

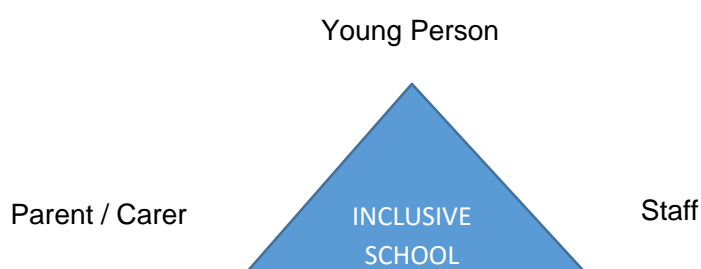
## AN INCLUSIVE SCHOOL

In the SEN Code of Practice (2015) it states that:

**‘All teachers are teachers of pupils and students with special educational needs.’**

University of Birmingham School is an **inclusive** school that delivers **Quality First Teaching** by subject staff who have a keen awareness of a range of special educational needs, medical needs and disability.

Parents / Carers are a vital part of our inclusive practice and we always seek to work as a cohesive team:



## OUR SEND / INCLUSION TEAM

Our subject staff are supported to achieve the aims of the SEN Code of Practice by our Inclusion team:

Miss K Poulton	SENDCo
Mr L Beddow	Assistant SENDCo and lead for Literacy
Miss A Kyriacou	Coaching Team Lead for Social, Emotional and Mental Health
Mr D Hale	Coaching Team Lead for Communication, Interaction and Autism
	TIA team

## SUPPORTING A RANGE OF NEEDS

The SEND/Inclusion Team have a wealth of experience and knowledge in regard to a broad range of SEND and currently work with teaching staff to support pupils and students with a variety of needs that come under the four areas of need identified in the SEND Code of Practice:

**Communication and interaction**

**Cognition and Learning**

**Social, Emotional and Mental Health**

**Sensory and/or physical needs**

Our school is fully accessible in all areas of the building and its grounds, with lift access, accessible toilets and adjustable tables in classrooms and adjustable benches in laboratories.

## **SUPPORTING THE SEN/INCLUSION TEAM**

The SEND/Inclusion Team work with a wide range of external agencies to support our pupils and students.

We currently have input from:

- Birmingham City Council Children's Services. □ Communication and Autism Team.
- FTB – Forward Thinking Birmingham (formerly CAMHS - Child and Adolescent Mental Health Services).
- Educational Psychology Service.
- Occupational Therapy.
- Physical Disability Support Service.
- Physiotherapy.
- Pupil Support Service.
- School Nurse Team.
- Sensory Support Team.
- Specialist Nurses – ADHD/Epilepsy/Diabetes/Cystic Fibrosis.
- Speech and Language Therapy.
- We buy the additional support of:
  - Ms Lisa Robinson, our 'Time to Talk' counsellor and Ms Katie Shaw, part time School counsellor
- Malachi - a charity who work with schools to identify and support families who are facing difficulties. They offer a range of services including parenting classes and one-to-one therapeutic intervention.
- Nudge Education
- Connex Education Partnership

## **RANGE OF SUPPORT FOR PUPILS, STUDENTS, AND TEACHERS**

We have an on-going programme of weekly and half-termly SEND training/workshops for staff spread across the year.

Staff also attend off-site SEND training sessions and conferences.

Our focus is on sharing good practice in terms of how to effectively support young people in the classroom and in their unstructured times.

Our Coaching Team also work alongside teachers in the classroom to guide, advise and model SEND best practice on a daily basis.

Each Coaching Team Lead has a caseload of young people, working closely with their families, and teachers to support students in accessing the broad University of Birmingham School curriculum, ensuring that they are able to make targeted progress, both academically and socially.

## **MAKING PROGRESS**

Each term, SEND meetings (face-to-face or via phone/email) are held with parents/carers to discuss the specific support package created for their child.

Every teacher has a copy of a young person's Pupil Profile, targets and Care Plan (if required), detailing need, strategies and the support package that will be accessed during the academic year.

Every young person has an IEP equivalent called a pupil passport sheet which reflects the SEN Code of Practice approach to support:

### **Assess, Plan, Do, Review**

They detail need, intervention and each have a series of targets under the four SEN strands (this is personalized to each pupil so not all pupils will have targets in all 4 strands).

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs.

If a young person has an EHC plan, targets are matched against short and long term outcomes outlined in their plans.

Targets are monitored by teaching staff and the Coaching Team Leads, overseen by the SENCO to look at the impact of interventions and assess if and how progress is being made by the young person. Teaching staff are then able to plan accordingly to meet need and enable progress to be made.

If a young person has an EHC plan, termly reviews are held with our young people and their families, to review support and progress towards targets. Formal Annual Review meetings are undertaken with the young person and their families each year in line with the requirements of the Code of Practice.

For young people on SEN support their progress and provision are reviewed termly and families are invited to discuss progress with school face-to-face or via phone/email.

If a young person has an EHCP, progress is also reviewed termly following our school assessment cycles.

### **LOCAL OFFER FOR BIRMINGHAM**

For further information on the following, please visit [www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)

- Sources of support, advice and information for children, young people and families including support groups and forums.
- Special educational, health and social care provision for children and young people with SEN or disabilities.
- Arrangements to identify and assess children and young people with SEN, including how an assessment can be requested.
- Other educational provision, for example leisure activities, sports or arts provision.
- Information about provision to assist in preparing children and young people for adulthood including post-16 education and training provision.
- Arrangements for travel to and from schools, post-16 institutions and early-years providers.
- Childcare, including suitable provision for disabled children and those with SEND.
- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA.
- Arrangements for resolving disagreements and for mediation, and details about making complaints.

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***Reviewed***

***Pastoral Committee of Governors***

***March 2023***