

## Local Offer – University of Birmingham School 2023/24

### AN INCLUSIVE SCHOOL

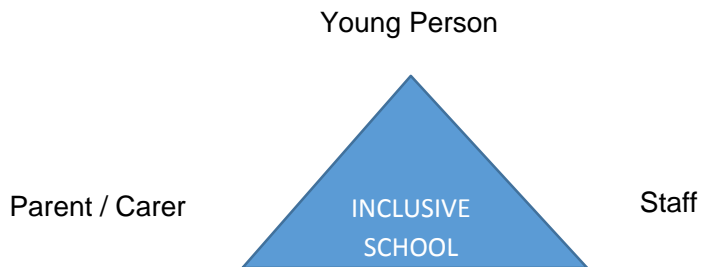
In the academic year 2023-24, the University of Birmingham School supports 50 pupils in receipt of an Education, Health and Care Plan, and over 170 pupils with additional needs on the School's SEN register.

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

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

The 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 closely as a cohesive team:



### Our Inclusion Team

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

Miss K Poulton	Assistant Vice Principal (Inclusion) and 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

We also have a number of targeted action assistants who work with pupils and students in and out of the classroom to help them to flourish. Our approach is to work with our pupils and students to support them to develop their skill sets to enable them to be as independent in their learning as possible.

### Supporting a wide 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. There is also a height adjustable bed in the first aid room that is used to support pupils with their physiotherapy programs.

## **Working with outside agencies to support our pupils and students**

Our 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 (CAT).
- FTB – Forward Thinking Birmingham (formerly CAMHS - Child and Adolescent Mental Health Services).
- Birmingham City Council Educational Psychology Service (EP).
- NHS Occupational Therapy.
- Physical Disability Support Service (PDSS).
- NHS Physiotherapy.
- Pupil Support Service (PSS).
- School Nurse Team.
- Sensory Support Team.
- Specialist Nurses – ADHD/Epilepsy/Diabetes/ Cystic Fibrosis/ Acquired Brain injury.
- NHS 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 support.
- Nudge Education
- Connex Education Partnership
- Alternative provision settings

## **Supporting our teachers to meet the needs of our pupils and students**

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

Staff also attend off-site SEND training sessions and conferences including NASEN training, training delivered by the Autism Education Trust and Sensory support training.

Our focus is on sharing good practice in terms of how to effectively support young people in the classroom and in their unstructured times, to ensure that our pupils and students become confident, independent adults.

Our Coaching Team also work alongside teachers in the classroom to guide, advise and model SEND best practice. Each of our learning coaches have a caseload of young people, working closely with their families, and teachers to support pupils to access our broad curriculum,

ensuring that they are able to make targeted progress, academically and socially. They also work alongside our pupils and students to enable them to access a range of activities as part of our enrichment program.

## **Making progress**

Each term, SEND meetings (face-to-face or via phone/email/Teams) 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 a pupil's needs, support actions/ strategies to support them, and detail their 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 Education, Health and Care Plan (EHCP), 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 support 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 EHCP, 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 (2015). Their progress is also closely monitored termly following our assessment cycles.

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

## **LOCAL OFFER FOR BIRMINGHAM**

For further information on the following areas of support/ provision in the locality and across Birmingham, please visit the Birmingham Local Offer Website: [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 and / or disabilities.
- Arrangements to identify and assess children and young people with SEN, including how an assessment of needs 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.

---

***Reviewed***

***Pastoral Committee of Governors***

***February 2024***