



# HALL GREEN SCHOOL

## SEND (Special Educational Needs and Disabilities) Information Report

<b>Adopted:</b>	27 September 2023
<b>Next Review:</b>	September 2024
<b>Governing Committee:</b>	Full Governing Body
<b>Responsibility:</b>	Senior Leader (Inclusion and SENDCO)

## **Special Educational Needs and Disabilities Information Report**

The information in this document describes our provision for pupils with a Special Educational Need or Disability (SEND) and reflects Birmingham City Council's Local Offer which can be found at <https://www.localofferbirmingham.co.uk/>

At Hall Green School, an academy, we place great emphasis on pupils achieving excellent qualifications as well as developing high quality personal and social skills, enabling pupils to be respectful, engaged, and happy citizens. This focus on the holistic development of each and every pupil is central to everything we do and based on our CARE values: Compassion, Ambition, Responsibility, and Excellence. Our Governing Body and staff are committed to providing the very best for the children in our care.

It is our desire that all pupils achieve their potential, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We want all pupils to develop ambition in their life choices, develop the skills to achieve excellence and develop a sense of individual and collective responsibility which encourages compassion for all. This report is intended to give you information regarding the ways in which we ensure that we support all of our pupils, including those with special educational needs and disabilities, to realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our pupils.

### **How does the school identify and assess special educational needs or disabilities?**

Primary school information is a key source for us in identifying new pupils with SEND. At the start of Year 7 all pupils have their reading assessed to give a standardised score. Readers who score significantly less than average with a SS below 85 are identified to staff as "red readers" and may follow Lexia, Lexonik or IDL which are all literacy intervention programmes.

Individual subject baseline testing is also used to establish who might require targeted wave 2 and specialist wave 3 interventions (see below). These pupils are identified on SIMs and Class Charts so that all staff can adapt teaching resources to enable full access to the Curriculum.

In addition, as the term progresses and at regular intervals throughout key stages 3 and 4, teaching and support staff are asked to raise via the Senior Leader Inclusion/SENDCO, Heads of Department, Heads of House and the school's Inclusion Referral Panel, any pupil who is not making expected progress or whom they have particular concerns about. At this point a conversation will take place with parents/carers to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

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

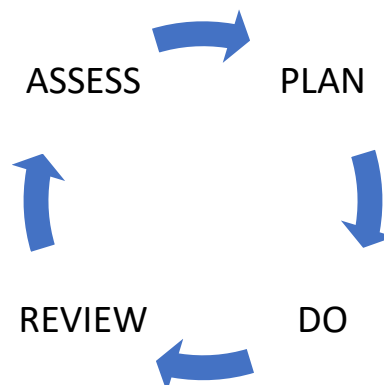
Our curriculum intent, consistent expectations about high quality teaching and precision planning are embedded amongst staff. The application of an inclusive and ambitious approach to learning is at the heart of school improvement. Robust quality assurance systems are subject to regular review, these 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 South Network, PSSS, the Senior Leader Inclusion/SEND/CO and specialist guest speakers. As a result, staff confidence, skillset and practice are enhanced. Further training to ensure wave 2 and 3 interventions are also effectively delivered has taken place with the Senior Teaching Assistant completing accreditation for delivering ELKLAN Speech & Language programmes, Friends for Life, Toe by Toe, Word Wasp, Fresh Start and the CPT3A assessor's qualification to support the application for Access Arrangements to JCQ.

In school we assess whether a young person has a special educational need or disability in different ways. Some of these may include:

- Pupil observations
- Teacher feedback via the SEND learning referral proforma or via Class Charts
- Pastoral/Designated Safeguarding Lead/Attendance referrals
- School based tests or screening results such as GL assessment data
- KS3 reading and spelling test results
- Other assessments such as DRA, DASH and BPVS undertaken on demand
- Regular termly analysis of assessment data to identify children who are not meeting age related expectations
- Information from parents/carers
- Information from the young person
- Specialist assessments carried out by external agencies working in collaboration with the school (with parent/carer consent)
- Transition information
- A specialist external report from an education, health or social care professional.

A person-centred approach is then used in consultation with parents and outside agency specialists in the form of a graduated cycle to underpin the provision and interventions required;



### Wave 1 (Universal support)

This includes high quality inclusive teaching, which takes into account the learning needs of all pupils in the classroom. It requires teachers to adapt the curriculum by providing the evidence-based 5 a day approach to supporting progress: explicit instruction, metacognitive activities, technology, scaffolding and flexible grouping arrangements.

### Wave 2 (universal plus/targeted intervention – school support)

This includes specific, additional and time-limited interventions that target gaps or a delay in a pupil's development. The support is designed to accelerate a pupil's progress from their starting point. Often the intervention is delivered to support a small group of pupils with similar learning, language or personal development needs. Pupils in receipt of a wave 2 intervention are identified as having "SEN support".

### Wave 3 (High focused support/Support Plan/Education Health Care Plan)

This includes specialist provision for a minority of pupils where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Pupils receiving a wave 3 intervention and/or access to specialist external support (on a 1:1/small group basis) are identified as having high focused "SEN support". The school may work with external agencies, parent/carers and the pupil to create a profile of need (learner profile) outlining specific 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.

Pupils may 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 response; assess, plan, do and review cycle and noted within a young person's profile of need. 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 academic terms to fully evidence unless there are extenuating/special circumstances.

For further information regarding this process, follow the links below;

[https://www.birmingham.gov.uk/info/50142/assessment\\_of\\_need](https://www.birmingham.gov.uk/info/50142/assessment_of_need)

<https://www.localofferbirmingham.co.uk/wp-content/uploads/2021/03/Parental-request-for-an-EHC-Assessment.doc>

### **Education Health Care Plan**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, expected progress hasn't been made, school, health and social care professionals or the child's parents/carers could consider asking the local authority to carry out an Education, Health and Care (EHC) needs assessment. To inform the request there should be adequate evidence (at least 2 cycles) to support historic, current and future needs.

A small minority of pupils may transfer from primary school with an EHCP or require a Local Authority statutory assessment of their needs having received support through the above graduated response. The holistic and person-centred plan will clearly outline the very specific areas of special educational need and/or disability a pupil has, the support they require and the short/long term desired outcomes. The plan is reviewed at least annually and at this point feedback is obtained from the young person, significant people in their lives, teachers and external professionals involved in their care and education so that the impact of provision can be measured and new targets set.

For further information regarding this process details can be found at;  
[https://www.birmingham.gov.uk/info/50142/education\\_health\\_and\\_care\\_plans/854/education\\_health\\_and\\_care\\_plans\\_for\\_children\\_and\\_young\\_people](https://www.birmingham.gov.uk/info/50142/education_health_and_care_plans/854/education_health_and_care_plans_for_children_and_young_people)

**What interventions/provisions are available to support pupils with SEND?**

The list below is an example of the various provisions available to our pupils as part of the graduated response:

<p><b>Cognition &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>• Learner profile</li> <li>• Phonics programme i.e. Toe By Toe/Rapid Plus /Fresh Start</li> <li>• Reciprocal Reading to support comprehension needs</li> <li>• Spelling programme i.e. Word Wasp/Precision teaching/Cued Spelling</li> <li>• Hodder Reading Tests</li> <li>• Rising Stars</li> <li>• Cracking Comprehension</li> <li>• Corrective reading groups</li> <li>• Catch up literacy &amp; numeracy</li> <li>• National Teaching Programme</li> <li>• Lexia/Lexonik/IDL (Literacy and Numeracy)/Widgit online</li> <li>• Colour overlay – visual stress support</li> <li>• Access to assistive technology for extended writing support</li> <li>• Shared access to in class support</li> <li>• Subject specific intervention groups for Pre and Post tutoring</li> <li>• T/T online typing/Nessy Fingers</li> <li>• Comprehension Ninjas</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• Homework club</li> <li>• Exam access arrangements</li> <li>• Direct input from Pupil and School Support Service and Birmingham Educational Psychology Service</li> <li>• Review Meetings/phone calls</li> </ul>
<p><b>Social Emotional and Mental Health</b></p>	<ul style="list-style-type: none"> <li>• Learner Profile</li> <li>• Support from the School's Heads of House</li> <li>• Friends for Life Transition Programme</li> <li>• Counselling/mentoring</li> <li>• Lunch club</li> <li>• Circle of Friends Social Skills Club</li> <li>• Hall Green Youth</li> <li>• Monitoring and support from Pupil and School Support Services</li> <li>• Mental Health Support Services</li> <li>• Stick</li> <li>• Conflict Resolution</li> <li>• Attendance Officer</li> <li>• Referral to Child and Adult Mental Health Service – Forward Thinking Birmingham</li> <li>• Pupil Welfare Provision</li> <li>• Senior Mental Health First Aid Lead</li> <li>• Staff trained in positive behaviour handling – Team Teach</li> <li>• Additional support for pupils with diagnoses of ADHD/ASD or attachment issues</li> <li>• Review Meetings/phone calls</li> </ul>
<p><b>Communication and Interaction Needs</b></p>	<ul style="list-style-type: none"> <li>• Learner Profile</li> <li>• Widgit online</li> <li>• Communication Mat</li> <li>• Red and green cards</li> <li>• Speech and language report/communication profile from Speech and Language Therapist (SALT)</li> <li>• Speech and language vocabulary intervention</li> <li>• Personalised 1:1 programme</li> <li>• Units of Sound</li> <li>• ELKLAN intervention</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to a Speech and Language Therapist (SALT)</li> <li>• SLCN screener</li> <li>• Secondary Speech and Language Link</li> <li>• Access to CAT – Communication and Autism Team</li> <li>• Needs based plans</li> <li>• Birmingham Community Healthcare Referrals to ADHD/ASD Teams</li> <li>• T2E and Circle of Friends – clubs in unstructured time to encourage social communication and interaction skills</li> <li>• Friends for Life Transition Programme</li> <li>• Additional support for pupils with diagnoses of ADHD/ASD or attachment issues</li> <li>• Review Meetings/phone calls</li> </ul>
<p><b>Sensory/Physical Impairment</b></p>	<ul style="list-style-type: none"> <li>• Learner Profile</li> <li>• Support from the Physical Difficulties Support Service (PDSS) School can refer, or they start school already known to PDSS</li> <li>• Information about PDSS can be found on Birmingham’s local offer - <a href="#">Physical Difficulties Support Service   Local Offer Birmingham</a></li> <li>• Physical Management Plan – written by school, PDSS and parents</li> <li>• Community physiotherapy service attend school weekly to complete packages of care for specific pupils</li> <li>• Fully accessible school environment with lift access to upper floors in all buildings</li> <li>• Personal care facilities with height adjustable changing tables, self-cleaning toilets, and hoists</li> <li>• Support staff trained in safer manual handling. Support staff available to support with all personal care needs</li> <li>• Height adjustable tables</li> <li>• Height adjustable equipment in the food technology classrooms</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal Emergency Evacuation Plan (PEEP)</li> <li>• Evacuation equipment in place and maintained – staff trained</li> <li>• School can refer to the Occupational Therapy Service</li> <li>• Reasonable adjustments made to timetabling to support needs</li> <li>• Disability sports opportunities from the support staff and PE departments</li> <li>• Support for recording work – laptop or scribe as required</li> <li>• Support in practical lessons as required</li> <li>• Support at lunch times e.g. access to School Nurse if required, assistance with feeding tubes</li> <li>• Referral to the Hearing or Vision Support team - Information about the sensory support teams can be found on Birmingham’s local offer: <ul style="list-style-type: none"> <li>- <a href="#">Sensory Support Hearing   Local Offer Birmingham</a></li> <li>- <a href="#">Sensory Support Vision   Local Offer Birmingham</a></li> </ul> </li> <li>• Review Meetings/phone calls</li> <li>• A Hearing Impairment management plan for all students with hearing aids, cochlear implants, assistive listening devices (radio aids)</li> <li>• Staff CPD for VI, HI and PD pupils</li> <li>• Access arrangements for exams</li> <li>• Teaching assistant support for some pupils with hearing loss</li> <li>• Some pupils with hearing loss will require additional language and curriculum support.</li> </ul>
--	--

**How do we report and feedback to parents/carers?**

All pupils 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 have the opportunity to contribute to and review their child's learner profile. Formally this is done in line with consultation evenings and review meetings, however, should information need updating this can be done at any given time in order to keep teachers informed of how best they can support pupils. When requested, a copy is also posted home prior to consultation evenings for consideration and annotated amends.

## **Our Inclusion Team**

Our Inclusion Team consists of Ms J Hill (Senior Leader Inclusion/SENDSCO) and Mrs M Griffiths (Assistant to the SENDSCO) and a team of Teaching Assistants including our Senior Teaching Assistant Mrs L Roberts. Where necessary assessment, advice and guidance is also sought from our external agencies, they include;

- Birmingham Communication and Autism (CAT) Team
- Pupil and School Support Service (PSS)
- Sensory Support Service – Hearing Support Team and Visual Support team
- Physical Difficulties Support Service (PDSS)
- Speech and Language Therapist (SALT)
- Educational Psychology Service – Birmingham (EPS)
- Social Services including Children's Advice and Support Service (CASS)
- Barnardo's
- James Brindley Service
- Child Development Centre – Paediatricians
- Forward Thinking Birmingham Learning Disability Team
- Mental Health Support Team (MHST)
- School Counsellor
- Hall Green Youth

As an Academy, our Senior Leader Inclusion/SENDSCO and wider inclusion teams value working collaboratively to share best practice and develop expertise through regular meetings. The South Network supports, advises and quality assures our SEND systems and provision.

## **How does Hall Green School support pupils with special educational needs and disabilities through transition?**

During the summer term, prior to admission in Year 7, our Inclusion team work collaboratively with Pastoral Teams to visit our feeder primary schools so that information can be shared, parents can be met with, and additional visits can be arranged for pupils that require additional support in preparation for transferring to secondary school.

The Senior Leader Inclusion/SENDSCO liaises with the School's Careers Leader and the Examinations Manager, parents/carers, pupils and subject teachers during the options process to ensure

appropriate and ambitious pathways are chosen for key stage 4. All EHCPs and Learner Profiles are updated to reflect our commitment to the Four Preparing for Adulthood outcomes which focus on *employment, independent living, community inclusion and health*.

In preparation for Post 16, from Year 9 onwards planning begins with school-based careers events, information and guidance meetings, 1:1 career advice, a careers fair which involves colleges, training providers, universities and employers, work experience 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.

### **How are parents/carers of children with special educational needs or disabilities involved in the education of their child?**

At Hall Green school 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 Senior Leader Inclusion/SEND/CO and representatives from the Pastoral or Welfare teams are available at all consultation events and can be contacted by telephone/email should an individual query or meeting be required.

### **How are pupils with special educational needs or disabilities involved in their own education?**

Pupil voice is recognised and valued. As part of our robust review of the curriculum and our provision, 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. 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 whole school ambassadors and subject ambassadors.

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

### **How is SEND provision evaluated?**

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

- Fortnightly meetings are held between the Senior Leader Inclusion/SEND/CO and the Headteacher to evaluate the quality of provision and outcomes.

- Fortnightly meetings are held by the Inclusion Referral Group which includes the Senior Leader Inclusion/SENDSCO, Deputy Headteacher Pastoral (DSL), Welfare Manager, Attendance Officer, Heads of House and other Inclusion staff.
- SEND provision is evaluated by the Senior Leader Inclusion/SENDSCO and wider Senior Leadership Team. Our quality assurance cycle reviews the effectiveness of provision for all learners.
- The Senior Leader Inclusion/SENDSCO works with Heads of Department to review and evaluate curriculum adaptations.
- Progress data from formative assessments is collected twice a year (three times in Year 11), key information shared and followed up.
- Attendance is monitored weekly with appropriate action taken.
- Regular meetings take place between the link Governor and Senior Leader Inclusion and SENDSCO with updates reported to the Governing Body.

### **How do I contact the Special Educational Needs and Disabilities Coordinator?**

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 Senior Leader Inclusion/SENDSCO or Assistant to the SENDSCO. A face to face meeting can also be arranged via email or telephone at a mutually convenient time.

Hall Green Senior Leader Inclusion/SENDSCO Ms J Hill

0121 628 8787 [j.hill@hallgreen.bham.sch.uk](mailto:j.hill@hallgreen.bham.sch.uk)

Assistant to the SENDSCO Mrs M Griffiths [m.griffiths@hallgreen.bham.sch.uk](mailto:m.griffiths@hallgreen.bham.sch.uk)

### **How are complaints dealt with?**

We take parent/carer concerns seriously and will act upon these on an individual basis.

In the first instance we would always ask that a parent/carer raises their concerns with their child's form teacher, subject teacher, Head of Department or Head of House. Should they have any specific questions or queries thereafter regarding their child's SEND support or provision contact should be made via the school's main reception for the attention of Ms J Hill, Senior Leader Inclusion/SENDSCO.

If a parent/carer is still unhappy about the resolution of their concern or if it is of a more serious nature, then they should contact the Headteacher or follow the school's complaints procedure which can be found on our website. A copy can also be requested from reception.

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

Birmingham SENDIAS Service aims to:

- Provide information, advice and support to children and young people up to the age of 25 with SEND.
- Provide information, advice and support to the parents/carers of children and young people up to the age of 25 with SEND.
- Provide impartial advice about matters relating to SEND, including issues relating to health and social care.
- Offer support to parents/carers and children and young people with SEND in participating in decisions made about the child/young person's education, health and social care.

### **Birmingham SENDIAS Service**

Telephone: 0121 303 5004

Email: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

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