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University of Birmingham School

SEND Information Report

February 2024

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The information in this document describes our provision for pupils with Special Educational Needs and / or Disabilities (SEND) and reflects Birmingham City Council's local offer, which can be found at: <https://www.localofferbirmingham.co.uk/>

At the University of Birmingham School, we place great emphasis on supporting all our young people to flourish, through our inclusive ethos, adaptive teaching and focus on character education. We value all individuals and recognise that all pupils and students with special educational needs or disabilities have individual strengths and areas in which they need additional support. It is our aim for all pupils and students to achieve their potential, not just academically, but also socially and emotionally, to develop the character traits and self-confidence that they require to be an active and informed citizen of the future.

Who is the best person to talk to in school about my child's additional Needs?

At the University of Birmingham School, the Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Miss Kelly Poulton. Our SENDCo is a member of the senior leadership team, who work in collaboration with staff across the school to ensure that all learners' needs are identified and supported.

In the first instance should a parent/carer have a query they would like to raise regarding their child's special educational needs, support or provision we ask that they make contact via email or telephone to the SENDCO or Assistant SENDCo. A face-to-face meeting can also be arranged via email or telephone at a mutually convenient time. Parents can also contact their Childs pastoral manager or form tutor who can signpost them to the inclusion team if required.

Assistant Vice Principal Inclusion and SENDCo: Miss K Poulton

0121 796 5000 k.poulton@uobschool.org.uk

Assistant SENDCo: Mr L Beddow

0121 796 5000 l.beddow@uobschool.org.uk

Our inclusive team

Our Inclusion Team consists of Miss K Poulton (Assistant Vice Principal Inclusion and SENDCo), Mr L Beddow (Assistant SENDCo) and two learning coaches; Mr D Hale who is our Learning coach who supports pupils with communication and interaction difficulties including autism, and Miss A Kyriacou who is our Learning Coach for supporting pupils with Social, Emotional and Mental Health difficulties, including ADHD. We also have a team of Targeted Action Assistants (TIA's) who support staff and pupils in the classroom and deliver additional supportive actions. The inclusion team are supported by the school counsellor, safeguarding team, and pastoral manager for each year group. Mrs D Gupta is our SEND administrator.

Where necessary, assessment, advice and guidance is also sought from our external agencies, who are detailed in later sections of this report.

We are part of both the Southwest Developing Local Provision collegiate and Senneleys SENDCo networks, where we also access additional support and guidance on best practice and signpost our team to additional externally available services for young people with SEND. Wider support for families can also be accessed, via referral, to our locality early help hubs.

How does the school identify and assess special educational needs?

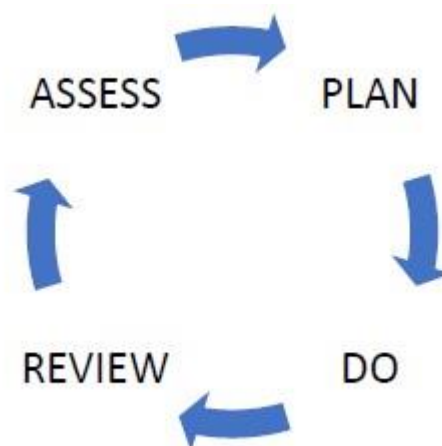
Primary school information is a key source of information for identifying learners with SEND as they transition to UOBS. The SENDCo, pastoral and inclusion teams liaise with primary feeder schools, parents and carers and external agencies to gather information regarding learners and their additional needs. This is shared with all staff prior to transitioning into year 7. At the start of year 7 all learners have their reading and key skills assessed as part of our baseline testing so that we can establish who might require targeted wave 2 or specialist wave 3 actions (see descriptors below).

Learners not making expected progress are initially tracked by class teachers who adapt their teaching to support pupils in their classes. Staff are asked to follow the barriers to learning referral process to raise their concerns if they have a particular concern about a learner, and additional advice and supportive strategies are then implemented. Concerns are reviewed by our barriers to learning early action team including the SENDCo, and where necessary at this point a conversation will take place with parents/carers and the young person to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

Teaching and support staff can raise concerns about the progress or development of a pupil or student at any point through our barriers to learning referral process. Parents and carers, and pupils themselves are also able to raise concerns about progress and wellbeing and these concerns feed into our identification processes. Parents and carers can raise a concern at any point by contacting the school SENDCo.

Once a learner is identified as possibly having a Special Educational Need, a person-centred approach is taken, and the graduated approach cycle is followed.

The graduated approach:



As part of the Assess, Plan, Do, Review (ADPR) cycle the child's needs will first be assessed, then support will be planned for, carried out and then its impact regularly reviewed. At the review any necessary changes will be made. If a pupil continues to not make expected progress, despite support being implemented by the class teacher, the pupil may be added to our SEN register.

Pupils and students receive support at three levels following the graduated approach:

Wave 1 (universal support)

This includes high quality teaching, which considers the learning needs of all learners in the classroom. It requires teachers to create an inclusive learning environment with tasks and activities which are scaffolded, and appropriately resourced. This may include strategies like using writing frames, carefully considered seating plans, and the use of visuals to support understanding.

Wave 2 (universal plus / targeted action – school support)

This includes specific, additional and time-limited actions that target gaps or a delay in a learner's development. The support is designed to accelerate a learner's progress from their own starting point. Often the action is delivered to support a small group of learners with similar learning, language or personal development needs, but individualised programs of support such as Word Wasp are also part of wave 2 support. Learners in receipt of a wave 2 action are identified as having "SEN support" and are placed on the SEN register. Examples include Lexonik, Word Wasp or Talkabout Teenagers. Wave 2 approaches do not always require a pupil to receive actions outside of the classroom, and it is our approach to minimise out of classroom actions as much as possible to reduce the impact on a pupils overall learning. Wave 2 strategies and approaches can also be implemented by the class teacher.

Wave 3 (additional needs / specialist action – Support Plan/ Education Health Care Plan)

This includes specialist provision for a minority of learners where it is necessary to provide highly tailored actions to support their academic progress and/or personal development. Learners receiving a wave 3 action and / or access to specialist support, which may include external agency involvement, (on a 1:1 / small group basis) are identified as having highly focused "SEN support". The school may work with outside agencies, parent/carers and the learner to create a Support Plan. The plan outlines targets to clearly evidence desired outcomes and provision. The plan is usually reviewed on at least a termly basis with progress and next steps clearly noted. In some cases, and only with outside agency approval, additional high needs top up funding can also be applied for at this stage. This is to source support and resources which exceeds our universal and targeted provision.

Education Health and Care Plans

Learners may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan (EHCP) being applied for, agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within a child's Support Plan. Short- and long-term outcomes are then discussed at a Team Around the Child meeting with all views gathered and recorded. This process usually takes at least two to three academic terms to fully evidence unless there are extenuating / special circumstances.

For further information regarding this process, follow the link to download the EHCP process guide for parents;

<https://www.localofferbirmingham.co.uk/wp-content/uploads/2024/02/Birmingham-SEND-Bookletfor-Parents.pdf>

If the Local Authority Special Educational Needs Assessment Team agree to progress with the request a pathway for new assessments is followed which can also be viewed in the above leaflet.

An EHC plan is reviewed at least once a year and at this point views are gained from the child, their parents/carers, teachers and external professionals involved in their care and education. The impact of provision is also reviewed along with; academic progress, attendance, behaviour, health and social care requirements and any short term targets partially / fully met. For most learners with an EHCP progress will have been made and their needs will continue to be appropriately met. For some learners, their needs may require a more specialist approach requiring additional adult support, personalised resources, higher needs funding or for an alternative placement to be explored (in agreement with the wishes of the child, their parents/carers and other professionals involved).

What types of Special Educational Needs are supported at the University of Birmingham School?

At the University of Birmingham School, we are fully committed to empowering our learners through an inspiring and exciting curriculum which provokes ambition and offers appropriate support.

The table below outlines just some of the difficulties a child with SEND may experience. We know that some children will have difficulties in one or more of the areas noted and we will always do our best to meet their needs;

		Some children might:
Cognition and learning	Children who find learning, thinking and understanding more challenging than most other learners.	<p>Take longer to learn important skills such as; language, literacy and numeracy.</p> <p>Find it hard to understand how to use phonics to read and spell words.</p> <p>Need more processing time to think about their answers before verbalising or writing them down.</p> <p>Struggle to remember things they have just learnt or be able to make connections between different concepts / topics. Find it challenging to transfer information from one context to another i.e. home / school, maths / science, class / playground.</p> <p>Need questions or instructions given to them in very short steps and in a simple form.</p> <p>Need to see (visualise) what they are learning about and use additional resources to help them learn.</p>
Communication and interaction	Children who find it difficult when interacting and communicating with other people	<p>Find it difficult to form / make particular letter sounds. Have word finding difficulties where they may; omit words, jumble words, give one/two-word answers, use incomplete sentences, or often use the same words in conversation (have a limited vocabulary range).</p>

	<p>and managing change.</p>	<p>Encounter difficulties when starting and maintaining a conversation with both familiar / unfamiliar people. Speak with little / no intonation or expression. Find it difficult to stay on topic. Need help with making and keeping friends. Struggle to follow rules made by someone else. Withdraw from social situations. Misread social cues, gestures and non-verbal language (body language). Struggle with change of routine or unexpected changes. Find it hard to say things they are thinking or feeling. Find it difficult to understand what other people mean when they are talking.</p>
<p>Social, emotional or mental health</p>	<p>Children who find it difficult to manage or regulate their emotions and responses.</p>	<p>Need support in understanding and following rules and routines Find it hard to stay focused / sit still for short periods of time. Struggle to take turns, or actively listen and attend to others. Find it hard to understand how they / others are feeling. Require instructions to be short and simple. Need high levels of reassurance and praise. Find it hard to voice how they are feeling. May not recognise when they are becoming overwhelmed or dysregulated. Need help in making and keeping friends. Struggle to trust others. Encounter difficulties when trying to manage their feelings. Find it hard to move on from situations. Demonstrate inappropriate or immature age-related behaviours in comparison to the majority of their age-related peers. Demonstrate highly emotional or reactive responses to reasonable everyday requests and routines. Find it difficult to demonstrate age-appropriate levels of resilience. Overly attach themselves to peers and / or adults. Be in the process of dealing with trauma / significant change in their personal circumstance.</p>

Sensory or physical needs	Children who have a hearing or visual impairment, a physical disability or medical condition that requires support and or/ adaptations/ or	Experience difficulties in hearing what others in the classroom or school setting are saying and may require specific aids. Have reduced sight and may require individual adaptations. Have difficulties with their fine / gross motor skills. Have difficulties with navigating or moving around different areas of the school, may require walking aids, or use of the lift. Have difficulties with using equipment and resources without adaptations / alternatives / support. Find it difficult to manage their own care / personal needs. Have special dietary requirements linked to a medical condition.
	reasonable adjustments to be made to enable them to access the learning environment or curriculum.	Have underdeveloped social skills and or other skills because of their medical / sensory needs. Lack confidence and / or independence.

How does the curriculum support the diverse needs of our pupils?

Our curriculum intent, consistently high expectations, precise planning and high quality teaching are embedded amongst staff. The application of an inclusive and ambitious approach to learning is at the heart of our school ethos. Our quality assurance systems are subject to regular review, these include learning walks, book looks, pupil voice and departmental target setting.

Throughout the year, teachers and teaching assistants are kept abreast of new initiatives through professional learning opportunities delivered via the Southwest Developing Local Provision Network (DLP), the Senior Leader Inclusion/SENDCo, Assistant SENDCo, Learning Coaches and specialist agencies. As a result, staff confidence, skillset and practice are enhanced.

Further training to ensure wave 2 and 3 actions are effectively delivered is ongoing with several members of the Inclusion team completing training for screening for Speech & Language difficulties, delivering Toe by Toe, Word Wasp, Lexonik, and in developing counselling skills. The SENDCo and learning coach for communication and interaction have received the Autism Education Trust good Autism practice training for secondary schools, and the wider Inclusion team have received additional training from the CAT team on supporting pupils with autism with their anxiety. Other members of the inclusion team are engaging in continuing training around sensory needs, mental health difficulties and emotion coaching.

Our wider curriculum offer, including our compulsory enrichment program, and our learning for life program supports pupils with their social and emotional development, alongside our character development approaches, promote the development of the whole person.

What actions / provisions are available to support the needs of learners with Special Educational Needs and Disabilities?

The list below are examples of the various wave 2 and 3 provisions available to our learners as part of the graduated approach:

Cognition and Learning	<p>Pupil passport with tailored classroom strategies</p> <p>Nurture group – small teaching group for English and Maths</p> <p>Precision Teaching</p> <p>Word Wasp</p> <p>Toe by Toe</p> <p>Colour Overlay</p> <p>Access to ICT for extended writing</p> <p>Access to shared support from a Teaching Assistant</p>
	<p>School receiving guidance from Pupil & School Support Specialist teacher (PSS)</p> <p>Reading Pen / access to assistive technology</p> <p>Visual aids and prompts</p> <p>Lexonik and Lexonik Leap</p> <p>Paired reading</p> <p>Power of Two</p> <p>Concrete resources for Maths such as Numicon</p> <p>Homework support group</p> <p>National Tutoring Program</p> <p>Pre and post tutoring</p> <p>Touch typing support group</p> <p>Enhanced transition support</p> <p>Access arrangements for assessments (if agreed by JCQ)</p>
Communication and Interaction	<p>Pupil passport with tailored classroom strategies</p> <p>Check in with Learning coach</p> <p>1:1 social skills support session with Learning Coach</p> <p>Lunchtime social group</p> <p>Speech and Language group</p> <p>Nurture / social skills group</p> <p>Visual aids / symbols / visual timetables</p> <p>Access to advice and guidance from NHS Speech and Language Therapist</p> <p>Communication mat</p> <p>Communication friendly classroom approaches</p> <p>Word mats</p> <p>Visuals</p> <p>Widget online</p> <p>SLCN screener</p> <p>Communication cards- coloured cards</p> <p>Enhanced transition support</p> <p>Guidance / input from the Communication & Autism Team</p> <p>Access arrangements for assessments (if agreed by JCQ)</p>

<p>Social Emotional and Mental Health</p>	<p>Access to a quieter space within the corridor area Access to sensory equipment such as fidget toys, ear defenders, weighted blanket Guidance and advice for school from EP In school / external counselling 1:1 sessions with SEMH learning coach Learning break pass Access arrangements for assessments (if agreed by JCQ) Nurture group – small teaching group for English and Maths Small group emotional regulation support Chunked learning</p>
	<p>Referral to Forward Thinking Birmingham Referral to the STICK team Support from Attendance Officer Malachi mentoring Think for the future mentoring Additional support for pupils with diagnoses of ADHD/ ASD or attachment difficulties Conflict resolution support Enhanced transition support</p>

Sensory or physical impairments	<p>Individual resources / aids as guided by specialist physical and sensory support teams</p> <p>Accessible bathroom / toileting areas with hoist available</p> <p>Enlarged text, reading pens and assistive technology</p> <p>Height adjustable desks, lab tables etc.</p> <p>Touch typing support and speech to text support</p> <p>Fine and gross motor skills / physio programme / resources</p> <p>Guidance and input from Specialist Support Services including Hearing Impairment, Visual Impairment, Physical Disability teams</p> <p>Guidance and input from; Physiotherapist and Occupational Therapist</p> <p>TIAs who can be trained by physiotherapists to deliver individual physio programs</p> <p>Physical support in practical subjects</p> <p>Access to adapted or different size and weighted equipment in PE</p> <p>Access arrangements for assessments (if agreed by JCQ)</p> <p>Additional transition support</p> <p>Fully accessible building with lift access to all floors</p> <p>Support staff trained to support with personal care</p> <p>Access to disability sports opportunities</p> <p>Hearing impairment management plan for all pupils with cochlear implants</p> <p>Additional support from local authority teacher of the deaf for pupils with hearing impairment</p> <p>Visual impairment management plan for all pupils on local authority visual impairment key teacher case load</p>
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What training and advice do our staff receive to support learners with special educational needs and disabilities?

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

All staff receive regular training from the SENDCO, Assistant SENDCO, Learning Coaches and a range of external agencies through our training days, after school CPD program, rush hour research program and staff research days. Staff also receive advice, guidance and information through our online platform and updates about pupils via pupil passport and through our class charts system.

Who else provides support and services to children with Special educational needs and disabilities at UOBS?

Some of the agencies and external agencies that work with our pupils and students with additional needs are detailed in the table below, giving a brief description of which groups of children they work with and the referral process to access each service.

Agency or service	Who they work with...	Referral process....
Pupil and School Support (PSS)	<p>Children who are working significantly below their age related expectations (reading, writing, language, numeracy) and / or experiencing difficulties with their working memory.</p> <p>A Pupil and School Support teacher can also work with staff in school offering support, advice and training about specific actions.</p>	<p>A learner can be referred for individual assessments and targeted support with parent/carer consent.</p> <p>This is a bought in service from the local authority and schools are only able to purchase a limited number of hours each year.</p>
Educational Psychology (EPS)	<p>An Educational Psychologist may be asked to assess, observe, work with or provide advice regarding a child with complex developmental needs. This may be cognitively, socially or emotionally.</p>	<p>With parent / carer consent the SENDCo can make a referral to the school's allocated EP. Should a statutory assessment of a child's SEND be appropriate EP involvement is usually required throughout the graduated approach and evidence gathering stages.</p> <p>This is a bought in service from the local authority and schools are only able to access a limited number of hours each year.</p>

<p>Communication and Autism Team (CAT)</p>	<p>Children who have a diagnosis of Autism or communication difficulties.</p> <p>They may also be able to give advice and guidance for pupils who are on the neurodevelopmental assessment pathway, but who do not yet have a formal diagnosis.</p>	<p>With parent / carer consent the SENDCo can make a referral to CAT for their advice, support or direct input for a learner with autism.</p> <p>Sometimes this support may extend to family or peer group support.</p> <p>This is a bought in service from the local authority and schools are only able to access a limited number of hours each year.</p>
<p>Occupational Therapy (OT)</p>	<p>Children with fine motor, gross motor or physical difficulties that require specific / tailored support.</p> <p>Children with visual perception difficulties.</p> <p>Children with sensory processing difficulties.</p>	<p>Children are usually referred by a paediatrician however with parent / carer consent school can make a referral to this service for advice, to request an assessment or direct involvement with a learner.</p> <p>Parents are also able to access support through the SEND therapy email and advice line: BCHC.sendtherapy@nhs.net OT advice line: 0121 683 2325 Mon-Fri 9am to 4pm Web address: https://www.bhamcommunity.nhs.uk/paediatricoccupational-therapy</p>
<p>Physiotherapy</p>	<p>Pupils with movement difficulties or disabilities that impact on their movement and functional skills</p>	<p>Learners are usually referred by a paediatrician for this service.</p> <p>Physiotherapists run a half termly clinic held in school to assess pupils, review their physio programs and give additional advice and guidance to schools and families.</p>

Sensory Support Service (teacher of the deaf/ visual impairment support)	Children with a hearing, visual or multi-sensory impairment	Learners are usually referred following a medical diagnosis, however with parent / carer
	that require adaptations and / or reasonable adjustments to be made to the physical environment and / or curriculum.	consent a school referral can be made for advice and / or direct input. Wider out of school support, activities and groups can also be signposted through this service.
School Counsellor	Children who may have experienced trauma or bereavement, or who may be experiencing mental health difficulties	With consent from family, we can add a pupil to our school counsellor case load. As this is a limited service there is usually a waiting list for this service.
Malachi	Malachi works with families and young people. They provide a mentoring service and advice for families.	We buy into this service and get a fixed number of pupil places each term. With consent from families, we can refer a family for their support.

<p>NHS Speech and Language Therapist</p>	<p>Children with an expressive and/or receptive language disorder.</p>	<p>With parent / carer consent a child can be referred, assessed and supported through targeted / specialist actions to develop their speech, language and communication skills. Often parents / carers are involved with this process so that approaches can be adopted at home.</p> <p>Parents can also access advice directly through the therapy email address and advice line. BCHC.sendtherapy@nhs.net SALT advice line: 0121 466 6231 Mon to Fri 9am to 4pm Website: https://www.bhamcommunity.nhs.uk/childrens-SLT</p> <p>Schools have access to a limited number of hours with this service each year.</p>
<p>School nurse</p>	<p>Children with medical, health, personal care needs particularly where medication or regular monitoring is</p>	<p>UOBS have access to the School Nurse Service. Learners can access the service by giving verbal consent to the SENDCo or Pastoral Manager</p>
	<p>required to ensure healthy development.</p> <p>Children with a Care Plan such as those with allergies, asthma, diabetes, or epilepsy.</p>	<p>to have help around a range of issues which may include eating, sleeping, vaping and puberty.</p>

External services are commissioned by the school SENDCO and principal by purchasing a package of hours for local authority services (PSS, EP, sensory services and CAT), making referrals to NHS services (OT, physio and school nurse), commissioning services from private companies (Malachi) and employing the services of a school counsellor and family support worker. These are partly funded for pupils with SEND through our delegated funding, and through top up funding received from the local authority for pupils with support plans or EHCPs, and partly funded by the schools overall budget.

How are young people with Special Educational Needs and Disabilities enabled to engage in all activities?

We pride ourselves on planning meticulously to ensure that all learners can access all our activities. Where required, we ensure that additional staff are available to support pupils with more challenging activities including practical activities and some off site visits.

Our annual challenge week activities and wide range of enrichment and extra-curricular activities, are planned with the needs of our most vulnerable and complex learners in mind. For example, all year 9 pupils take part in the Bronze Duke of Edinburgh program, where the program is adapted and supported to enable all learners to participate. Where a pupil requires additional support to be able to access certain activities such as PE, technology or music, this is provided by our inclusion team, who work closely with subject teams to ensure that adaptations are in place. Our Physical Education team are skilled in delivery of a range of able bodied and para sports to our pupils, and we have links with the 'street to stadium project' to encourage more disabled young people into sport.

We share information with pupils in advance of any trips and extra-curricular activities to enable them to feel confident to take part. Pupils with special educational needs and disabilities are encouraged to attend our residential opportunities alongside their peers. Recently these have included Turing project visits to Singapore and Boston, Geography fieldtrips, and annual outward bound residential visits.

We are an inclusive School and will put every effort in to ensuring our activities are accessible to all. All our enrichment activities and School visits are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school building is designed to be fully accessible. The Accessibility Plan is available on our school 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.

How do we report and feedback to parents?

All pupils and students will receive progress reports throughout the school year having undergone assessments detailing their attainment, effort and achievements from across their subject areas. Should teachers, Heads of Department or parents/carers have any interim concerns, home to school contact is essential to swiftly intervene and identify appropriate support and ways forward.

Parents/carers also can contribute to and help to review their child's pupil passport. This is done in line with consultation evenings and review meetings, however, should information need updating this can be done at any given time so that we can work together with families to keep teachers informed of how best they can support pupils. When requested, a copy is also sent home for review and annotated amendments to be made.

Character virtues and behaviour feedback is available each day to all parents through class charts, for which all parents have log on access details.

How are parents/ carers of children with Special Educational Needs and Disabilities involved in the education of their child?

At UOBS we are fully committed to the principles of co-production. We operate a working in partnership approach which means parents/carers can contact the school whenever they have a query and time will be made for them.

We want all parents/carers to be involved in the education of their child as young people learn best if there is strong collaboration between home and school with honest and open communication.

Our SENDCo or a member of their team, and representatives from the Pastoral teams are available at parent consultation events and can be contacted via phone/ email should an individual query or meeting be required. Parents are also invited to contribute to regular progress reviews and in the updating of their child's pupil profile.

Parents are also encouraged to monitor their child's behaviour, character development and homework completion through our class chart app.

How are pupils with Special Educational Needs and Disabilities involved in their own education?

Pupil voice is recognised and valued. As part of our robust student views surveys, the views of our pupils are regularly sought and responded to ensuring support and challenge is effectively implemented.

We use person centred tools and approaches to ensure that our pupils are actively involved in their review meetings and decision making regarding their support and provision. Pupil voice also plays a large part in the creation of pupil passports.

We have a school culture that promotes pupil leadership with all pupils having the opportunity to raise their views via a range of pupil leadership roles, such as our pupil form representatives and student guild.

The school also collects pupil and parent voice at timely intervals throughout the year via questionnaires to enhance our systems, practices and events.

Supporting pupils with social, emotional and mental health needs through our pastoral provision

The first line of support for pupils with social emotional and mental health support is their form tutor, who sees them daily, and their pastoral manager. All pupils and students have a 30-minute form time with their form tutor each day, enabling staff to check in with individual pupils, and signpost to additional wellbeing support from the pastoral or inclusion team if required.

Our pastoral managers carry out a range of wellbeing actions which have been provided by the STICK team and other agencies, and cover topics such as anxiety, low mood and

regulating emotions. They can also refer students to additional support from our school counsellor, or from external wellbeing services where required.

Effective pastoral support underpins our inclusive ethos, and the ability to work in small groups with other peers on these programs enables pupils to understand that they are not alone, have shared difficulties and enables them to develop a peer support network. Our pastoral program and Learning for Life program also complement this work and support us to equip our students with the skills to be more resilient and inclusive adults.

How does UOBS support pupils with Special Educational Needs and Disabilities through the transition process?

Transition into year 7:

During the summer term, prior to admission in Year 7, our Inclusion team work collaboratively with Pastoral Teams to visit our feeder primary schools to facilitate effective information sharing, to meet with key pupils, to meet with parents and carers where appropriate, and to set up additional visits to UOBS for any pupils who would benefit from this in preparation for transferring to secondary school.

As part of our enhanced transition program, we hold an additional SEND transition morning each year in addition to our main transition day and we are also able to offer additional visits and meetings to ensure an effective and confident transition to UOBS. We invite parents and carers into school for a transition evening in the summer term which is also attended by our SENDCo.

Transition from key stage 3 to key stage 4:

The SENDCo liaises with the School's Careers Leader, Senior Leader for Assessment, parents/carers, pupils and subject teachers during the options process to ensure appropriate and ambitious pathways are chosen for key stage 4. In year 9, in line with local authority processes, all EHCPs and Pupil Profiles are updated to reflect our commitment to the four Preparing for Adulthood outcomes which focus on employment, independent living, community inclusion and health.

Transition at the end of year 11:

In preparation for Post 16, planning begins with school-based careers events, information and guidance meetings, 1:1 career advice, a work experience placement for all learners in year 10, and related vocational trips. Should a pupil require individual support with their post 16 application forms and interviews our Inclusion team can support this process helping to forge links with supported learning teams/key staff at the colleges/sixth forms to ensure a successful and confident transition is planned for. With consent, we also share access arrangement information and pupil passports with the new setting.

Transition at the end of year 13:

Students in sixth form are supported with self-advocacy and developing independence where they are taught about the support available to them when they go to university, into an apprenticeship or into the workplace, such as through DWP. The post 16 team, careers lead and SENDCO work closely to ensure that all students have a secure and appropriate destination secured before they finish year 13.

Where pupils transition to other settings outside of the usual transition windows, the SENDCo ensures that all relevant information is passed to the new setting to ensure continuity of support.

How is SEND provision evaluated? How do we know the provision is effective?

There is a multi-layered approach to evaluating SEND provision at both School and Governing Body level. At School level:

- Academic progress is reviewed and analysed by the senior leadership team and subject leaders following each assessment cycle. Progress data from formative assessments is collected at least twice a year, key information shared and followed up.
- Fortnightly meetings are held by the barriers to learning group who includes the Senior Leader Inclusion/SENDCo, Vice Principal Pastoral (DSL), Assistant Vice Principal (Pupil welfare and behaviour), Safeguarding officer, family support worker, school counsellor and senior pastoral manager.
- Heads of Year and pastoral managers review attendance, and behaviour data each week.
- SEND provision is evaluated by the Senior Leader Inclusion/SENDCo and wider Senior Leadership Team. Our quality assurance cycle reviews the effectiveness of provision for learners.
- The Senior Leadership Team works with Heads of Department to review and evaluate the curriculum and progress of key groups of pupils
- School visits and meetings take place between the link Governor and Senior Leader Inclusion/ SENDCo and termly updates are reported by the SENDCo to the Governing Body.
- Progress in specific actions is monitored by the Assistant SENDCo and learning coaches running the action sessions, and adaptations made as required to improve their effectiveness.
- UOBS engages in peer review activities as part of the Southwest DLP group.

Additionally, we use a wide range of strategies to check individual learner progress including:

- Reviewing individual targets from action documents, Pupil Passports and Support Plans and outcomes in an Educational Health Care Plan.
- Using the school's assessment data to see how much progress a learner has made in relation to their starting point and targets.
- The results of any tests the learner has taken in school, as part of an action or because of a specialist assessment (carried out by an external agency / specialist)
- Observations, lesson drop-ins and book looks.
- Talking to adults in school who have worked with the learner.
- Talking to parents/carers.
- Talking to the child.
- Where available, reports from external professional's working with / monitoring the development of the child.

How do we measure progress of your child in school?

All learner's progress, including learners with Special Educational Needs, is tracked using the school's assessment system. Learners are assessed regularly using teacher live marking, observations and questioning as well as more formal in class assessments. For some of our learners within our nurture groups, we also measure progress using the Birmingham Toolkit.

We also measure your Child's development of character through the collection of green stamps for demonstrating intellectual and community virtues.

Progress towards individual targets for pupils with pupil passports, support plans and EHCPs is regularly reviewed.

Arrangements for supporting pupils with Special Educational Needs who are looked after

Our SENDCo works closely with our designated teacher for children who are in care to ensure that all people involved in the care and wellbeing of the young person work together as an effective team around the child. This ensures that all adults are aware of the special educational needs of the young person, and how best to support them in school and in their residential placement.

Further information on how we support pupils in care, and pupils previously in care is available in our children in care policy that can be found here on our website:

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

What can you do if you are not happy with the provision that your child is receiving?

We take your concerns seriously and will act upon these on an individual basis.

In the first instance we would always ask that you raise your concerns with your child's pastoral manager or the SENDCo. The concern can then be followed up by the relevant colleague in school.

More guidance regarding the school's complaints procedure can be found on the school's website or can be requested from our school reception.

Where can you find the school SEND and inclusion policy?

The University of Birmingham SEND and Inclusion policy can be found here:

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

How is the SEN Governor involved with SEN provision?

Our SEND Governor is Professor Julie Allan. Professor Allan regularly visits the school to find out about the provisions that learners with SEND need in order to access the curriculum and to participate fully in the life of the school. Professor Allan is also the chair of the pastoral committee and a knowledgeable advocate for inclusion, nationally and internationally.

Who are Birmingham SENDIAS and how can they support and advise parents/carers and young people?

In Birmingham, parents and families can receive support from Special Educational Needs Information, Advice and Support Services - SENDIASS, who will advise and support parents with children who have Special Educational Needs.

The service is impartial, confidential, accessible and free, and can help with a range of subjects, including:

- Assessment processes for education, health and care plans
- Information about the support available in nurseries, schools and colleges
- Social care and health issues that relate to education
- Individual casework and support in preparing for and attending meeting
- Advice and representation through appeals and complaints processes, if appropriate.

Birmingham SENDIAS Service Telephone: 0121 303 5004
E-mail: sendiass@birmingham.gov.uk

Their website address is <http://www.birmingham.gov.uk/sendias>

Birmingham's 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/>