



**KING EDWARD VI  
FOUNDATION  
BIRMINGHAM**

*Educational excellence for our City*



**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

*Educational excellence for our City*

# SEND INFORMATION REPORT

ACADEMIC YEAR 2025/26



**KING EDWARD VI  
CAMP HILL  
SCHOOL FOR BOYS**

*Educational excellence for our City*

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

## **SEND at our school**

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

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

In the academic year 2024/25 we had 6 pupils with an Education, Health and Care Plan and a further 43 in receipt of additional support for SEND. A large proportion of these pupils have communication and interaction difficulties such as autistic spectrum conditions, but each of the main broad areas of need are represented amongst our pupil body.

## **Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry. 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, for example, social needs.

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

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

### **Consulting and involving pupils and parents**

Key assessments are made to ensure that all children are on track to meet their individual targets and that planning and teaching accurately addresses individual needs. Teachers will review and evaluate to inform the next steps.

Pupils are involved in the setting of personal targets alongside parents, teachers and support staff. Parents are vital partners in their child's learning journey throughout school and are invited to attend and contribute to the Annual Reviews of their child's Education and Health Care Plan (EHCP) if they have one. Parents are always encouraged and expected to engage in supporting their child's learning at school and at home and are very welcome to contact school to discuss any concerns about their child's level of progress and access to the curriculum.

### **Assessing and reviewing pupils' progress towards outcomes**

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.
- Other professionals' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant.
- The review will take place annually.

### **Supporting pupils moving between phases and preparing for adulthood**

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

SEND pupils are supported through key transition points and have a personal tutor to assist them through the UCAS process for those applying to university.

### **Our approach to teaching pupils with SEN**

Quality First Teaching (QFT) is the first step in responding to pupils with SEND. This will be differentiated for individual pupils where necessary.

All pupils are treated as individuals and the class teacher, alongside key support staff, plan an appropriate curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources.

Each pupil is reviewed every half term using the school's Review system to monitor progress and the impact of additional support and intervention.

## **Adaptations to the curriculum and learning environment**

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Further detail can be found in our [accessibility plan](#) which covers the steps taken to increase the extent to which disabled pupils can participate in the curriculum.

## **Additional support for learning**

The school employs an in-school counsellor for two days every week to work with pupils both with and without additional needs. We also engage with a range of services detailed in the other agencies section below.

## **Expertise and training of staff**

Staff in school are trained and equipped to offer a high level of support. Many have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEND including autism, hearing impairment and general learning difficulties.

## **Evaluating the effectiveness of SEND provision**

The following methods are used to evaluate the effectiveness of SEND provision:

- Reviewing pupil's individual progress towards their goals.
- Reviewing the impact of interventions.
- Consulting with pupils who have SEND.
- The Assistant SENDCo using the graduated approach (Assess, Plan, Do, Review) to monitor effectiveness of provision.
- Holding annual reviews for pupils with EHC plans.

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

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

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in extra-curricular activities such as sport, music, art and drama.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. All reasonable adjustments will be made to ensure that this continues to be the case and we are happy to work with parents/carers in order to achieve this.

### **Support for improving emotional and social development**

The school has a robust and effective system of pastoral care including Heads of Year for each of the separate year groups. Additional pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying are made available through the Pastoral Support Coordinator/Assistant SENDCo and include interventions such as groups to support social development.

### **Working with other agencies**

The school works alongside and seeks advice and support from other agencies where required to maximise learning opportunities and potential. These include, but are not limited to the Communication and Autism Team (CATEam), Pupil and School Support (PSS), Educational Psychology Service, Sensory Support Service (SSS), Child and Adolescent Mental Health Service (CAMHS) and the School Nursing Team. We also employ the services of an inschool counsellor for two days a week

### **Contact details of support services for parents of pupils with SEND**

There are a range of services available to Birmingham Schools as listed in the [Birmingham Local Offer](#).

### **Contact details for raising concerns**

If you think that your child has special educational needs, you should speak to your child's form teacher or Head of Year in the first instance, who will listen carefully to your concerns and discuss your child's needs. Arrangements will then be made for a meeting or telephone conversation with the Assistant SENDCO and/or the SENDCO to address your concerns.

SENDCo	Mr Andrew Caves	a.caves@chb.kevibham.org	0121 444 3188
Assistant SENDCo	Mrs Stella Morris	s.morris@chb.kevibham.org	0121 444 3188

Where possible, school will arrange appropriate support or take professional advice from one of our agencies.

### **Complaints about SEND provision**

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

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that an individual academy has

discriminated against their children. They can make a claim about alleged discrimination regarding:

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