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SEND INFORMATION REPORT



**KING EDWARD VI
ASTON SCHOOL**

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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 and Local Offer at King Edward VI Aston School

Special Educational Needs and Disabilities (SEND)

The 0-25yrs SEN and Disabilities Code of Practice 2014 affects the way pupils with special educational needs and disabilities (SEND) are supported in schools. The new approach began in September 2014 and places pupils at the centre of planning. The key principles of the legislation are:

1. Education, Health and Care Plans (EHCP) replaced Statements of Special Educational Needs
2. School Action and School Action Plus have been replaced by a single school based category for children who need extra specialist support.
3. Pupils and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
4. The requirement for schools to publish a "local offer" setting out, and explaining, the SEND support in school.

King Edward VI Aston School upholds pupils' rights to education and recognises the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access. We recognise that some of our pupils need increased support to access learning because

- They have a significantly greater difficulty in learning than the majority of pupils of the same age.
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by pupils of the same age.

At King Edward VI Aston School, we look forward to working with pupils and their families to ensure fully inclusive access to our education. We will always try to ensure that all barriers to equal access in our schools are removed or overcome.

King Edward VI Aston School's Special Educational Needs Information Report

What are the kinds of Special Educational needs for which provision is made at King Edward VI Aston School?

Special Educational Needs at King Edward VI Aston School means that a pupil could have:

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

How does King Edward VI Aston School know if pupils need extra help? How are pupils with Special Educational Needs identified and assessed?

On entry to school, the Director of Inclusion and the SENDCO request information from Primary Schools and carry out visits where appropriate. The SENDCO may be invited to Year 6 Annual Reviews or other meetings around the student. External agencies may contact the school at transition, regarding students who already receive their support.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the pupil
- Limited progress is being made
- If there is a marked and noticeable change in the pupil's behaviour or progress

The particular Special Educational Needs of a pupil are identified and assessed through:

- Thorough assessment of the pupil including observations, CAT Testing, screening procedures and individual diagnostic testing.

- The involvement of outside agencies who assess individual pupils and recommend interventions for school to follow
- A constant monitoring review cycle of progress during all interventions.
- Data tracking using SMID, Arbor and Subject Leader/Head of Year Data Review Meetings
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Class teachers will make regular assessments of progress for all pupils and identify those 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, such as 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 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.

What should I do if I think my child may have a Special Educational Need or Disability?

The best placed staff to talk to about your concerns regarding SEND are:

- 1) The SENDCO
Responsible for:
 - Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
 - Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing
 - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Communication and Autism Team, Educational Psychology etc...
 - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

2) Class/subject teacher
Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

3) Headteacher Responsible for:

- The day to day management of all aspects of the school, this includes the support for pupils with SEND.
- He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

4) SEND Governor Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND

What are the different types of support are available for pupils with SEND in King Edward VI Aston School?

- Subject teacher input via targeted classroom teaching as part of Quality First Teaching; this will be adapted for individual pupils where necessary.
- Implementation of specifically tailored support strategies or programmes into classroom based teaching.
- Appropriate differentiation of classroom based tasks and activities.
- Specific group work with a small number of targeted pupils, run in the classroom, supported by a Teaching Assistant.

- Specific group work with a small number of targeted pupils run outside the classroom by a Teaching Assistant or skilled specialist employed within school.
- Specialist groups run by, or in partnership with, specialist agencies such as the Communication and Autism Team, Educational Psychology Services etc.
- Specialised one-to-one support from specialised professionals skilled in specific areas of need, such as Dyslexia, Dyspraxia, ASD, Sensory Support, Counselling, EAL etc.
- Peer/teacher mentoring opportunities
- Provision of specialist support equipment, IT or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, School Nurse, Speech and Language Therapy etc.
- Full access to the school's Inclusion Hub- an area where SEND pupils can work and spend time in a calm, supportive and fully-resourced environment.
- All pupils with sensory needs have access to a supportive school environment. Sensory audits of school site undertaken and recommendations implemented.

How will the curriculum be matched to my child's needs?

- Differentiation of work by subject teacher
- Allocation of a Teaching Assistant where appropriate to support more specific needs
- Provision of an Individual Education Plan which sets targets according to areas of need
- Provision of specialist equipment, IT or modified resources.
- Differentiation of school curriculum under exceptional circumstances in accordance with need.
- Increasing the extent to which disabled pupils can participate in the curriculum as specified in the School Accessibility Plan.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evening
- Provision of Report Cards and School Report
- Review/progress meetings with SEND/Learning Support Department also attended by subject teachers and Head of Year when appropriate
- Review/progress meetings with specialist professionals and external agencies
- Students who have an Education Health and Care Plan will have Statutory Annual Reviews as specified in the School SEND Policy

The 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.
- The individual's development in comparison to their peers and national data.
- The views and experiences of parents/carers.

- The pupil's own views.
- Advice from external support services, if relevant.

How is the effectiveness of my son's SEND provision evaluated?

This is achieved by:

- Reviewing pupils' individual progress towards their goals.
- Reviewing the impact of interventions.
- Consulting with pupils who have SEND.
- The SENDCo using the graduated approach (change if using a different name in your school) to monitor the effectiveness of provision.
- Holding annual reviews for pupils with EHC plans.

How will you help me to support my child's learning?

- Relevant subject teachers, Heads of Year, SENDCO and specialised professionals involved with your child can suggest ways in which you can support your child with their learning
- Through the sharing of professional reports with parents
- School planners may be used to detail support that can be offered at home
- Referrals to external agencies for further advice/support can be made where appropriate

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff, such as form tutor, Head of Year, Inclusion Manager, School Counsellor, SENDCO, all being readily available to pupils who wish to discuss issues or concerns, either in person or by email
- Members of staff such as form tutor, Head of Year, Head of Pastoral Care, School Counsellor, SENDCO, all being readily available to pupils who wish to discuss issues or concerns, either in person or by email
- One-to-one pupil or family support sessions with School Educational Psychologist either within school, or at home.
- Access to the school Learning Hub and associated resources
- Opportunities for peer/teacher mentoring.
- Access to school interactive counselling website advice centre.

- Small group pastoral intervention programmes run throughout the school year.
- Social club runs at lunchtimes for those who struggle with non-contact time.
- Referrals to outside agencies can be made when needed eg Forward Thinking Birmingham (formerly known as Child and Mental Health Adolescent Services (CAMHS)).
- Open-door policy by SEND/Learning Support Department for all pupils during the school day.
- All staff have access to Mental Health Awareness Training.
- Liaison with school librarian.

What specialist services and expertise are available at, or accessed by, the school?

The school works alongside, and seeks support from other agencies where required, to maximise learning opportunities and potential.

- Directly funded by school are:
 - SENDCO specialising in Specific Learning Difficulties
 - Specialist Teachers specialising in Autistic Spectrum Disorders and Dyspraxia and Dyslexia and SEND diagnostic assessment.
 - Two Teaching Assistants, providing in-class, group and one-to-one support to pupils with Additional Needs
 - A counsellor
 - An Inclusion Manager providing support to pupils with Social Emotional and Behavioural Needs
 - A Local Authority Educational Psychologist
 - A Lead for Pupils with Medical Conditions

At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Communication and Autism Team
- Integrated Family Services
- Child and Adolescent Mental Health Service: Forward Thinking Birmingham
- Sensory Support Service
- Speech and Language Therapy Team
- School Nurse
- Pupil and School Support Service
- Career Specialist Teacher
- Social Services

What training do the staff supporting pupils with SEND have?

Staff have a variety of specialist qualifications and expertise pertaining to SEND within school. This includes Post-Graduate Specialist Qualifications and knowledge of:

- Specific Learning Difficulties, Dyslexia, Dyspraxia
- Autistic Spectrum Disorders
- Social, Emotional and Behavioural Needs
- Mental Health
- Anger Management
- Bereavement Counselling

Whole school training is provided on SEND issues. Individual teachers and support staff attend in-school and external training relevant to the needs of specific pupils in their class.

How are pupils directly involved in whole school SEND provision?

Each pupil is:

- focused on an individual with additional support tailored to the needs of the individual.
- Able to express their own views and wishes about their learning.
- Able to self-refer to the Learning Support Department and Learning Hub
- Included in SEND decision making processes.
- Taught according to their individual strengths and weaknesses
- help to develop their own individual outcomes for the future
- included in the development of outcome focused and coordinated plans, that also involve parents and all relevant professionals and agencies
- Students who have an Education Health and Care Plan will have Statutory Annual Reviews.
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How will my child be included in activities outside the classroom, including school trips?

As an inclusive school, we aim to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate. This is done in liaison with the Learning Support Department. ○ “Reasonable adjustments” are made for those pupils with additional, medical and/or physical needs.
- If it is deemed that an intensive level of one-to-one support is required then a Teaching Assistant or Inclusion Support Officer will accompany the pupil during their activity or trip.
- Appropriate provision of specialist equipment is provided such as a laptop, magnifier etc. Students who have an Education Health and Care Plan will have Statutory Annual Reviews.
- Advice and guidance from specialist agencies is sought and followed.

How accessible is the school environment?

We endeavour to provide an appropriate, exciting and accessible learning environment within school. We are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps around entrances to school buildings where necessary for disabled persons to gain access to facilities.
- Facilities for disabled persons use are appropriately maintained (i.e. testing of WC alarm call facilities, evac chair maintenance etc).
- Toilet adapted for disabled users ○ White visibility stripes on steps ○ Provision of lift ○ Radio hearing amplification devices are in use to assist hearing impaired persons. ○ Braille signs are affixed to appropriate doors for visually impaired persons.
- Sensory audit of school environment undertaken annually, and recommendations followed
- Provision of specialist equipment, adapted to pupil need, provided where appropriate such as specifically designed chairs, specialist IT equipment, specialist stationary.

The School Disability Discrimination Policy implements its duties, with regard to providing reasonable access to the school and its' facilities, for disabled persons.

Due to the widely differing circumstances of each disabled person, there can be no single set of provisions which will cater for all disabilities.

The requirements of each disabled person for access to the school and its facilities will be assessed individually, and reasonable adjustments made to cater for them.

- Ramps have been provided where necessary for disabled persons to gain access to facilities.
- Lifts have been provided and maintained, for disabled persons to gain access to different floor levels.
- Disabled toilet facilities have been provided.
- Facilities for disabled persons use are appropriately maintained (i.e. testing of WC alarm call facilities, evac chair maintenance etc).
- Radio hearing amplification devices are in use to assist hearing impaired persons.

How will the school prepare and support my son when joining King Edward VI Aston School, or when transferring between phases of education, or in preparation for adulthood and independent living?

Many strategies are in place to enable pupil transition to be as smooth as possible. These include:

- Discussions and meetings between previous or receiving schools, colleges, universities or other organisations, prior to the pupil joining/leaving. The school endeavours to pass on/receive all relevant information and records regarding pupils with Learning Support needs. Received information is disseminated throughout school, and appropriate recommendations/advice implemented.
- All new pupils attend an Induction Day in July and complete an Induction Programme in September. Parent/pupil information evenings and open days also facilitate transition.
- Additional visits are also arranged for pupils who need extra time in their new school
- The Learning Support Department are always happy to meet parents/carers prior to their son joining/leaving the school to discuss anticipated learning needs/support arrangements.
- Likewise, school staff can also make external visits to schools/colleges/universities/organisations to plan transition arrangements in more detail.
- All pupils will participate in focused learning about aspects of transition to support their understanding and management of the changes ahead. This work is carried out in close liaison with the Careers Specialist Team; one-to-one appointments with a Career Specialist are available throughout the school year, and family members are also invited to attend.
- All school SEND review meetings include transition discussions, and take advice from parents, teachers and other professionals involved.
- All pupils with an Education Care and Support Plan will complete a Transition Plan at key moments of change in their education. This is completed in liaison with the school's Career Team.
- All pupils are given the opportunity to visit new establishments that they wish to attend, and awareness visits also take place within school, informing pupils of their future options.

How are the school's resources allocated and matched to pupil's Special Educational Needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon an individual's needs.
- Additional provision may be allocated after review meetings, or if a concern has been raised at another time during the academic year.
- Resources may include deployment of staff depending on funding allocation and individual circumstances.
- All resources/training and support are reviewed regularly and changes made as needed/recommended.

How is the decision made about how much support my son will receive?

These decisions are made in consultation with:

- Teachers
- Head of Year
- Senior Management Team

- Learning Support Staff
- Pupil
- Parent
- Other support staff/agencies involved.

Decisions are based upon tracking of pupil progress and as a result of recommendations made by outside agencies. For pupils with an Education Health and Care Plan (EHCP), decisions are taken by the LA, using information from the Annual Review process.

How will I be involved in discussions about, and planning, for my son's education?

All parents are encouraged to contribute to their son's education. This may be through:

- Meetings/discussions with school teachers/support staff ○
- Attendance at Parents' Evenings
- Review meetings with school and outside agencies involved
- The SENDCO is available to meet with parents to discuss pupil progress and/or any concerns/worries parents may have. This contact can also be maintained via email.

Who can I contact for further information about Special Education Needs at King Edward VI Aston School?

If you wish to discuss your son's Special Educational Needs, or find out more about the provision available, then please contact the school SENDCO, Mrs Vicky Davies on 0121 322 8843. You may also wish to contact the School Governor with responsibility for Special Educational Needs. Please contact the school office to arrange a meeting.

What are the admission arrangements for pupil with an Education, Health and Care Plan?

Where the school has been named on a child's Education, Health & Care Plan (EHCP) the child will be admitted. The naming of the school is undertaken after a statutory consultation with the school so as to consider whether the school is suitable for the child's age, ability, aptitude or special educational needs. The school would require and expects to see cogent evidence that the child's ability is of the requisite academic standard as part of that process. Usually this will be evidenced by the child having achieved the qualifying score in the admission test. This is not an oversubscription criterion but the Admission Number will reduce accordingly for all other applicants.

Reasonable adjustments for the entry examination can also be offered, provided the necessary paperwork is in place. Please email admissions@ske.uk.net for further information.

What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

King Edward VI Aston School takes its responsibilities towards pupils and parents of pupils with special educational needs very seriously. However, should parents ever feel that things are going wrong, then we recognise that it is very important to be able to use informal and formal complaint procedures to remedy the situation as soon as possible.

In the first instance, parents should contact the school Special Educational Needs Coordinator. A meeting will be arranged to discuss the complaint and to agree an acceptable resolution to the problem. The Head Teacher and other staff of the school and Foundation Office can also assist at this stage in settling the complaint to the agreement of all involved.

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.

Should this not be the case, and the complaint cannot be resolved, the school Governing Body recognises its duty to comply with The Education Regulations 2010, and the procedures specified in the School Complaints Policy should now be followed.

How does the Governing Body involve other bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The school Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The SEN Governor monitors and reports on this provision, and works closely with the SENCO and senior management team to ensure that all relevant bodies, local authority support services and voluntary organisations are working effectively with school to assist in meeting the needs of pupils with special educational needs, and in supporting the families of such pupils. The Link Governor also assists in this role.

Where can I get further information about Special Educational Needs support services for my child?

The SENDCO is happy to give parents contact details for organisations who can give you and your child advice and support.

The following useful websites may also be of help:

Autism West Midlands, Regent Court, Edgbaston, B15 1NU – www.autismwestmidlands.org.uk

British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ – www.bacp.co.uk

Birmingham SEN Parent Partnership – www.birmingham.gov.uk/senparents

Dyslexia Support: www.bdadyslexia.org.uk

Dyspraxia Foundation, Hitchin, Herts SG5 1EG – www.dyspraxiafoundation.org.uk

Forward Thinking Birmingham (formerly known as CAMHS) –
www.forwardthinkingbirmingham.org.uk

SENDIASS Support Service (SENDIASS)

<https://www.birmingham.gov.uk/SENDIASS>

SENAR (Special Educational Needs Assessment and Review Service)
– www.birmingham.gov.uk/senar

The information in this report forms part of Birmingham's Local Offer which contains further information and a directory for all support services in the area for parents of pupils with SEN. This Local Offer is available to access via www.birmingham.gov.uk/localoffer

We hope this SEND Information Report has answered any queries you may have, but do not hesitate to contact the school should you have further questions.

V.L.Davies

SEND CO

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