UNIVERSITY OF BIRMINGHAM SCHOOL

University of Birmingham School

SEND Information Report

JUNE 2026

University of Birmingham School SEND information report

This document outlines the support we provide for pupils with Special Educational Needs and/or Disabilities (SEND) at the University of Birmingham School. Our approach reflects Birmingham City Council's local offer, which you can view at: https://www.localofferbirmingham.co.uk

At our school, we are committed to helping every young person flourish. We promote an inclusive ethos, use adaptive teaching strategies, and place a strong emphasis on character education and development.

We recognise that every pupil with SEND is unique, with their own strengths and areas where they may need extra support. Our goal is to help all pupils reach their full potential — not just academically, but also socially and emotionally. We aim to nurture the confidence, resilience, and character they need to become active, informed, and successful members of society.

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

At the University of Birmingham School, we are committed to supporting all our pupils, including those with Special Educational Needs and Disabilities (SEND).

If you have a question or concern about your child's additional needs, the best people to contact are:

Miss Kelly Poulton, our **Special Educational Needs and Disabilities Coordinator (SENDCo)** and Assistant Principal.

Mr Luke Beddow, our **Assistant SENDCo**.

Both are part of our Inclusion Team and work closely with teachers and staff across the school to ensure that pupils with SEND receive the support they need.

How to Get in Touch

If you would like to speak to someone about your child's support or provision, you can:

0121 796 5000

Email:

- Miss Poulton at **k.poulton@uobschool.org.uk**
- Mr Beddow at **l.beddow@uobschool.org.uk**

You can also request a face-to-face meeting — we'll be happy to arrange one at a time that suits you.

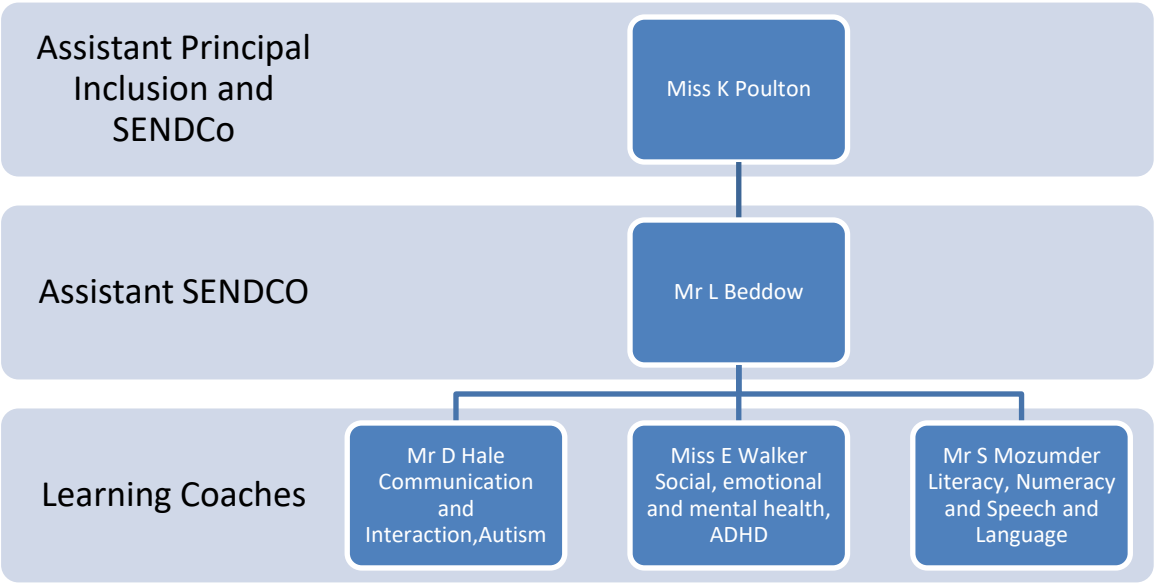
Alternatively, you can speak with your child's **Pupil Pastoral Manager (PPM)**, **Year Leader**, or **Form Tutor**, who can direct you to the right member of the Inclusion Team.

We're here to help and look forward to working with you to support your child's progress.

Meet our inclusion team

At the University of Birmingham School, we have a dedicated Inclusion Team who work to support pupils with Special Educational Needs and Disabilities (SEND), as well as those who may need extra help with learning, behaviour, or emotional wellbeing.

Our team includes:



In addition, we have a team of **Teaching Support Assistants (TSAs)** who work in classrooms and run small group coaching sessions to help pupils access learning and make progress.

The Inclusion Team is also supported by:

Our **school counsellor, t**he **safeguarding team, a pastoral manager** for each year group and **Mrs D Gupta**, our **SEND Administrator**, who helps coordinate communication and paperwork

Where needed, we also work closely with a range of external professionals, such as educational psychologists and specialist teachers, to ensure your child receives the right support. These agencies are outlined later in this report.

Working with local Support networks

At the University of Birmingham School, we are part of two key networks that help us stay up to date with the best ways to support children and young people with special educational needs and disabilities (SEND):

Southwest Developing Local Provision (DLP)

Senneleys SENDCo Network

These networks allow our team to:

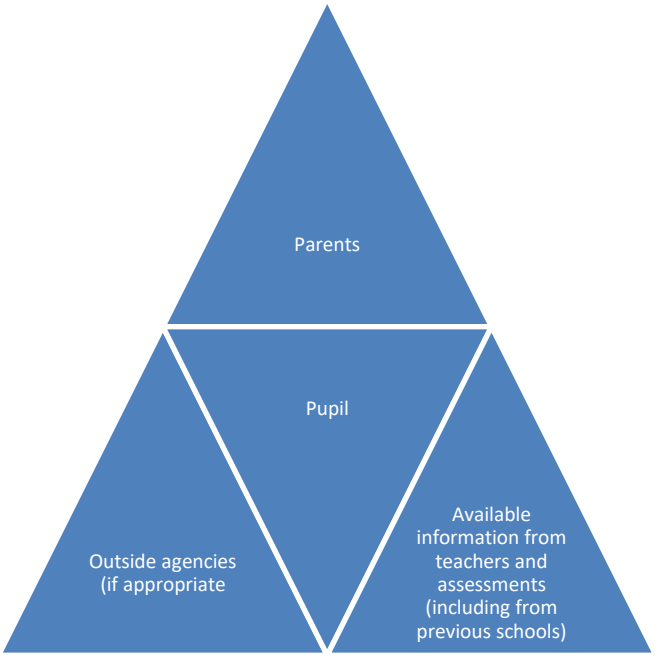
- Access advice and guidance
- Share and learn best practice with other schools
- Find and signpost external services that may benefit our pupils with SEND

Families can also access additional support through local Early Help Hubs. These services are available by referral and can provide help with a wide range of challenges, including emotional wellbeing, behaviour, family relationships, and more.

If you would like to know more or think your family might benefit from early help support, please contact the school's SENDCo or your child's pastoral manager, who can guide you through the referral process.

How does the school identify and assess special educational needs?

At the University of Birmingham School, we work hard to identify any additional needs as early as possible so we can provide the right support for your child. We collect information from a range of sources including:



Transition from Primary School

We begin gathering information before your child joins us in Year 7. The SENDCo, pastoral team, and inclusion staff work closely with your child's primary school, you as parents or carers, and external professionals (if involved).

This helps us understand any needs your child may have and prepare the right support. This information is shared with teachers before your child starts in Year 7.

Initial Assessments in Year 7

At the start of Year 7, all pupils complete baseline assessments in reading and key skills. These help us identify any pupils who may need extra support.

Ongoing Identification of needs:

We know that some needs may only become clear later. Teachers monitor all pupils' progress and will:

1. Adapt teaching strategies to meet pupils' needs in their lessons
2. Raise concerns if a pupil isn't making expected progress using our **Barriers to Learning Referral Process**
3. Work with the SENDCo and the school's **Early Help Team** to plan next steps

We always aim to include families in this process. If there are concerns, we will talk with you and your child about the support available and agree on the best way forward.

What if I Have a Concern?

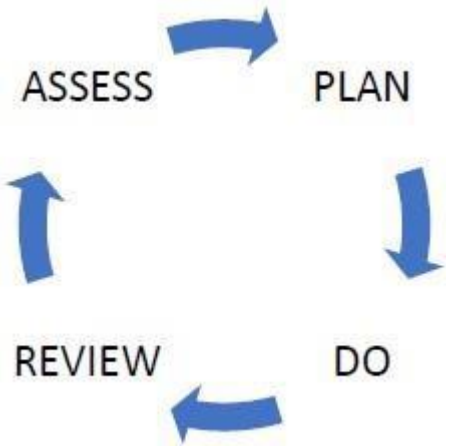
You know your child best — if you're ever concerned about your child's learning, progress, or wellbeing, we encourage you to get in touch with our SENDCo. Pupils can also speak to a trusted adult in school, and their views are always taken seriously.

What Happens If a Need Is Identified?

If we think your child may have a Special Educational Need:

We take a **person-centred approach**, involving you and your child at every step and we follow the **Graduated Approach**, which includes four key steps:

The Graduated Approach (Assess, Plan, Do, Review)

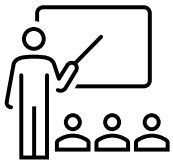


1. **Assess** – We look closely at your child's strengths and areas of need
2. **Plan** – We agree on support strategies or interventions
3. **Do** – The planned support is put in place
4. **Review** – We check how well the support is working and make changes if needed

If your child continues to need additional support over time, they may be added to our **SEND register or monitoring list**, so we can monitor their progress more closely and ensure consistent support.

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 adapted, and appropriately resourced. This may include strategies like using writing frames, carefully considered seating plans and routines, and the use of visuals to support understanding.

Wave 2 (targeted support – school SEN support)

Wave 2 support is for pupils who need more help than can be provided through everyday classroom teaching (Wave 1). It includes **additional, time-limited support** aimed at closing specific gaps in learning or helping with areas of delay in a pupil's development.

This type of support is:

Targeted: focused on a particular area of need, such as reading, language, or social skills.
Time-bound: put in place for a set period, with progress carefully monitored.
Flexible: can be delivered in small groups or one-to-one, depending on the pupil's needs.
Pupils receiving Wave 2 support are placed on the **SEND register** under the category of **'SEN Support'**.

Examples of Wave 2 Support at UOBS:

Lexonik – a reading and vocabulary intervention
Word Wasp – a structured spelling and reading program
Talkabout Teenagers – a group program focused on communication and social skills.

Wave 3- Specialist Support (Support Plan or Education, Health and Care Plan)

Wave 3 support is for pupils who need **highly personalised and specialist help**. This support goes beyond what is usually provided in school (Wave 1) or through small group interventions (Wave 2). It is designed for a **small number of learners** who need tailored support to make progress in their learning or personal development.

Wave 3 support may include:

- **1:1 or small group work** led by a specialist (e.g. a Speech and Language Therapist, Educational Psychologist, or external agency support).
- **Individualised support plans**, developed in partnership with parents/carers, the pupil, school staff, and any external professionals involved.
- **Clear targets and outcomes**, so that everyone knows what the support is aiming to achieve.

Education, Health and Care Plans

In some cases, a child or young person may need a higher level of support than what the school can provide through its usual services. When this happens, a **statutory assessment** may be requested from the Local Authority. If agreed, this can lead to an **Education, Health and Care Plan (EHCP)**.

An EHCP is a **legal document** that describes a child's needs and the specific support they require in school and beyond, including any health or care needs.

How does a pupil get an EHCP?

Before an EHCP can be requested, the school must gather clear evidence that a pupil has **significant and ongoing needs**. This is done by following what is known as the **"graduated approach"** which helps the school build a full picture of what support has already been tried and what impact it has had.

What happens next?

If school staff, parents, and professionals agree that an EHCP may be needed, a **Team Around the Child (TAC)** meeting can be held. This is a chance for everyone – including parents, the pupil, school staff, and any other professionals involved – to share their views and agree on goals and outcomes.

Gathering the necessary evidence and completing the EHCP request usually takes at least **two to three academic terms**, though this may vary.

Decisions whether to assess for, or issue an EHCP are not made by school, but are made by the local council.

For further information regarding this process, follow the link to download the EHCP process guide for parents from the Birmingham Local Offer Website;

https://www.localofferbirmingham.co.uk/wp-content/uploads/2025/05/EHCP-Guidance-Booklet-V5.pdf

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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.	• Take longer to learn important skills like speaking, reading, writing, and maths. • Find it difficult to use phonics to read and spell words. • Need extra time to think before they answer questions or write things down. • Have trouble remembering what they've just learned or making connections between different ideas or subjects. • Find it hard to use what they've learned in different places, like at home, school, or the playground. • Benefit from instructions or questions that are broken down into short, simple steps. • Learn better when they can see what they are learning, using pictures or other helpful resources.
Communication and interaction	Children who find it difficult when interacting and communicating with other people and managing change.	• Find it hard to make certain letter sounds. • Have trouble finding the right words, which can mean they: Leave out words, mix up words, give very short answers (one or two words), use incomplete sentences, use the same words a lot and have a smaller vocabulary • Find it difficult to start or keep a conversation with people they know or don't know. • Speak with little expression or emotion in their voice. • Have trouble staying on topic when talking. • Need help making and keeping friends. • Struggle to follow rules set by others. • Sometimes withdraw from social situations. • Find it hard to understand social cues like gestures, facial expressions, or body language. • Find changes in routine or unexpected events difficult to manage. • Have trouble saying how they feel or what they're thinking. • Find it hard to understand what others mean when they are talking.

Social, emotional or mental health	Children who find it difficult to manage or regulate their emotions and responses.	• Need support to understand and follow rules and daily routines. • Find it hard to stay focused or sit still, even for short periods. • Struggle with taking turns or paying attention when others are speaking. • Find it difficult to understand their own feelings or how others are feeling. • Need instructions that are short and simple. • Require lots of reassurance and praise. • Have trouble expressing how they feel. • Sometimes not notice when they are becoming upset or overwhelmed. • Need help making and keeping friends. • Find it hard to trust other people. • Have difficulty managing their emotions. • Find it hard to move on from upsetting situations. • Show behaviours that seem immature or not typical for their age. • React very strongly or emotionally to normal everyday requests or routines. • Struggle to show the kind of resilience you might expect for their age. • Become very attached to certain friends or adults.

Sensory or physical needs	Children who have hearing or visual impairment, a physical disability or medical condition that requires support and / or reasonable adjustments to be made to enable them to access the learning environment or curriculum.	• Have trouble hearing what others are saying in the classroom or around school and might need special hearing aids. • Have reduced vision and may need individual adaptations to help them see better. • Find it hard to use their hands or move their body (fine and gross motor skills). • Have difficulty moving around different areas of the school and might need walking aids or to use the lift. • Struggle to use equipment and resources without extra help, adaptations, or alternatives. • Find it hard to manage their own care or personal needs. • Have underdeveloped social skills or other skills because of their medical or sensory needs. • Lack confidence or independence.

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

At our school, we believe every pupil should be supported to achieve their best. Our curriculum is carefully planned and taught with high expectations for all students. We focus on making learning inclusive and ambitious, so every child can succeed. Our curriculum is regularly reviewed and our quality assurance systems including learning walks, book looks, and pupil voice ensure that the application of an inclusive and ambitious approach to learning is at the heart of our school ethos.

Teachers and teaching assistants regularly take part in training to stay up to date with the best ways to support pupils with additional needs. This training is provided by our school leaders, specialists, and local support networks. As a result, our staff feel confident and skilled in helping all pupils learn. Some of our Inclusion team have extra training in areas like speech and language support, reading programs, emotional regulation strategies, and autism. This helps us provide the right support for pupils who need it.

Beyond academic lessons, we offer a wide range of activities, including enrichment programs and “learning for life” sessions. These help pupils develop important social skills, emotional wellbeing, and strong character, supporting their growth as confident and caring individuals. They also teach pupils about differences and inclusion.

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

Social Emotional and Mental Health	Referral to Forward Thinking Birmingham (FTB) Referral to the STICK team Support from Attendance Officer Malachi family support and mentoring Think for the future mentoring Additional support for pupils with diagnoses of ADHD/ ASD or attachment difficulties Conflict resolution support Enhanced transition support Emotional regulation coaching 1:1 check in with trusted adult Compass Mental Health Support Team Referral (External service) School Counsellor Emotional Literacy Support Sensory profile
Sensory or physical impairments	Individual resources / aids as guided by specialist physical and sensory support teams Accessible bathroom / toileting areas with hoist available Enlarged text, reading pens and assistive technology Height adjustable desks, lab tables etc. Touch typing support and speech to text support Fine and gross motor skills / physio programme / resources Guidance and input from Specialist Support Services including Hearing Impairment, Visual Impairment, Physical Disability teams Guidance and input from; Physiotherapist and Occupational Therapist TIAs who can be trained by physiotherapists to deliver individual physio programs Physical support in practical subjects Access to adapted or different size and weighted equipment in PE Access arrangements for assessments (if agreed by JCQ) Additional transition support Fully accessible building with lift access to all floors Support staff trained to support with personal care Access and signposting to disability sports opportunities Hearing impairment management plan for all pupils with cochlear implants Additional support from local authority teacher of the deaf for pupils with hearing impairment Visual impairment management plan for all pupils on local authority visual impairment key teacher case load

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 support assistants

are also trained to deliver SEND provisions.

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....
Language, Learning and Strategic Support Team (LL&SS)	Children who are working significantly below their age-related expectations (reading, writing, language, numeracy) and / or experiencing difficulties with their working memory. An LL&SS teacher can also work with staff in school offering support, advice and training about specific actions.	A learner can be referred for individual assessments and targeted support with parent/carer consent. This is a commissioned service from the local authority and schools are only able to purchase a limited number of hours each year.
Educational Psychology (EPS)	An Educational Psychologist may be asked to assess, observe, work with or provide advice to staff regarding a child with complex developmental needs. This may be cognitively, socially or emotionally.	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. This is a commissioned service from the local authority and schools are only able to purchase a limited number of hours each year.

Communication and Autism Team (CAT)	Children who have a diagnosis of Autism or communication difficulties. The service 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.	With parent / carer consent the SENDCo can make a referral to CAT for their advice, support or direct input for a learner with autism. Sometimes this support may extend to family or peer group support. This is a commissioned service from the local authority and schools are only able to access a limited number of hours each year.
Occupational Therapy (OT)	Children with fine motor, gross motor or physical difficulties that require specific / tailored support. Children with visual perception difficulties. Children with sensory processing difficulties.	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. 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
Physiotherapy	Pupils with movement difficulties or disabilities that impact on their movement and functional skills	Learners are usually referred by a paediatrician for this service. Physiotherapists run a half termly clinic held in school to discuss assess their caseload of pupils, review their physio programs and give additional advice and guidance to schools and families.

Sensory Support Service (teacher of the deaf/ visual impairment support)	Children with hearing, visual or multi-sensory impairment who require adaptions and/ or reasonable adjustments to be made to the physical environment and/or curriculum.	Learners are usually referred following a medical diagnosis, however with parent / carer consent a school referral can be made. Wider out of school support, activities and groups can also be signposted by 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 for a package of support. 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 commission this service and get a fixed number of pupil places each term. With consent from families, we can refer a family for their support.
NHS Speech and Language Therapist	Children with an expressive and/or receptive language disorder.	With parent / carer consent a child can be referred, assessed and supported through targeted / specialist actions to develop their speech, language and communication skills. 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 Schools have access to a limited number of hours with this service each year.
School nurse	Children with medical, health, and personal care needs particularly where medication or regular monitoring is required to ensure healthy development and to keep a child safe. Children with a medical care plan e.g. allergies, diabetes and epilepsy	The school nursing service support schools with medical care plans eg allergy alert cards, epilepsy support plans. A pupil can also be referred for advice and guidance for a limited range of needs including eating habits, failure to thrive and puberty.

External services are commissioned by the school SENDCO and principal by purchasing or through allocation of a package of hours for local authority services (LL&SS, 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 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 also partly funded by the schools overall budget.

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

At the University of Birmingham School, we work hard to make sure every pupil can join in with all our activities—both in and out of the classroom. We plan carefully to meet the needs of all learners, including those who may need extra support.

When activities are more challenging, like practical lessons or school trips, we provide extra staff or adapted resources to help. Our Inclusion Team works closely with subject teachers to make sure the right support, equipment and adjustments are in place—this might include extra help in PE, music or technology lessons, for example.

We make sure that all our enrichment and extracurricular opportunities are accessible. For example, every Year 9 pupil takes part in the Bronze Duke of Edinburgh Award, and we adapt the programme so that everyone can join in, whatever their needs.

We also give pupils plenty of information ahead of any trip or event so they can feel confident and prepared. Pupils with SEND are encouraged and supported to take part in our residential trips, which in recent years have included visits to Greece, Singapore and Boston (through the Turing Project), geography fieldwork, and outdoor adventure experiences.

Our PE team are trained to deliver a wide range of sports, including para-sports, and we work with organisations like the "Street to Stadium" project to encourage more disabled young people to get involved in sport.

We are proud to be an inclusive school. We do everything we can to make sure all pupils can take part in school life, including enrichment and trips. No child is excluded from any activity because of a special educational need or disability.

Our school building is fully accessible. You can find our Accessibility Plan on our website.

We also teach all pupils about inclusion, kindness, and understanding others, helping to build a positive and supportive school community.

How do we report and feedback to parents?

All pupils and students receive progress reports throughout the school year following our assessment points. These detail 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 can be done through email correspondence, telephone calls, parents evening s and meetings, and 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.

Character virtues and behaviour reporting is available to all parents through our class charts platform. Parents are issued with a log in for this platform.

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 the Inclusion 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 to the updating of their child's pupil passport.

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 Pupil 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 additional wellbeing support from the pastoral or inclusion team if required.

Our Pupil Pastoral Managers and Inclusion team carry out a range of wellbeing actions and deliver coaching programs which have been provided by the STICK team and other agencies, covering 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 and / or hold meetings with 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, EHCP suggested outcomes and Pupil Profiles are updated to reflect our commitment to preparing our pupils and students for adulthood including considering 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 and pastoral teams 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 pupils' written 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 Assistant SENDCO work closely to ensure that all students have a secure and appropriate destination secured before they finish year 13.

Where pupils in year 7 to 11 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 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 Assistant Principal SEND and Inclusion (SENDCo), Assistant SENDCo, Assistant Principals (Pupil Character, Conduct and Welfare) and DSL, Safeguarding officer, school counsellor and senior Pupil Pastoral Manager.
- Heads of Year and pastoral managers review attendance, and behaviour data regularly.
- SEND provision is evaluated by the Assistant Principal Inclusion and SEND (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, Pupil Passports and Support Plans and outcomes in Educational Health Care Plans.
- Using the school's assessment data to see how much progress a learner has made in relation to their own starting point and targets.
- The results of any tests or assessments that 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.

UNIVERSITY OF BIRMINGHAM SCHOOL

How do we measure progress of your child in school?

All learners' academic 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 share with you your Childs development of character through the collection of green stamps for demonstrating intellectual and community virtues.

We also review progress towards individual targets for pupils with pupil passports, support plans and EHCPs.

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 and speaks to pupils and staff to find out about the provisions that learners with SEND need to access the curriculum and to participate fully in the life of the school. Professor Allan is also the chair of the governors 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/sendiass

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/