



UNIVERSITY OF
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University of Birmingham School

SEND Information Report

February 2022

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The kinds of SEND that are provided for

Our School currently provides additional and/ or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/ or physical needs, for example, vision impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/ severe/ profound and multiple learning difficulties.

SEND overview in our school

In the academic year 2021-22 there were over 140 pupils on our special educational needs register with 55 pupils supported by an Education, Health and Care Plans. This number is more than 4 times the average for Birmingham Local Authority and more than twice the national average.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build 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 child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, 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, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will involve pupils and their parents when discussing whether it might be appropriate to identify a special educational need. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed at least annually.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the School, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this noting also any statutory duty to share information in relation to welfare and safeguarding.

Our approach to teaching pupils with SEND

All teachers are teachers of SEND. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We will also provide the following interventions where appropriate:

- Literacy support, through Lexonic, Lexonic Leap, Toe by Toe and Direct Instruction.
- Numeracy support, through Success @ Arithmetic.
- SEMH support through tailored interventions.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met in the classroom:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, through teacher exposition, appropriate pairing of pupils etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who will support pupils on a 1:1 basis when this level of support is specified on a pupil's EHCP.

Learning Coaches will support pupils in small groups or in class with the interventions outlined above when our identification process indicates it would be beneficial.

We work with the following agencies to provide support for pupils with SEND:

- Birmingham City Council Children's Services
- Communication and Autism Team.
- Educational Psychology Service.
- FTB – Forward Thinking Birmingham (formerly CAMHS - Child and Adolescent Mental Health Services).
- Occupational Therapy.
- Pupil Support Service.
- Physical Disability Support Service.
- Physiotherapy.
- Sensory Support Team.
- School Nurse Team.
- Specialist Nurses – ADHD/ Epilepsy/ Diabetes/ Sickle Cell Anemia/ Cystic Fibrosis.
- Speech and Language Therapy.

Expertise and training of staff

We have a full time dedicated SENDCO who leads the provision for supporting pupils with special educational needs. We have a team of teaching assistants and Learning Coaches, who are trained to deliver SEND provision.

All staff receive regular training in SEND.

Securing equipment and facilities

Required equipment is stored securely either at the front reception or in a locked store room on the first floor. Arrangements for storing equipment is made with the SENDCO.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after [number of] weeks.
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- 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

We are an inclusive School and will put every effort in to ensuring our activities are accessible to all. All of our enrichment activities and School visits are available to all our pupils. All pupils are encouraged to go on our residential trips and to take part in Duke of Edinburgh.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The School building is designed to be accessible. The Accessibility Plan and SEND policy is available on our website: <https://uobSchool.org.uk/vision-ethos/inclusion/>

Pupils across the School are taught about Inclusion and we proactively work to support an inclusive culture.

Support for improving emotional and social development

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 School Council.
- Pupils with SEND are also supported, if appropriate, in the building of friendships.
- We have a zero tolerance approach to bullying and work to secure a “no outsiders” ethos.

Working with other agencies

We will proactively work with a range of other agencies, including health and social care bodies, the Local Authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

Complaints about SEND provision

Complaints about SEND provision in our School should be made to the SENDCO in the first instance. They will then be referred to the School's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our School 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.

Contact details for raising concerns

In the first instance, contact the SENDCO if you have concerns.

The Local Authority local offer

Our contribution to the local offer is available online here:

<https://uobschool.org.uk/vision-ethos/inclusion/>

Our Local Authority's local offer is published here:

<https://localofferbirmingham.co.uk>

Monitoring arrangements

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board

Via the Pastoral Committee.

Links with other policies and documents

This information report links to our policies on:

- Accessibility Plan.
- Behaviour and Exclusions Policy.
- Equality Policy.
- Supporting Pupils with Medical Conditions.