opportunities to develop life skills and explore personal interests. We ensure that all relevant SEND information is shared with future education or training providers to maintain continuity of support.

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.