

Local Offer – University of Birmingham School 2024-2025

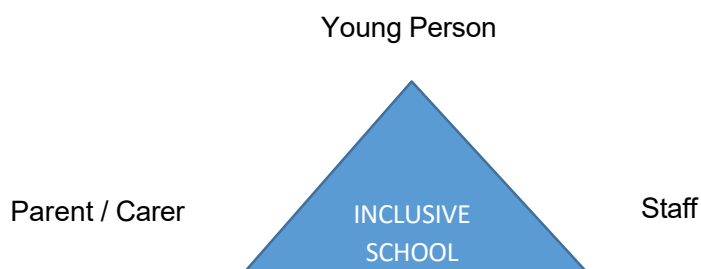
In the academic year 2024-25, the University of Birmingham School supports 48 pupils in receipt of an Education, Health and Care Plan, and over 170 pupils with additional needs on the School's SEN register.

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 Johnson	Learning Coach Lead for Social, Emotional and Mental Health
Mr S Mozumder	Learning Coach Lead for Literacy, Numeracy and Speech and Language
Mr D Hale	Coaching Team Lead for Communication, Interaction and Autism

We also have several Teaching Support Assistants (TSAs) 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 functional literacy and numeracy skills to enable them to be as independent in their learning as possible.

Supporting a wide range of needs

The Inclusion department have a wealth of experience and knowledge about a broad range of SEND and 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, 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 works 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).
 - South School Nursing Team.
 - Sensory Support Team (including Vi and HI services)
 - Specialist Nurses – ADHD/Epilepsy/Diabetes/ Cystic Fibrosis/ Acquired Brain injury.
 - NHS Speech and Language Therapy.
- We also buy the additional support of:
- 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.
 - Think for the Future
 - Beacon School Support
 - Alternative provision settings

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

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

A range of staff also attend off-site SEND training sessions and conferences including training delivered by the Autism Education Trust, Educational Psychology and Sensory support training.

Our focus is on sharing good practice to effectively support young people in the classroom and in their unstructured times, with a focus on fostering independence and preparation for adulthood.

Our Coaching Team also works 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 can make 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, progress is monitored and provision tweaked as needed to ensure that pupils are supported to reach their outcomes. Progress is regularly communicated and discussed with parents/ carers, including via parent teacher evenings.

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

Assess, Plan, Do, Review

The Pupil passport details a pupil's needs, provisions/ strategies to support them, and their targets. Targets are personalised for each pupil and are designed to be specific, measurable, achievable and realistic.

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, year leaders and the inclusion team, overseen by the SENDCO. The impact of support is closely monitored alongside progress across the curriculum. Teaching staff are then asked to plan accordingly to meet pupils' needs, enabling progress to be made.

If a young person is in receipt of an EHCP, termly reviews consider the impact of current support/ provisions and review progress towards short term outcomes. Formal Annual Review meetings are undertaken with young people and their families each year in line with the requirements of the Code of Practice (2015), and progress towards longer term outcomes is also discussed. Pupil progress is also closely monitored termly following our assessment cycles.

For young people on the SEN register, who are not in receipt on an EHCP, their progress and provision are reviewed termly, in collaboration with their family. This may be through a range of different options including parent teacher evenings, telephone calls or in-person meetings.

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: [Home - Local Offer Birmingham](#)

- 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

June 2025