



# **HALL GREEN SCHOOL**

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

<b>Adopted:</b>	25 September 2024
<b>Next Review:</b>	September 2025
<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/SEND/CO, Heads of Department, Heads of Year 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 or external professionals 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.

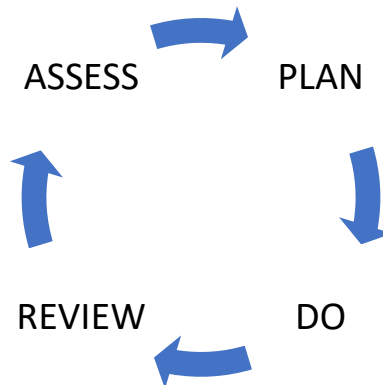
Throughout the year, teachers and teaching assistants are kept abreast of new initiatives through professional learning opportunities delivered via the South Network, Pupil and School Support Services (PSSS), the Senior Leader Inclusion/SENDCO and specialist guest speakers. As a result, staff confidence, 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 in the SEND area of the staff intranet or via Class Charts
- Pastoral/Designated Safeguarding Lead/Attendance via the Pastoral referral proforma in the SEND area of the staff intranet
- 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.

Two electronic SEND Referral Forms are accessible to all teaching and pastoral staff. By completing referrals staff give further consideration of their pupils. This information is triaged at the Inclusion Referral Panel meeting to determine what further information is required before targeted support or external professional input is allocated. Both forms remind teachers to consider the Bell Foundation's levels of proficiency before raising a SEN concern for Recently Arrived Pupils to the UK (RAP) some of whom are also Looked After Children (LAC). The RAP Co-ordinator organises additional English lessons, Lexonik Leap Lexia reading technology, Fast For Word, Read Assist and Flash Academy to accelerate language acquisition before any referral for external cognition and learning assessments can be actioned.

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 identify needs and create a 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 approach; 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:

Types of Need and what that could look like	Examples of Support in our school
<b>Cognition &amp; Learning</b> Pupils with cognition and learning difficulties may learn more slowly than other pupils of the same age and may have difficulty with concentration, the speed with which they process information, learning and using new vocabulary or organising tasks.	<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></ul>

<p>Pupils may also have diagnosed specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.</p>	<ul style="list-style-type: none"> <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>• The Power of Two numeracy intervention</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> <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> <li>• Tint &amp; Track laptop screen adaptation</li> </ul>
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<p><b>Communication and Interaction Needs</b></p> <p>Pupils with communication and interaction difficulties may find it more difficult to communicate their needs than their peers. They may also find it difficult to find the words they want to say or use in their writing.</p> <p>Pupils on the autistic spectrum may also have difficulties with understanding language, communication and imagination which can impact on how they relate to others.</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> <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> </ul>
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	<ul style="list-style-type: none"> <li>• Scaling</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> <li>• Daily speech fluency interventions with a teaching assistant</li> </ul>
<p><b>Sensory/Physical Impairment</b></p> <p>Pupils with sensory and or physical needs may have a hearing or visual impairment or have physical needs e.g. cerebral palsy. Other sensory needs may include: visual, auditory, tactile, interoception, proprioception, vestibular, gustatory and olfactory.</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> <li>• Docs Plus assistive technology</li> <li>• Personal Emergency Evacuation Plan (PEEP)</li> <li>• Evacuation equipment in place and maintained – staff trained</li> </ul>

	<ul style="list-style-type: none"> <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> <li>• Dolphin Easy Reader App used in conjunction with RNIB Bookshare for VI pupils to enlarge font size</li> <li>• Bytello and EShare Apps which enable teachers to screen share with whatever device VI pupils are using such as laptop or tablet</li> <li>• CAT sensory differences profile</li> <li>• C-sense environment tool</li> </ul>
<b>Social Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Learner Profile</li> <li>• Support from the School's Heads of Year</li> </ul>



<p>This includes a broad range of difficulties such as diagnosed mental health difficulties and illness that may affect a child at various times throughout their education. For some children, difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. Some children may have other recognised conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</p>	<ul style="list-style-type: none"> <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> <li>• Trauma Informed Strategies</li> </ul>
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### **How do we report and feedback to parents/carers?**

If the school feels that a child has a Special Educational Need or Disability which requires provision that is additional to or different from that which is offered to the majority of pupils, the school will contact the parent/carer to find out further information that would help to inform the provision needed and discuss how that provision would work within school. If we think a pupil with SEN needs extra support from outside specialists, parents will always be asked for their permission.

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.

## **What extra-curricular activities can a pupil with a Special Educational Need or Disability access at school?**

Hall Green School offers a wide range of extra-curricular activities at both lunchtime and after school. A timetable of these activities is made available to all pupils and can be found on the school website. Where appropriate, pupils with SEND may be accompanied by a teaching assistant and reasonable adjustments made in order for them to access these activities.

## **What training do the staff in school have in relation to pupils with Special Educational Needs and Disability?**

Every teacher is a teacher of SEND. CPD sessions around High Quality Teaching are available for all teaching staff and a lesson observation schedule is in place across the school to quality assure provision for SEND pupils.

The Senior Leader Inclusion/SEND/CO attends regular meetings with Senior Leaders, Heads of Department, teaching assistants and Pastoral representatives to:

- feedback information about specific high need pupils
- share best practice about how different needs can be met in the classroom
- monitor departmental data about the progress of SEND pupils

In addition, specific CPD sessions about the different needs that pupils have are made available for all staff on a regular basis:

- Autism awareness and strategies to support pupils with ADHD – delivered by the Communication and Autism team, the Educational Psychologist, PDSS, PSS representatives or colleagues in the South Network
- Awareness of the impact of visual and hearing impairments in the classroom – delivered by Sensory Support Service to key staff
- Using Learner Profiles to inform High Quality Teaching.
- Curriculum Adaptations for all 4 areas of SEND
- Training for individual teachers around identification of children who may need SEND additional support with assistive technology
- Regular training for teaching assistants to enable them to deliver new interventions
- Manual Handling and EVAC training for teaching assistants and other support staff
- All teaching assistants regularly access online courses from Access to Education and the National College webinars.

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

At Hall Green School we adhere to Birmingham's guidance on admissions and the school's admission limit. Admission is non-selective and the school adheres to the Equality Act 2010.

#### Year 6 Transition

- Year 6 Induction Day in July where all pupils are invited to spend a day in their new secondary schools
- Additional SEN induction days where pupils with identified needs are invited to meet the inclusion team.
- Pupils with specific needs are invited to visit school on further additional prearranged mornings which are personalised to the needs of the students

#### Key Stage 3/4 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.

#### In-year Transition

- The appropriate Head of Year coordinates pupil admissions to a form group. Pupils will have the support of a 'buddy' and the support of their Head of Year and Form Tutor.
- Liaison between Senior Leader Inclusion/SENDSCO and previous school and parents as appropriate.
- Pupil and parent questionnaires, screening assessments and observation assessment carried out to ensure that the needs of the pupils are correctly identified and met as early as possible.
- Information shared about any additional needs with staff via a learner profile written in consultation with parents.

The Senior Leader Inclusion/SENDSCO liaises with the Deputy Headteachers in charge of Teaching and Learning and Raising Standards, The Careers Leader and the Examinations Co-ordinator, 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.

Where appropriate, pupils are assessed and Access Arrangements for examinations are put into place. The Senior Leader Inclusion/SENDSCO and Senior Teaching Assistant hold the appropriate qualifications to assess for Access Arrangements in school.

#### **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.

Parents /carers are invited into school to discuss their child's progress and how well the support is working at SEND review, Pastoral and Welfare meetings. Where a parent/carer is unable to make it into school, the review can be carried out over the phone or on a home visit. Parents/carers are invited to attend Parent Consultation Evenings where the Senior Leader Inclusion/SENDSCO will be

available to discuss progress or any concerns. Parents are also invited into school regularly to attend workshops where they can receive training on how they can help their child at home. Additional meetings can be arranged at parental request with the Senior Leader Inclusion/SENDCO or members of the SEND team whenever required.

Pupils are frequently asked to report on their progress towards outcomes during interventions, when completing surveys and in pupil voice feedback groups. Their responses are used to adapt and personalise provision and also inform school development planning. Our Senior Leader Inclusion/SENDCO and representatives from the Pastoral or Welfare teams are available at all consultation events such as parents evenings 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 year group subject ambassadors.

Pupil voice is at the heart of our Curriculum Intent for all SEND learners. Their views are integral to discussions about the learning environment, their needs, targets and progress. Their feedback enables us to review relevant policies and documents such as the Accessibility Plan to ensure needs are being met. Pupils with SEND will regularly attend intervention and social sessions and will be able to raise concerns with, or access support from, Mrs Griffiths, Mrs Roberts, teaching assistants, Designated Safeguarding Leads, the Welfare Team, Form Tutors and Heads of Year. They will always have someone to talk to. This will ensure their views are heard and incorporated into curriculum targets and departmental adaptations. The school also collects pupil and parent voice at timely intervals throughout the year via questionnaires to enhance our systems, practices and events.

### **How does the school support the social and emotional development of pupils with SEND?**

In addition to social and emotional support provided by the SEND team, pupils who need to report incidents of bullying or want emotional support can access this from the Pastoral Manager and Anti-bullying Co-ordinator. Before school, at break and during lunch time a safe space is provided indoors for those vulnerable pupils who feel a quieter area is required. Pupils have the opportunity to overlearn aspects of the PSHE Curriculum to support their personal development in targeted workshops with external professionals such as the Police School Liaison Officer or representatives from MHST who support pupils via whole school assemblies or small group work on friendship and anxiety. A counsellor from Birmingham City University attends one day each week. The Welfare Team offer individual support on anxiety, anger management, bereavement counselling and Early

Help support for families. The school is currently undergoing training to be a Trauma Informed School (TIS UK).

### **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 and SENDCO 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/SENDCO, Deputy Headteacher Pastoral (DSL), Welfare Manager, Attendance Officer, Heads of Year and other Inclusion staff.
- SEND provision is evaluated by the Senior Leader Inclusion and SENDCO and wider Senior Leadership Team. Our quality assurance cycle reviews the effectiveness of provision for all learners.
- The Senior Leader Inclusion and SENDCO 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 SENDCO 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/SENDCO or Assistant to the SENDCO. A face to face meeting can also be arranged via email or telephone at a mutually convenient time.

Hall Green Senior Leader Inclusion/SENDCO Ms J Hill

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

Assistant to the SENDCO 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 Year. 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/SENDCO.

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/sendiass>