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**KING EDWARD VI
ASTON SCHOOL**

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SEND INFORMATION REPORT

Academic Year 2025/26

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/>

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SEND and Local Offer at King Edward VI Aston School

Special Educational Needs and Disabilities (SEND)

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.

SEND at King Edward VI Aston School

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

- Cognition and learning. For example, moderate/severe 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.

We have 110 students currently on our SEND register, with communication and interaction and social, emotional and mental health making up the largest proportion of these.

Identifying pupils with SEND and assessing their needs

On entry to the school, the Director of Inclusion and the SENDCO gather detailed information from primary or previous settings to build on pupils' prior learning. This may include visits to primary or secondary schools, attendance at Year 6 Annual Reviews or meetings concerning individual pupils. External agencies already involved with a pupil may also contact the school during transition. Information from parents/carers is collected to ensure a full picture of each pupil's needs.

We identify pupils who may require additional help when:

- concerns are raised by parents/carers, teachers or the pupil;
- limited progress is being made;
- there is a significant change in behaviour or progress;
- external agencies highlight a specific need.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers from the same starting point;
- fails to match or better their previous rate of progress;
- fails to close the attainment gap between them and their peers;
- widens the attainment gap.

This includes progress in areas beyond academic attainment, such as social or emotional development. However, it is important to note, slow progress or low attainment does not automatically mean that a pupil has SEND.

Where concerns are identified, the school undertakes a thorough assessment, which may include:

- classroom observations;
- individual diagnostic assessments;
- data tracking using systems such as SMID and Arbor, alongside Subject Leader and Head of Year review meetings and progress data discussions;
- input from external agencies who may carry out their own assessments and recommend interventions.

The particular Special Educational Needs of a pupil are determined through this combined evidence base and a continuous cycle of monitoring and reviewing progress throughout interventions.

When considering whether a pupil requires special educational provision, the school begins with the desired outcomes, considering expected progress, attainment, and the views and wishes of the pupil and their parents/carers. This information is used to decide whether the pupil's needs can be met through Quality First Teaching or whether something different or additional is required.

Assessing and reviewing pupils' progress towards outcomes

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

All pupils, including those with SEND, are assessed in line with the school's Assessment Policy. We build on prior attainment from previous key stages and set individual targets to promote progress. Teachers make regular assessments of all pupils and identify those whose progress is significantly slower than peers, fails to match previous rates, does not close attainment gaps or widens them. This includes social, emotional and behavioural development. Slow progress alone does not automatically indicate SEND.

The SENDCO meets with Heads of Year to carry out an analysis of a pupil's needs using a range of information, including assessment data, subject teacher feedback, previous progress and behaviour, comparisons with peers and national expectations, pupil voice,

parent/carer views, and, where relevant, advice from external agencies or other professionals. Pupils may be identified at transition, through concerns raised by parents, staff, the pupil, or through external agency involvement.

Our school follows the Graduated Approach (Assess, Plan, Do, Review) to ensure that support is relevant, up to date and impactful:

- Assess: Teaching staff, pastoral leaders and the SENDCO identify a pupil's needs using attainment, progress and behavioural data, teacher judgement and views from the pupil, parents/carers and external agencies.
- Plan: A meeting is held with the pupil, parents/carers and, where appropriate, external professionals to agree outcomes, targets and support strategies. Expected impact is clearly defined and documented in the pupil's SEND Pupil Profile. Profiles are reviewed within the academic year.
- Do: The Pupil Profile and agreed strategies are shared with all relevant staff. The SENDCO and specialist teachers where appropriate, provide guidance where necessary. Teachers monitor the pupil's progress against targets and provide feedback using assessment data, the work they complete in lessons and lesson observations. Progress is reviewed with the Head of Year, Pastoral Leaders and the Learning Support team throughout the year.
- Review: Report data is reviewed termly to identify strengths and areas of concern. Pupils on the SEND register have at least one review meeting per year to evaluate the effectiveness of strategies, with changes made where appropriate. Communication with parents/carers, pupils and external professionals remains central. For pupils with an EHCP, this forms part of the statutory Annual Review process, with all views recorded and used to plan next steps.

Parents/carers receive information about their child's progress through Parents' Evening, annual school reports, termly grade reports and, where appropriate, review meetings involving SEND staff, subject teachers, Heads of Year or specialist professionals. Additional pupil voice activities, observations, book looks and questionnaires help the school evaluate how effectively pupils are being supported to make progress.

Supporting pupils moving between phases and preparing for adulthood

The school is committed to ensuring that all pupil transitions, whether joining, moving between key stages, or leaving, are as smooth and well-supported as possible. Information is shared with the receiving school, college, or other setting in agreement with parents/carers and pupils, ensuring that only appropriate and relevant details are passed on. For pupils with SEND, the SENDCO liaises closely with SEND coordinators from primary schools, secondary schools, colleges and higher education institutions to exchange information and plan support.

A wide range of strategies is used to support effective transition:

- Meetings, visits and discussions take place between previous and receiving schools, colleges, universities or external organisations prior to a pupil joining or leaving. Relevant records and information regarding pupils with learning support needs are exchanged, disseminated to staff, and acted upon.

- Induction opportunities are provided for all new pupils, including an Induction Day in July and a structured Induction Programme in September. Parent/carer information evenings and open days support transition for entry into Year 7 and Sixth Form.
- Additional visits can be arranged for pupils who require extra time to familiarise themselves with their new environment.
- The Learning Support Department is available to meet with parents/carers prior to a pupil joining or leaving the school to discuss anticipated needs, support arrangements and planning.
- Staff may also visit pupils in their current setting to gather information and plan transition arrangements in more detail.
- All pupils take part in focused learning activities that help them understand and prepare for upcoming changes. This includes close liaison with the Careers Advisor, providing one-to-one appointments throughout the year; family members are welcome to attend.
- SEND review meetings always include transition planning and draw upon advice from parents, teachers and any professionals involved.
- Pupils with an Education, Health and Care Plan (EHCP) or a Pupil Profile receive structured transition support. Career Plans are created at key points, in collaboration with the school's Careers Advisor.
- Pupils are given opportunities to visit new establishments they may wish to attend, and awareness sessions are provided in school to inform them of future pathways.
- For older year groups, careers support includes interviews, post-mock interview sessions, additional reviews where needed, support with UCAS applications, guidance for interviews and opportunities to attend university open days.

Through careful planning, communication and personalised provision, the school ensures that every pupil, particularly those with SEND, experiences a positive, well-supported transition at each stage of their educational journey.

Teaching pupils with SEND

Fundamentally, Quality First Teaching is the most important provision for students with SEND. When teaching is well planned and responsive, students can make strong progress regardless of any additional learning needs. However, some pupils may require further strategies to help them succeed. Pupil Profiles set out the specific approaches teachers will use for each individual. These are developed through discussions with the student and their parents, and, where appropriate, informed by advice from specialist teachers, medical professionals or external agencies.

Adaptations to the curriculum and learning environment

Every student should be able to access the curriculum and the school is committed to removing potential barriers to learning wherever possible. We aim to increase the extent to which our pupils with SEND can participate in all areas of the curriculum, as outlined in the school's Accessibility Plan available on the website.

Teachers primarily are responsible for the progress and development of every pupil in their class. High Quality First Teaching is the first step in meeting the needs of pupils with SEND. Staff routinely adjust their teaching and resources to address pupils' academic, physical,

social and emotional needs. Regular checks for understanding and adaptive teaching practices and universal provisions, ensure lessons are responsive and accessible. Using a range of assessment information and progress data, teachers can identify pupils who may require additional support.

All teaching staff are provided with pupils' individual SEND targets and associated strategies, developed collaboratively by the SENDCo, parents/carers, pupils, and external professionals where appropriate. Where specialist support beyond Quality First Teaching is required, pupils may receive a Pupil Profile. During the development of a Pupil Profile, guidance is taken from healthcare professionals, external agencies, parents/carers, the SENDCo and the pupil to determine the most appropriate adaptations to the curriculum. Targets are set according to each pupil's area of need and are monitored and reviewed regularly by the SENDCo and specialist teachers.

Additional adaptations to the curriculum and learning environment may include:

- Allocation of a Teaching Assistant to support specific needs
- Provision of specialist equipment, assistive technology, or modified learning resources
- Adjustment of curriculum content in exceptional circumstances, according to individual need
- Increasing access for disabled pupils in line with the Accessibility Plan

These adaptations ensure that all learners can engage successfully, make progress and participate fully in school life.

Access Arrangements (Exam Support)

King Edward VI Aston School has a dedicated member of the SEND team, Mrs B. Maclaren, who oversees all examination access arrangements. She works closely with examination boards and teaching staff to ensure that students who require access arrangements to remove barriers to their success receive them.

All arrangements must be supported by the evidence required under the Joint Council for Qualifications (JCQ) guidance. This guidance is reviewed annually, and relevant staff receive updated training each year. We will continue to follow these strict requirements, as all schools are obliged to do.

Here are some examples of the adaptations we make to ensure that all pupils' needs are met:

- Using reading and writing aids, such as coloured overlays, laptops, enlarged papers, larger fonts, etc.
- Applying a set of universal provisions in lessons, such as effective checking for understanding, adaptations to the lesson based on these checks and clear, concise instructions.
- Adapting teaching to support the needs of students with specific learning needs, for example, giving longer processing time, reading instructions aloud, using different coloured overlays, permitting fidget aids, allowing use of ear-defenders when appropriate etc.

- Adapting the curriculum to ensure all pupils are able to access it through grouping, teaching strategies, lesson content, etc.

A diagnosis does not necessarily lead to 25% additional time; schools need to follow the strict guidance of the JCQ looking at:

- A clear academic need shown for additional time
- Teacher feedback showing proof of need in the classroom
- Appropriate medical letters for a medical condition where relevant
- Appropriate external agency involvement where relevant
- A collation of evidence where the student has had time to embed the support as their 'normal way of working'.

This must be in place prior to a formal application to JCQ, before the annual deadline, with JCQ being consulted on any exceptional circumstances where the deadline has not been met.

Additional Support for Learning

Type of need	Examples of support in our school
Cognition and Learning	<ul style="list-style-type: none"> • SEND Pupil Profile • Adaptive teaching and checking for understanding strategies at the forefront of assessment in every lesson • Departmental intervention support • Use of laptop • Peer/Sixth Form mentors • Educational Psychologist/Pupil Support Service Teacher led strategies • Access arrangements for examinations
Communication and Interaction	<ul style="list-style-type: none"> • Peer/adult mentoring • Provision of "safe space" • Noise cancelling headphones/earphones • Flexible seating plans • Use of social stories • Visual timetables • Consistent routines
Social, Emotional and Mental Health difficulties	<ul style="list-style-type: none"> • Peer/adult mentoring • Well-being Counselling • Group therapy • Therapeutic interventions • Time-out cards • Breakfast Club
Sensory and/or Physical needs	<ul style="list-style-type: none"> • Provision of fidget toys/aids • Noise-cancelling headphones/earphones • Use of adaptive/supportive software/technology • Adapted examination/test papers • Flexible rooming plans • An accessible environment • Flexible access to school gym

How is the impact and effectiveness of the strategies monitored?

- Reviews of SEND Pupil Profiles
- Parent's Evenings
- Pupil/ Teacher/ Head of Year/ External agency feedback
- Monitoring of assessment data/progress data meetings
- Provision of assessment data and school report
- Lesson Observation/ Learning Walks by both specialist support staff and Senior Leadership Team

Expertise and training of staff

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 as well as teaching and learning strategies that support effective learning for all students. Individual teachers and support staff attend in-school and external training relevant to the needs of specific pupils in their class.

Evaluating the effectiveness of SEND provision

Strategies and targets outlined on a student's Pupil Profile are designed to be relevant, individualised, achievable and regularly reviewed. Review meetings draw on real-time feedback from Heads of Year, the pupil and their parents or carers. They also consider data collected during the review period, including attainment, attendance, behaviour and any other relevant information such as input from the school counsellor. By bringing these elements together, we ensure that the pupil receives the most appropriate and impactful support.

Review meetings are attended by parents/carers, the pupil, the SENDCO and any other relevant members of staff, allowing the effectiveness of the provision to be fully 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 to monitor the effectiveness of provision.
- Holding annual reviews for pupils with EHC/SSP plans.

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

The school provides a wide range of lunchtime and after-school enrichment clubs and activities that are open to all pupils. Extracurricular opportunities are updated regularly and pupils with SEND are offered the same or elevated access as their peers, with reasonable adjustments made to ensure all activities are inclusive.

All extra-curricular activities, school visits, before- and after-school clubs, trips and residential opportunities are available to all pupils. No pupil is ever excluded from participation because of their special educational needs or disability. Where medical guidance places specific restrictions on involvement, staff will work to ensure the pupil can participate in an alternative, safe and appropriate way wherever possible.

As an inclusive school, we ensure that activities and school trips are planned in a way that enables participation for all. This includes:

- Carrying out risk assessments and putting appropriate procedures in place, in liaison with the Learning Support Department
- Making reasonable adjustments for pupils with additional, medical, physical or sensory needs
- Providing one-to-one support from a Teaching Assistant when an intensive level of supervision or assistance is required
- Supplying specialist equipment or resources, such as laptops, magnifiers or other assistive devices
- Seeking and following guidance from external specialist agencies to ensure the highest level of support
- Ensuring that pupils with Education, Health and Care Plans have their provision reviewed through statutory Annual Reviews

Through careful planning, collaboration and personalised support, the school ensures that all pupils can participate fully in enrichment activities, both within and beyond the classroom.

Support for developing emotional and social development

The school offers a wide range of pastoral support to promote students' emotional and social development. A wide team of staff including Form Tutors, Heads of Year, the Director of Inclusion, the Learning Support Team, the SENDCo, safeguarding leads and the School Counsellor are readily available for pupils who wish to discuss concerns or difficulties, either in person or by email. Student and staff wellbeing representatives are also available in the Hub to provide additional support.

Where students face emotional challenges, further tailored support can be offered. This includes one-to-one sessions for pupils or families with the School Educational Psychologist, well-being counsellor, either in school or at home, as well as access to the school's Support resources through the Learning Hub. The school also offers peer and teacher mentoring opportunities and a range of small-group pastoral intervention programmes delivered throughout the year.

Students who struggle with unstructured time have access to a variety of lunchtime clubs and the SEND/Learning Support Department operates an open-door policy during the school day. Staff across the school have access to Mental Health Awareness Training to ensure a consistent and informed approach to supporting students.

Referrals to internal or external agencies can be made when necessary, including to the School Counsellor or external organisations such as Forward Thinking Birmingham and/or Compass. For students who find it difficult to communicate their needs, particularly those with special educational needs or disabilities, the SENDCo and the Director of Inclusion can work with external agencies to consider alternative communication methods such as email, whiteboards or other non-verbal tools.

Further personalised support is available through Sixth Form Prefects, wellbeing prefects, wellbeing ambassadors and peer mentoring schemes. A wide range of extracurricular clubs also help students build relationships, develop confidence and strengthen their social and emotional skills. Liaison with the school librarian provides additional personalised guidance and safe spaces.

Working with external agencies

In meeting pupils' SEND needs and supporting their families, we work closely with external support services. If we feel a pupil needs more specialist help, we can work with agencies to support this, for example:

- School Counsellor
- Child and Adolescent Mental Health Services (CAMHS)
- Access to Education (A2E): Communication and Autism Team (CAT).
- Language Learning and Strategic Support Team (LLSST): Cognition and Learning
- Communication and Autism Team (CAT)
- Physical Difficulties Support Service (PDSS)
- Visual Impairment Team (VI)
- Hearing Support Team (HI)
- Speech Therapist
- Occupational Therapist
- Forward Thinking Birmingham (FTB)
- Looked After Child Education Services (LACES)
- Educational Psychologist (EP)
- Local NHS Paediatric Teams e.g. Speech, Language and Communication
- Compass Birmingham Mental Health Team
- Social Services
- Voluntary sector organisations, such as Barnado's

Further information about Special Educational Needs support services

The following useful websites may also be of help:

- Birmingham City Council Local Offer (SEND): [Home - Local Offer Birmingham](#)
- 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 SEND Parent Support: [Birmingham SENDIASS | Birmingham City Council](#)
- Dyslexia Support (www.bdadyslexia.org.uk)
- Dyspraxia Foundation, Hitchin, Herts SG5 1EG (www.dyspraxiafoundation.org.uk)
- SENAR (Special Educational Needs Assessment and Review Service) (www.birmingham.gov.uk/senar)

Contact details for queries and concerns regarding SEND provision

Please contact the school SENDCO, Mrs V Davies on 0121 322 8843 or via the school email v.davies@ast.kevibham.org.

Complaints about SEND provision

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 SENDCO. Please refer to the Academy Trust's complaints policy for further details about the stages of how the complaint will be dealt with.

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.