



HODGE HILL GIRLS
SCHOOL

SPECIAL EDUCATION NEEDS AND DISABILITIES PROVISION

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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1. 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, areas in which much learning in other subject areas depends. Children may find it difficult to think and understand their way through their learning.</p> <p>A child's needs will vary from individual to individual, and appropriate support is put in place to meet personal needs.</p>	<p>Support with TA in class Breakdown task into smaller parts Simplify instructions Peer support Small group, paired and 1-1 interventions Subject specific targets and individual Differentiation Access to specialist support from a teacher or other professional.</p>	<p>School based assessments ITP targets reviewed Discussion with pupils, parents, teaching staff, outside agencies School based tracking systems Have meetings with other staff in school about how the young person is doing.</p>
<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 experience difficulty in understanding what is being said 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 particular difficulties with social interaction. They may experience difficulties with language, communication, social interaction and imagination, and this can impact on how they relate to others.</p>	<p>Extra-curricular activities (e.g. communication club) Differentiation Specialist staff e.g. Lead ASD practitioners Small group, paired, 1-1 support. Advice from specialist professionals in and out of school Use things in the classroom to help the young person understand or deal with things that are happening.</p>	<p>Observations of the young person School based assessments ITP targets reviewed Discussion with pupils, parents, teaching staff, outside agencies School based tracking systems Have meetings with other staff in school about how the young person is doing.</p>

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<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 disturbing 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 that any disruptive behaviour does not impact on other pupils.</p>	<p>Extra-curricular activities and workshops Differentiation in class Key workers Small group, paired, 1-1 support. Advice from specialist professionals in and out of school Use things in the classroom to help the young person understand or deal with things that are happening. 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.</p>	<p>Observations of the young person School based assessments ITP targets reviewed Discussion with pupils, parents, teaching staff, outside agencies School based tracking systems Have meetings with other staff in school about how the young person is doing.</p>

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<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>	<p>Adapted resources Learning environment adjusted Access to school lift Physiotherapy Professional advice from specialist staff and agencies Support from outreach services such as HI, PDSS, VI Specialist equipment Possibility of home learning linked with James Brindley School.</p> <p>Equipment and facilities are appropriately secured as required.</p>	<p>Monitoring that the young person has access to a broad and varied curriculum and is included in whole school daily life.</p> <p>Observations of the young person School based assessments ITP targets reviewed Discussion with pupils, parents, teaching staff, outside agencies School based tracking systems Have meetings with other staff in school about how the young person is doing.</p>

2. 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 SEN. Some of these include:

- Prior information from primary schools
- 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

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

- School based tracking
- Monitoring of ITP targets three times a year
- Teacher marking, observations and questioning
- Curriculum tests and standardised tests
- Provision mapping
- Discussions with school staff
- Discussions with parents and carers
- Discussions with the young person

4. 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.

In addition our school provides extra-curricular activities for young people with SEND. These may include lunchtime clubs, homework clubs, summers schools, residential, breakfast club, and the Enrichment programme in the timetabled curriculum for some pupils.

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

Learning Support Manager and qualified SENCo– Mrs B. Morrison

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

b.morrison@hodgehgs.bham.sch.uk

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

7. 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.

- 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.
- Epipen training

Within the Learning Support team, training is given for:

- Autism Spectrum Disorder Level 1 or 2
- Precision teaching
- Paired reading
- Cued spelling
- VI training for specific needs of our pupils
- Physiotherapy training for specific needs of our pupils

9. How does the school get more specialist 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	Pupils who have an ASD diagnosis	School can contact the Communication and Autism Team directly. Signed parental consent is required for them to work with pupils.
Educational Psychology Service	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	Pupils identified by the school as having learning needs for whom more support is required.	School can contact our PSS-lead directly.
City of Birmingham School Outreach	Pupils identified by the school as having behavioural needs requiring additional support beyond the processes in place.	School can contact them directly. Signed parental consent is needed for 1-1 intervention.
Physical Disability Support Service	Pupils who have particular physical needs, which are impacting on their learning.	School can contact PDSS directly. Signed parental consent is required.
Sensory Support Service	Pupils who have particular 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.

What is the agency or service?	Who do they work with?	How can the school get in touch with them?
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)	Identified pupils	School may suggest Forward Thinking Birmingham intervention to parents who would be advised to make an appointment with their GP in the first instance.

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

- Parents' evenings
- Letters home
- Reports
- Telephone communication if it is needed
- Face to face meetings if needed
- School planners
- School website
- School newsletters
- Curriculum evenings
- ITP Review meetings
- Transition meetings
- Parent questionnaires
- Home-school agreement
- Signposting to parent groups
- GroupCall text messages if needed

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

11. 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

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- Discussions with parents
- School Council
- Suggestions box
- One page profiles
- Self assessment of learning
- Ensuring the young person works with a range of partners
- Ensuring they young person has a designated adult to go to if needed
- Medical alert cards if needed
- Communication cards
- Discussion with pupils of ITP targets

12. Who do I go to if I have a complaint?

Our school prospectus (p. 18) outlines the procedure for complaints.

13. 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

Our named SEND governor is Mrs Deborah Webb. To contact Mrs Webb, please initially contact Mrs Klaire Raymond, Clerk to the Governors at k.raymond@hodgehgs.bham.sch.uk.

14. 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

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Agency	How they support parents	How to contact them
Autism West Midlands	They provide advice and guidance for the families of pupils with autism.	Autism West Midlands, Regent Court George Road Edgbaston Birmingham B15 1NU Email Address: info@autismwestmidlands.org.uk Telephone Number: 0121 450 7582
Birmingham Family Support and Safeguarding 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 can help to look after you if you're having problems with your feelings and emotions or your behaviour risks harming yourself or other people. A referral is usually made by the GP to Forward Thinking Birmingham.	Forward Thinking Birmingham 1 Printing House Street Birmingham B4 6DF Email address: bch-tr.camhs-scap@nhs.net Telephone Number: 0300 300 0099
Educational Psychology Service	School 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 school.

15. How does the school support pupils with SEND through transition?

We aim to make times of transition as easy as possible for the 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, and all have an individual meeting with a member of 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.

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Moving into a different year group can be a difficult period for children and young people. Pupils with SEND are supported in this process by a key worker from the Learning Support team.

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.

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

The Birmingham Local Authority's Local Offer can be found at:

www.mycarebirmingham.com

