



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

SEND Information Report

Document Information	
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SEND Information Report

This document provides key information on the provision for Special Education Needs at Hodge Hill Girls School. It provides advice relating to the following questions:

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Hodge Hill Girls School
Special Education Needs and Disabilities Provision

What kinds of Special Educational Needs does the school make provision for?

Types of need	Examples of support in our school	How we check it is working
<p>Cognition and Learning</p> <p>Children and young people with cognition and learning needs may find it hard to develop skills in numeracy and literacy, learn more slowly others at the same age. Additionally, they may have difficulty with concentration, speed with processing information, learning new vocabulary, and organising skills. They may need additional support areas in which much learning in other subject areas depends. Children may find it difficult to think and understand their way through their learning. Some pupils may be identified with dyslexia or dyspraxia and others.</p> <p>A child's needs will vary from individual to individual, and appropriate support is put in place to meet personal needs.</p>	<ul style="list-style-type: none"> • Support from TA in class • The breakdown of tasks into smaller chunks • Simplify instructions for pupils both verbally and written • Task management boards • Visual overlays • Tinted paper (when needed) • Electronic reading pens • Peer support • Symphony Math Intervention • Stile trays • Synthetic Phonics Intervention • Lexia intervention • Access arrangements- scribe, laptop use, reader, extra time, rest breaks, separate invigilation • Small group, paired and 1-1 • Interventions in-class and out of class • Subject specific target setting • Differentiation 	<ul style="list-style-type: none"> • School based assessments • Discussion with pupils, parents, teaching staff, outside agencies • School based tracking systems • Meetings with staff in school through faculty meetings on progress and achievement • Feedback from external agencies.

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Types of need	Examples of support in our school	How we check it is working
	<ul style="list-style-type: none"> • Access to specialist support from a teacher or other professional if needed • Educational Psychologist • PSS (Pupil and Student Support) • PDSS (Physical Disabilities Support Services) • Pre/post tutoring • One page profiles for pupil detailing barriers to learning plus learning strategies and targets shared on the school system, so it is available to all staff • Referrals to external agencies when needed. 	
<p>Communication and Interaction</p> <p>Children and young people with communication and interaction needs may find it difficult to communicate with others. They might find it hard to say what they want to or have trouble in understanding what is explained to them. They also find it difficult to use or understand social rules of communication.</p> <p>Some children and young people with an autism spectrum disorder, including Asperger’s Syndrome and Autism, may have difficulties with social interaction. They may experience difficulties with language, communication, social</p>	<ul style="list-style-type: none"> • Differentiation through resources • Differentiation through Quality First Teaching • Specialist trained staff in school e.g., Lead ASD practitioner • Mental Health First Aid trained staff • Small group, paired, 1-1 support. • Talkabout intervention and other social/communication interventions • Advice from specialist professionals in and out of school (CAT) 	<ul style="list-style-type: none"> • Observations of the young person • School based assessments • Discussion with pupils, parents, teaching staff, outside agencies • School based tracking systems • Meetings with other staff in school on the progress of the young person is doing.

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Types of need	Examples of support in our school	How we check it is working
<p>interaction and imagination, and this can impact on how they relate to others.</p>	<ul style="list-style-type: none"> • Visual cues in the classroom to help the young person understand or deal with things that are happening. • Chillax-a lunchtime nurture group at lunch time for students with social and communication needs (Chillax) • Speech and Language referrals • Educational Psychologist • PSS (Pupil and Student Support) • Mentoring intervention • Pupil Voice 	<ul style="list-style-type: none"> • ASD Lead Practitioners mentoring meetings
<p>Social, emotional and mental health difficulties</p> <p>Children and young people may experience a wide range of social and emotional difficulties, which are shown in different ways. Children might become withdrawn or isolated, or they may display challenging, disruptive or unusual behaviour. These behaviours might reflect an underlying mental health difficulty such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.</p> <p>As a school, we put in place processes to support these children and young people, which include working to ensure</p>	<ul style="list-style-type: none"> • Differentiation in class • Small group, paired, 1-1 support. • Advice from specialist professionals in and out of school • Mentoring and pastoral support in class, 1-1 and small group. Behaviour policy • Counsellor in school • Raising awareness of mental health issues across the school in assemblies and PSCHE • Referrals to outside agencies where needed • BEP 	<ul style="list-style-type: none"> • Observations of the young person • School based assessments • Discussion with pupils, parents, teaching staff, outside agencies • School based tracking systems • Meetings with other staff in school • Feedback from staff • Reduction in Behaviour Concerns- monitor through data analysis

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Types of need	Examples of support in our school	How we check it is working
<p>that any disruptive behaviour does not impact on other pupils.</p>	<ul style="list-style-type: none"> • Introduction of Boxall Profile • Accessing local provision- SAYPMHP- working in partnership with Birmingham to support mental health and wellbeing. • School Wellbeing Lead • Group and 1:1 interventions/ mentoring to support behaviour • MHFA trained staff 	
<p>Sensory and/or physical needs Children and young people may have a disability such as a hearing impairment (HI), vision impairment (VI) or multi-sensory impairment (MSI). The needs of the child or young person might mean that adaptations need to be made to resources and facilities in school in order to ensure that the curriculum can be flexible to support everyone in their learning. These needs might change over time and be different in a range of subjects. Information on how to provide services for deaf and blind pupils is available through the Deafblind Guidance.</p>	<ul style="list-style-type: none"> • Adapted resources • Pastoral support from form tutors and pastoral managers • Learning environment adjusted • Access to school lift • Physiotherapy • Audits of classroom adaptations/accessibility • Professional advice from specialist staff and agencies e.g., EP/PSS/CAMHS/School Nurse • Support from outreach services such as HI, PDSS, VI for students identified with sensory needs • Ramps to access all curriculum areas 	<ul style="list-style-type: none"> • Monitoring that the young person has access to a broad and varied curriculum and is included in whole school daily life. • Observations of the young person • School based assessments • Discussion with pupils, parents, teaching staff, outside agencies • School based tracking systems • Meetings with other staff in school • Attendance reports • Mobility plans

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Types of need	Examples of support in our school	How we check it is working
	<ul style="list-style-type: none"> • Lift key for Students who have a sensory need • Pass to leave lessons 5 minutes early to avoid crowded corridors • Risk assessment and mobility plans for students with high physical needs. Regularly updated with outside agencies when needed. • Reasonable adjustment to school and equipment • Pupil Profiles with identified need and strategies for teaching and learning • Specialist equipment. • Possibility of home learning linked with James Brindley School. • Staff trained to use hearing loop system • Equipment and facilities are appropriately secured as required. • TA support for those who require it. • Staff are aware of the needs of students • EVAC chairs- trained staff to support • PEEP's- 	

Additional Policies that are linked to this document

- SEND Policy
- Accessibility Plan

How does the school identify and assess Special Educational Needs?

In school we use a variety of ways to assess whether a young person has SEND needs. Some of these include:

- Prior information from primary schools through transition meetings
- School based test results
- Information from parents and carers
- Information from the young persons
- Observations and discussions from adults who work with the young person
- School based tracking
- Specialised assessments carried out by members of the school support services
- GL assessments

How does the school know how much progress is being made by pupils with SEND?

- School based tracking
- Teacher marking, observations and questioning
- Curriculum tests and standardised tests
- Discussions with school staff
- Discussions with parents and carers
 - Discussions with the young person
 - The SENCO reviews the data and liaises with subject teachers to adjust provision
 - Staff involved in additional provision produce progress data
 - Meetings and parents consultations with subject teachers at parent evenings

What extra-curricular activities can a young person with SEND access?

All children have access to all extra-curricular activities in school. Where appropriate and possible, adjustments will be made to ensure all young people with SEND are fully included.

- This school provides a range of activities for all pupils. These include lunchtime clubs, Chillax- lunch club for vulnerable pupils that need additional support during less structured time, homework clubs, literacy Intervention and numeracy interventions, identified subject specific intervention for SEND for support with homework of identified students with additional needs, homework club after school, bespoke support for key pupils with high level needs to support attending extra-curricular activities.

Does the school have a Special Educational Needs Co-ordinator? If so, who is it and how can someone get in touch with her?

Director of Inclusion (SENCO)- Miss Emma Taylor

If you would like to talk to Miss Taylor, you can contact her on 0121 464 3094 or email at:

e.taylor@hodgehgs.bham.sch.uk

Initially, if you wish to raise a concern about your child, we recommend that you speak to the relevant Pastoral Manager or subject teacher.

What training does the staff in schools have in relation to pupils with SEND?

- In our school, all staff are involved in supporting pupils with SEND and so we make sure that staff have training to help them to do this.
- Every teacher is a teacher of SEN.
- Teaching and Learning CPD sessions take place throughout the school year, to ensure staff have an awareness of key pupils and their needs.
- Advice and training from outside agencies to support specific areas of need.
- Lesson observations schedule is in place to ensure Quality First Teaching is being delivered.
- Specific training around children who may need additional SEN support
- Updates are made available to staff by Learning Support staff via INSET training, staff briefings and face to face meetings.
- External training is available to support the staff as required.
- Safeguarding training.
- Specific medical needs training
- Behaviour training
- Differentiation training and support
- The use of one page Pupil Profiles to inform Quality First Teaching

Within the Learning Support team, training is given for:

- Autism Spectrum Disorder Level 1 or 2
- Paired reading
- VI training for specific needs of our pupils
- HI training for specific needs of pupils
- Physiotherapy training for specific needs of our pupils
- Literacy Toolkit
- Numeracy Toolkit

- Manual handling
- Use of Literacy and Numeracy Interventions

How does the school get more specialists help for pupils if they need it?

What is the agency or service?	Who do they work with?	How can the school get in touch with them?
Communication and Autism Team (CAT)	Pupils who have an ASD diagnosis or to support with identification process.	School can contact the Communication and Autism Team directly. Signed parental consent is required for them to work with pupils.
Educational Psychology Service (EP)	Pupils identified by the school as having learning or behavioural needs.	School can contact our school designated EP directly. Signed parental consent is required for 1-1 intervention. Our EP will often work with groups of pupils in the classroom environment.
Pupil and School Support (PSS)	Pupils identified by the school as having learning needs for whom more support is required.	School can contact our PSS-lead directly.
Physical Disability Support Service (PDSS)	Pupils who have physical needs, which are impacting on their learning.	School can contact PDSS directly. Signed parental consent is required.
Sensory Support Service (SS)	Pupils who have sensory needs such as hearing or visual impairment.	School can contact SSS directly; pupils needing support are likely to have been identified through healthcare professionals and their primary schools.
Birmingham Children's Hospital (Physiotherapy)	Pupils who have particular physical needs requiring additional physiotherapy work.	BCH contacts the school about any pupils who require physiotherapy in the school environment, and school then liaises directly with the physiotherapist.
Children's Services	Identified pupils	Senior school staff will liaise with Children's Services directly if this is appropriate.
Forward Thinking Birmingham (formally known as Child and Adolescent Mental Health Service)	Pupil's with emotional, social or mental health difficulties.	School may suggest Forward Thinking Birmingham intervention to parents who would be advised to make an appointment with their GP in the first instance.

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What is the agency or service?	Who do they work with?	How can the school get in touch with them?
James Brindley Hospital School	Identified pupils	SENDCO will refer the identified pupils through the agreed admissions protocol. school places.
School Nurse	Any Pupils with medical needs.	Referred through the relevant agreed protocols.

How are parents of children with SEND involved in the education of their child?

- Parents' evenings
- Meet the SENCO/ coffee mornings
- Letters home
- Communication through School Gateway
- Reports
- Telephone communication
- Face to face meetings
- School planners
- School website
- School newsletters
- Review meetings
- Curriculum evenings
- Transition meetings
- Home-school agreement
- Signposting to parent groups
- School Gateway messages if needed

Our school is approachable to parents so that parents feel that they are involved in the education of their child.

How are pupils with SEND involved in their own education?

We aim to involve all young people in our school in their own education. We use a variety of strategies including:

- Discussions with young people and school staff
- Discussions with parents
- School Council
- Suggestions box
- One-page profiles and target setting
- Self-assessment of learning
- Ensuring the young person works with a range of partners
- Medical alert cards if needed
- Communication cards if needed
- Discussion with pupils
- Pupil and parent voice to express their opinions on termly review.

Who do I go to if I have a complaint?

Complaints about SEND provision should be made to Miss Taylor (Director of Inclusion- SENCO) in the first instance. They will then be referred to the school complaints procedure.

How does the governing body involve other people in meeting the needs of pupils with SEND, including support for their families?

- Governor attendance at parents' evenings
- The SENCo provides an annual policy report to governors and meets with the designated link governor once a term.
- SEND Governor carries out Pupil Voice to gain an understanding of views of pupils with SEND.

Our named SEND governor is **Mrs S Dancer**. To contact, please email Mrs Caitlyn Lloyd Clerk to the Governors at gov.c.lloyd@hodgehgs.bham.sch.uk

Who are the support services that can help parents with pupils who have SEND?

Agency	How they support parents	How to contact them
Special Educational Needs and Disability Information, Advice and Support Service	They provide advice and guidance and are able to explain how the laws and procedures for Special Educational Needs affect you and your child.	Email Address: sendiass@birmingham.gov.uk Telephone Number: 0121 303 5004
Autism West Midlands	They provide advice and guidance for the families of pupils with autism.	Autism West Midlands, Kings Norton Business Centre Imperial Court Sovereign Road Kings Norton B30 3ES Email Address: info@autismwestmidlands.org.uk Telephone Number: 0121 450 7582
CASS Children's Advice & Support Service	They provide free, confidential and impartial advice, support and guidance on all aspects of childcare and a wide range of services that may support children, young people and families.	Telephone Number: 0121 303 1888
Forward Thinking Birmingham	They help support students with additional social emotional mental health. A referral is usually made by the GP to Forward Thinking Birmingham.	Forward Thinking Birmingham 1 Printing House Street Birmingham B4 6DF Telephone Number: 0300 300 0099
Educational Psychology Service	The SENCo can refer pupils to the Educational Psychology Service if we feel further support is needed. If 1-1 support is needed, parents will be asked for their consent.	Contact is made through the SENCo. e.taylor@hodgehgs.bham.sch.uk

How does the school support pupils with SEND through transition?

We aim to make times of transition as easy as possible for young people. Many children and young people will be visited by our school staff in their primary school setting to support this process. All parents of pupils who join us in year 7 are invited to our Year 6 Induction Evening, to meet with our school staff. All pupils who join the school in year 7 in September are invited to attend our Year 6 Induction Day where they spend the day learning what it means to be a pupil in our school.

We liaise with all primary schools and request information on all pupils joining us with SEND. This information, where relevant, is then shared with school staff. If it is clear that further additional support is needed, both the parents and the pupil concerned are invited into school to meet directly with Learning Support staff.

Moving into a different year group can be a difficult period for children and young people. Pupils with SEND are supported in this process from the Learning Support team for those identified as needing additional support.

Post-16 provision is supported by Learning Support staff. Working very closely with teaching staff that co-ordinate Year 11 references to ensure that pupils, with SEND, are helped by staff they know very well through this process. Where appropriate, visits will be arranged and facilitated by Learning Support to help the pupil to make the most appropriate choices for their post-16 provision.

Students with EHCP have annual review to ensure that all those with plans have the correct provision in place. It is a multi-agency meeting and all those involved in the care of the pupil are invited to attend.

How can parents find the Birmingham Local Authority's local offer?

The Birmingham Local Authority's Local Offer can be found at:
<https://www.localofferbirmingham.co.uk/>