KING EDWARD VI FOUNDATION BIRMINGHAM

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KING EDWARD VI ACADEMY TRUST BIRMINGHAM

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SEND Information Report

Academic Year 2026-2027

The information in this document describes our provision for pupils with a special educational need or disability (SEND) and reflects Birmingham Council's local offer, which can be found here: https://www.localofferbirmingham.co.uk/

SEND at our school

At King Edward VI Handsworth Wood Girls' Academy, Scholarship, Character and Community underpin everything we do. We are committed to ensuring that all students with Special Educational Needs and Disabilities (SEND) receive high-quality support from knowledgeable specialists, both within and beyond the academy. Through a culture of high expectations, inclusion and support, we enable SEND students to access a broad and ambitious curriculum, develop independence, and thrive as valued members of our school community.

The information below acts as a guide but the things we do may vary and actual support will be based on the specific needs of each student. All students at King Edward VI Handsworth Wood Girls' Academy have support through quality first teaching that ensures a broad curriculum is made accessible to them.

This means that activities are planned according to the level the student is working at. This can include a variety of adaptations including changes to the physical environment, change to teaching styles as well as varying levels of adult support. Our SEND vision is simple: every difference is valued, every strength is celebrated, and every student is empowered to thrive. At King Edward VI Handsworth Wood Girls' Academy, we recognise SEND as a source of individuality and potential, and we celebrate it as an integral part of our inclusive community.

Our school currently provides provision for a range of SEND, including:

- Cognition and learning, for example, moderate/severe/profound and multiple learning difficulties, dyslexia, dyspraxia
- Communication and interaction, for example autistic spectrum conditions, speech and language difficulties
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), depression, anxiety
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, physical disability.

EHCP	SEN support	SLCN	ASC	MLD	SEMH	S+P
7	98	30	8	57	18	9

Identifying pupils with SEND and assessing their needs

Categories of SEND supported at King Edward VI Handsworth Wood Girls' Academy			
1. Communication and Interaction	2.Cognition and Learning	3. Social, Emotional and Mental Health	4. Sensory and Physical
• ASC (Autism) including Aspergers • Delayed and disordered development (both physical and cognitive)	• Learning difficulties (mild, moderate or severe.) • Specific learning difficulty: Dyslexia. • Specific learning difficulty: Dyscalculia. • Specific learning difficulty: Dysgraphia. • Specific learning difficulty: Dyspraxia.	• ADHD (attention deficit hyperactivity disorder) • ADD (attention deficit disorder) • ODD (Oppositional Defiant Disorder) • CD (Conduct disorder) • Emotional and behavioural difficulties • Anxiety or depression • Attachment disorder	• Hearing impairment. • Visual impairment.

We assess all-pupils current skills and levels at the opening of each academic year, within school year new students are also tested on entry, building on previous settings and key stages where appropriate. All students take part in GL Cognitive Ability Testing. If students perform below in these testing, they will be invited for further screening with the Academy SENDCO and allocated advisory teachers.

We use screening and regular assessments to identify pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. The school will use this to determine the support that is needed and whether they can provide it through Quality First Teaching, or whether something different or additional is needed.

We recognize that progress and attainment can be impacted by other factors such as Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Social deprivation factors
- Being a Looked After Child
- Being a child of a serviceman/woman

Whilst the above may affect progress and attainment, they do not fall within the categories of special education needs.

Consulting and involving pupils and parents

We maintain an 'open-door' policy in line with the academy ethos and practice a person-centred collaboration. Families of SEND learners can request meetings (phone calls or face-to face) with the SENCO as and when required. In addition to regular parent and student voice sessions, both SEND learners, and their families are invited to review meeting. The frequency of such meeting will reflect the level of the SEND learners needs, students with a EHCP will have a higher frequency of review meetings than students who have a less significant need.

Parents will be informed of progress through the regular reporting cycle. Once a concern has been raised parents will be informed and invited in to discuss the concerns, which will be documented in

the student's file. Following on from this meeting parents will be involved in the entire process through either face-to-face meeting or telephone calls.

Discussions with families take place both before addition to and for removal to the SEN register.

- Ensuring parents/carers are kept informed of the provision in place for pupils.
- Providing opportunities to share concerns that parents/carers may have and to discuss the progress of pupils.
- Discussing ideas and materials for parents/carers to support learning at home.
- Everyone understanding the agreed outcomes sought for the pupil and what the next steps are.

Assessing and reviewing pupils' progress towards outcomes

The SEND provision at King Edward VI Handsworth Wood Girls' Academy is regularly monitored using a variety of methods including.

All students including those with SEND, are set targets levels in all subjects. Progress is monitored termly against these. Families are invited to Parents Evenings where they can discuss their child's progress.

With reference to SEND students, the academy will offer termly meeting for families to discuss the students' progress.

The Director of Inclusion and SENDCo will work with class teachers to carry out a clear analysis of the pupil's needs and performance. This will draw on:

- Assessment data.
- Their previous progress, attainment, and behaviour.
- Other professionals' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant.
- The review will take place, 3 times a year.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We work closely with the educational settings attended by our SEND students before they transfer to us (or after they leave us if they are post 16 students) to seek the information that will make transfers as seamless as possible.

KS2-3 Extensive primary liaison work is carried out with local feeder primary schools. The Director of Inclusion and SENCO will liaise directly with the primary SENCo from each feeder school during the summer term to identify SEND students and gather information about each student difficulties and support strategies.

Where some SEND students require additional support, transition is provided in line with their individual needs.

All students transferring from primary school attend several induction days towards the close of the summer term. Students are also invited in for a 2-week summer school. This provides students greater familiarity with the academy and helps build confidence in preparation for September.

Options – Year 9 students chose their options to study at KS4. A high level of guidance for all families and students alike ensures they make appropriate choices. SEND students will receive additional information about appropriate future options and will receive additional careers interviews.

Sixth Form – The academy provides advice to students about a range of sixth form or further educational establishments including options to remain at Handsworth Wood Girls Academy. SEND students are supported to make visits to local providers at all levels and to have meeting with the school careers advisor.

The Academy shares information with the school, college, or other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this.

Preparing for adulthood.

King Edward VI Handsworth Wood Girls' Academy recognises the importance of identifying students who require support to meet their preparing for adulthood outcomes. We work across the Academy to ensure our students have access to structured careers days with sessions focused on finance management, and confidence building. Whilst our PSHE sessions build on further key elements of preparing for adulthood through, key programs of study including modules on healthy me, changing me, relationships, goal setting and living in the wider world to name a few.

Our approach to teaching pupils with SEND

“High quality teaching, differentiated for individuals is the first step in responding to students who have or may have SEN "
(SEND Code of Practice Jan 2015 6.37)

Quality First Teaching (QFT) is the first step in responding to pupils with SEND. Teaching staff at King Edward VI Handsworth Wood Girls’ Academy have a clear understanding of their role in delivering QFT and understanding the importance of identifying those students who are performing below their targets. All staff apply the assess plan do and review in their classrooms, utilising wave 1 strategies (see Appendix 1), to support engagement and educational advancement for all students. If students continue to fall behind, staff understand the procedure of referral.

The King Edward VI Handsworth Wood Girls’ Academy Inclusion & SEND team always strive to uphold our values of scholarship, character, and community. We are advocates for SEND learners and ensure

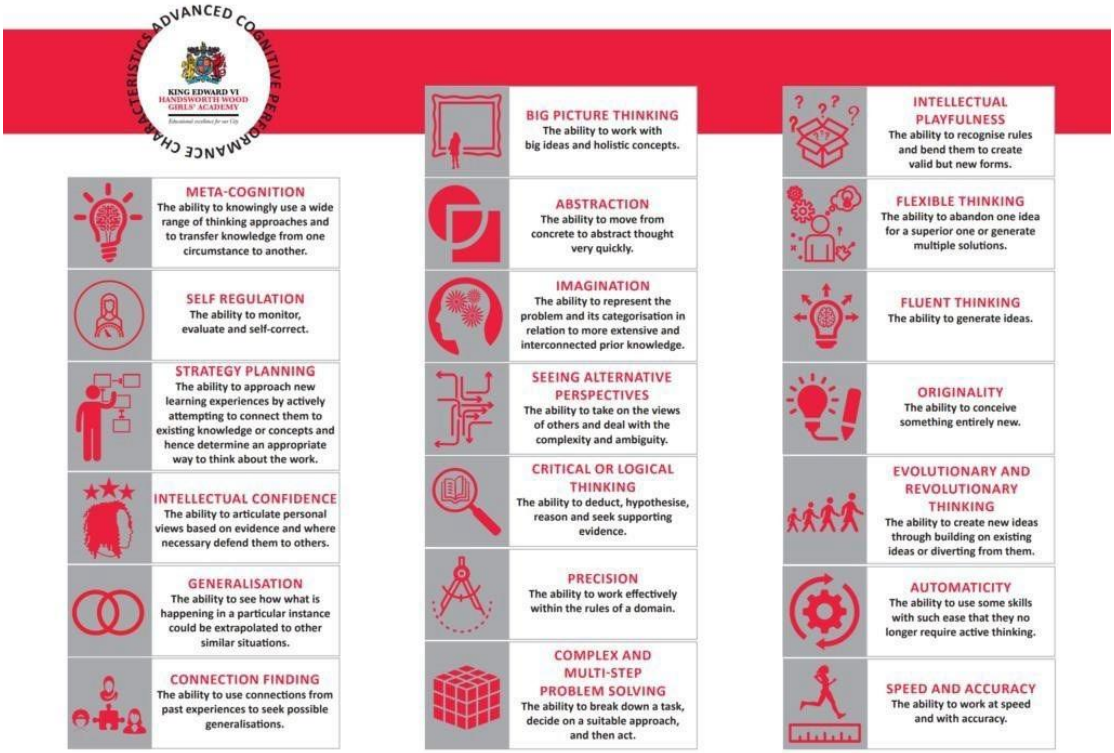
they are given every opportunity to collaborate with peers, given the respect they deserve and given equal access to a broad and rich curriculum to allow them to achieve their full potential.

Teachers have access to SEND profiles which have been created collaboratively with professionals, students, and families. These profiles offer information about the difficulties faced in the classrooms by students and a range of strategies teachers can employ to support learners.

Students with an ECHP may receive in class support from the Inclusion and SEND Department. This is provided core subjects (English, Math, Science & RE) where appropriate.
The extensive of use of ICT supports SEND learners; all students have use of a device both during the academy day and at home, to continue their independent learning. High-quality work is set via online learning platforms and hubs, allowing students access to class resources and homework. There is provision available for all year groups to attend supported after hours homework clubs.

All students have access to knowledge organisers for every topic within each subject area. This allows students to utilise pre-learning techniques that can support access to learning, these have proven valuable for all students for engagement and motivation, including those with SEND.

We are proud to have HPL at the crux of our teaching, as High Performance Learning advocates high aspirations and achievements for all; something that underlies our SEND policy and practices. All teaching staff at our Academy enable our SEND learners (in-line with their non-SEND peers) to demonstrate and develop their advanced cognitive performance (ACP) characteristics. To further advocate and encourage them, all SEND learners have a personalised SEND profile that aids teaching staff in their curriculum delivery; these profiles entail HPL targets for our SEND learners based on these ACPS. These ACPs allow (and empower) our SEND learners to engage in activities in-line with their non-SEND peers:



The Academy also aims to ensure that it continues to provide equal opportunities to all by ensuring that:

- SEND students achieve their full potential via teaching that has HPL at its core. SEND students are given equal access to enrichment opportunities including educational visits.

- Discrimination is challenged diversity is celebrated across all areas of the curriculum.

- Parental involvement is high across all equality groups.

- Incidents of racism, racial harassment, or bullying or harassment related to any other equalities issues are dealt with firmly and sensitively.

At King Edward VI Handsworth Wood Girls' Academy we pride ourselves on our broad and balanced curriculum – teachers implement HPL practices in order to adapt their curriculum, to make it accessible to our students with SEND. We also incorporate advice provided through individual assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the following improvements continue to be developed:

- work on physical environment to improve safety for visually impaired (high visibility markings on steps, posts, entrances and exits, improved lighting etc);

- SEND training (in-house and external) for staff on an array of learning difficulties, sensory impairments and the SEND Reforms.

- ongoing efficient communication of students' various learning needs, hence requirements, to staff.

- a focus on increasing the provision of assistive technologies - including access to laptops/PCs – in order to aid access to the curriculum for SEND learners.

- a meticulous and fluid system for assessing, applying for and implementing Exam Access Arrangements for the relevant student cohorts.

Adaptations to the curriculum and learning environment.

We at Kind Edward VI Handsworth Wood Girls' Academy work with students, families, and professionals to make adaptions to the curriculum to support the needs of SEND students. We also incorporate advice provided because of assessments, both internal and external, and the strategies in Education Health Care plans.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, and teaching style, etc.

- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, and scaffolding etc.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the following improvements continue to be developed:

- work on physical environment to improve safety for visually impaired (high visibility markings on steps, posts, entrances and exits, improved lighting etc)

- SEND training (in-house and external) for staff on an array of learning difficulties, sensory impairments and the SEND Reforms.
- ongoing efficient communication of students' various learning needs, hence requirements, to staff

- a focus on increasing the provision of assistive technologies - including access to laptops/PCs

- training for SEND learners on how to use immersive reader to support their access to the curriculum

- a meticulous and fluid system for assessing, applying for and implementing exam access arrangements for the relevant student cohorts

Additional support for learning

Specialist SEND equipment and facilities will be considered on an individual basis where appropriate, as and when the need arises. Where it is deemed appropriate and is required, the SEND team – under the guidance of the Director of Inclusion and SENCO – will take the appropriate actions necessary to secure access to this.

All teachers and learning support assistants have been fully briefed on the needs of students in the academy. When a training need is identified, we will ensure that we locate and secure the services of an expert provider (internal or external) who is able to deliver the necessary training.

We use a variety of assessments to assess students learning needs and gaps in knowledge. This then informs our interventions which can be:

- 1-2-1 Intervention
- Group interventions
- In class support
- Home study club
- Departmental interventions
- External agencies

Expertise and training of staff

Inclusion and SEND Department staff List (2026-2026): The Inclusion and SEND Department is a small but well organised to meet the needs of students. The department consists of the following key adults:

Mrs L Bindley - Deputy Headteacher, Pastoral and Inclusion

Mr P Petch – Interim Director of Inclusion and SENCO

Miss S Thind – EAL Coordinator

Mrs K Woolery – Learning Mentor (SEND) Level 3

Mrs N Zaman – Teaching Assistant (SEND) Level 3

Miss R Mazgajczyk – Graduate Teaching Assistant

Miss D Kuruba – Graduate Teaching Assistant

Mrs R Begum – Medical Lead

Additional staffing

The wider SEND team consists of the safeguarding team, the pastoral team and the academy teaching and learning team.

Evaluating the effectiveness of SEND provision

All King Edward VI Handsworth Wood Girls' Academy students – including those with are tracked using the academy assessment cycle and data tracking system.

Students are also assessed within lessons by their class teachers via regular formal assessment. If they are receiving SEND interventions (i.e... targeted or specialist level in addition to universal level) then they are also assessed at the start of those interventions to measure the impact of these on their progress.

The SEND provision at King Edward VI Handsworth Wood Girls' Academy is regularly monitored using an array of methods including:

- Reviewing any targets set to see if the student's attainment is on track or requires further support
- Liaising with class teachers via round-robins
- Liaising with TAs who have delivered universal and targeted provisions

- Formal assessment cycles as per the academy assessment policy
- Liaising with the parents of SEND students (Parent Voice/ meeting)
- Liaising with the SEND students (Student Voice)
- Using the academy's tracking system to review progress made by SEND students
- Commissioning external professionals (where necessary) to work with the child or young person to check the progress being made.
- Senior leadership and extended leadership will carry out regular learning walks to monitor the effectiveness and impact of High-Quality Teaching within the academy.
- The SENDCo using the graduated approach to monitor effectiveness of provision.
- Holding annual reviews for pupils with EHC plans.
- Trust level quality assurance visits

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

King Edward VI Handsworth Wood Girls Academy, aims to ensure that it continues to provide equal opportunities to all students by ensuring that:

- SEND students achieve their full potential.
- SEND students are given equal access to enrichment opportunities including educational visits.

All our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

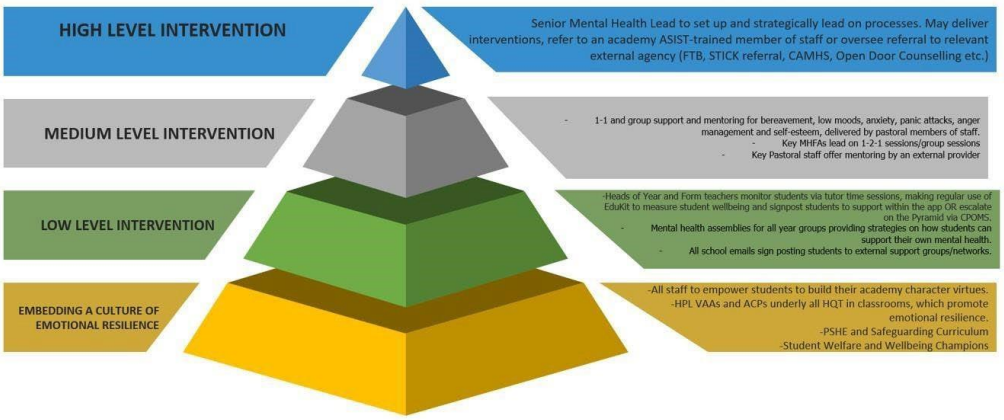
All pupils are encouraged to go on our residential trip(s), including Duke of Edinburgh (This has been impacted by Covid-19)

All pupils are encouraged to take part in sports day, school productions, special workshops.
No pupil is ever excluded from taking part in these activities because of their special educational need or disability.

Support for improving emotional and social development.

We at KEVI HWGA believe that the social, emotional health of all students is a priority. We ensure that mental health provisions include all staff so that SEND students social and emotional health is supported at every level of our academy mental health pyramid of need. This is because our approach to the social, emotional, and mental health is proactive as opposed to reactive:

Mental Health Provisions – Pyramid of Need at KEVI HWGA



King Edward VI Handsworth Wood Girls' Academy has an all- encompassing pastoral structure to ensure the safety and wellbeing of all students, including SEND students. All year groups have a non-teaching Pastoral Manager.

Students have access to a 'letter' box to post concerns and access to email the pastoral team if they require help and support at any time. There are dedicated pastoral offices is always manned where students can go to access support.

Working with other agencies

We are proud to be an inclusive academy and maintain positive working relationships with an array of external agencies and organisations. These relationships allow use to support our SEND learners and families or arrange and secure additional support when the need arises. Some of the most notable agencies are:

- Pupils and School Support (PSS) – Specialist teachers who work with pupils experiencing barriers to learning, especially in literacy, numeracy and cognition.
- Communication and Autism Team (CAT) – Provides assessment, advice and strategies to support young people with autism spectrum conditions/social communication needs
- Educational Psychologist (EP) – Supports the assessment of learning needs, social/emotional development and advises on strategies and interventions
- CAHMS (Child Adolescent Mental Health Services) – Offers assessment and support for students with emotional/mental health needs
- Forward Thinking Birmingham – The city's mental health partnership for young people, offering support for mental health needs
- Physical Difficulties Support Service (PDSS) – Provides guidance on adapting the physical environment/equipment/resources to support pupils with physical disabilities
- Speech and Language Therapist (SALT) – Assess and supports students with communication and language difficulties
- Occupational Therapist (OT) – Provides strategies/interventions to support fine/gross motor skills and sensory needs

- Qualified Teacher of the Visually Impaired (QTVI) – Supports students with visual impairments
- Qualified Teacher of the Deaf – Assists pupils with hearing impairments
- Birmingham Children's Hospital Paediatric Team
- Birmingham School Health Service
- Birmingham School Nurse Team

Contact details of support services for parents of pupils with SEND

Birmingham Specialist SEND Support Services
Specialist SEND Support Services | Local Offer Birmingham

Sandwell Send Directory https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoPer.page

Contact details for raising concerns

Director of Inclusion and SENCO – Mr P Petch
Telephone: 0121- 554 8122
Email: p.petch@hwga.kevibham.org

Complaints about SEND provision

Complaints about SEND provision should be made to the Headteacher in the first instance. Please refer to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that an individual academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Appendix

KEVI Handsworth Wood Girls Academy - Whole School Provision 2022-2023

	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
Wave 1 – Quality First Teaching	• Inclusive curriculum – planning, learning, resources, scaffolding etc. • Pre-teaching of subject vocab • Teaching sequencing as a skill • Text presented clearly – bullet points, clear font, headings • Pupils encouraged to explain what they have to - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Conceptual variation in Maths • Alternative ways of demonstrating understanding e.g., Diagrams, mind maps, use of voice recorders • Provide a range of writing frames • Word mats designed for specific subjects/lessons • Opportunities to work with a scribe or use ICT when necessary • Use of ICT/apps to reinforce what has been taught • Use of ICT/apps as solution to difficulties e.g., dictation, typing • Coloured overlays, coloured paper for worksheets & coloured background on SMART board • Extra time to complete tasks • Learning ladders to break down steps • Next steps display in classroom (task board) • • Learning buddies/Buddies' before teacher • Dual coding devices	• Structured class routines • Increased visual aids including dual coding • Use of key words/vocabulary emphasised when speaking • Multi-sensory approaches used to support spoken language e.g., Symbols/pictures/concrete apparatus/artefacts/role-play • Instructions in manageable chunks • Checklists and task lists • Delivery slowed down with time given for processing • Prompt cards used to support understanding • Talking partners used • Classroom seating plan considered so children can see teacher and visual prompts • Access to a quiet workstation • 'Word walls'/displays to develop understanding of new vocab • Minimise use of abstract language/language tailored to individuals • Eye contact as necessary for the child	• Emphasise positives in front of others to develop children's self-confidence • Give girls classroom responsibilities • Refer regularly to school/classroom rules • Calming music (when applicable) • Team around the child approach • Use of ear defenders to support focus • Breaks between tasks • Moving around/sensory breaks • Interactive strategies e.g., Whiteboards to hold up answers • Clear behaviour expectations modelled by staff • Quiet zone or sensory space • Visual timer/stopwatch • Use post-its for questions rather than interruptions • 'Fiddle' toys • Concrete resources easily at hand to support • Give a 'set time' for written work • Personalise teaching to reflect pupils' interests (where possible) • Transition from whole class work to independent is taught and actively managed • Reward system • Learning ladders to break down steps • Meet and greet at key transition points e.g., start of day, lunchtime etc.	**Visual** • Coloured overlays/ different coloured paper • Consider lighting – natural and artificial • Eliminate inessential copying from the board • Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge • Read aloud as you write on the board • Avoid standing in front of windows – your face becomes difficult to see • Use iPad/Chromebook for reading if text is too small in physical book • Consider seating – sat at the front closer to board/resources **Hearing** • Careful seating – closest to the teacher • Keep background noise to a minimum – • Slow down speech rate • Allow more thinking time • Repeat contributions from other children – their voices may be softer and speech more unclear • Check that oral instructions have been understood • Face the pupil when speaking & keep hands away from mouth **Co-ordination** • Sit at table where there is sufficient space • LH & RH pupils not next to each other with adjacent hands • Desks at elbow height • Sloping desk stand if appropriate • Seated with minimal distractions. • Encourage oral presentations or use of ICT as an alternative to written work where appropriate. • Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.