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# SEND INFORMATION REPORT

ACADEMIC YEAR (2025/2026)



**KING EDWARD VI  
BALAAM WOOD  
ACADEMY**

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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: [Home - Local Offer Birmingham](#)

## **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.

We currently have 138 pupils on our SEND register with our primary areas of need being communication and interaction and SEMH.

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

THE SENDCO and Head of Year 7 liaise very closely with all our feeder primary schools to ensure we have all necessary SEND information regarding each pupil. This is done whilst the pupil is in Year 6 to ensure the smoothest transition possible. We also work very closely with parents who can advise us on their child's needs and strategies that have proved successful in the past.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 child's previous rate of progress.
- Fails to close the attainment gap between the child 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, we follow a Graduated Approach and start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Over time we will monitor the provision in place to assess whether further intervention or referral to specialist agencies is needed. Adopting a Graduated Approach involves parents, pupils, teachers, and members of the SEND team. We follow an assess, plan, do, review cycle of reflection to enable us to identify what is working and what additional support maybe needed.

Progress at KEVI Balaam Wood Academy is regularly checked by all teaching staff and reported in line with the academy's policies.

Lack of adequate progress may be indicated by:

- Primary School/ in year transition information
- Little or no progress despite the use of targeted teaching approaches, high quality first teaching and a scaffolded curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and behavioural difficulties which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids and equipment.
- Poor communication or interaction skills, requiring specific interventions to access learning.
- A significantly low reading age
- Classroom observations

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

King Edward VI Balaam Wood Academy has an open-door policy, and we are always available for parents to contribute to their child's education.

We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child. Everyone is clear on what the next steps are, and notes of these early discussions will be added to the pupil's record and given to their parents, using a Graduated Approach format.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

The SENDCO will be available at all whole school parent's evenings to discuss progress and/or issues.

### **Consulting Young People**

The school works towards offering a child centered approach to developing SEND provision within the school at both an individual level and whole school level. The school has opportunities for pupil voice within:

- Access to key staff to share information.
- Target Setting
- Mentoring sessions
- The views of learners with SEND at KEVI Balaam Wood Academy are taken seriously and without prejudice.

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

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Progress is also reviewed at termly meetings with the SENDCO. It is not just academic progress that is discussed but also the holistic progress and development of the child.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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

The school shares information with any 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.

The PSHE curriculum in Year 11 focuses on transition and next steps and is a key theme in our curriculum.

If suitable, we will arrange a session with specialist teachers who can help pupils prepare for transition as well as supporting parents.

All new Year 7 pupils have access to a three-day transition and a two-week summer scheme. In addition, pupils who require additional transition support can access up to four additional transition days.

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

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

We will also provide different interventions to support and develop pupils' skills, examples of them are below:

A range of reading intervention support, Lego Therapy, Speech and Language, Precision Teaching, ADHD workshops, Communication and Interaction workshops, ASD social groups, SEMH support, Therapy dog, and in class support for those pupils with more complex needs and/or a SEND Support Provision Plan or Education, Health Care Plan.

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

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

- Planning our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reading pens, ICT software, knowledge organisers, images, and specific coloured paper for pupils who need it
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We utilise evidence-informed teaching strategies, such as the Education Endowment Fund to inform our teaching and learning strategy. This enables pupils to have a positive, structured learning experience, where key concepts are revisited regularly.
- Specific staff are trained in a variety of approaches which means we can adapt to a range of SEND and specific learning difficulties including Autism and issues relating to social emotional and mental health.
- We have a main base, known as the 'The Hub', and the 'Learning Zone' where many of our interventions are delivered.
- We use specialist equipment for pupils with a physical or Sensory need based on their individual needs and under the advice and guidance of specialist external agencies.

## **Additional support for learning**

We currently employ seven full-time Teaching Assistants and two graduate coaches with a wide range of experience and qualifications to support pupils with needs and we have a full-time SENDCO who is an experienced member of the Senior leadership team and a part time Assistant to the SENDCO.

## **Expertise and training of staff**

The team offer the following expertise:

- 1) Autism Lead – Mrs. Stokes
- 2) Speech and Language & EAL intervention and support – Mrs. Moran
- 3) SEMH/ADHD intervention – Miss Rousell
- 4) Administrative Support: Mrs. L Cale
- 5) Science/Maths Graduate Coach Mr C Jordan
- 6) English Graduate Coach Miss A John

Once a Graduated Approach has been followed and evidence suggests involvement from specialist agencies is needed, we will contact any of the following agencies to provide support for pupils with SEND:

- Pupil and School Support
- Educational Psychologist
- Communication Autism Team
- Sensory & Disability Support

- Children and Adolescents Mental Health Services
- Allen's Croft Child Development Centre

Our priority is to seek advice to ensure adaptive teaching is secured to meet need and we also use specialists' agencies to pursue diagnosis, if professional and Graduated Approach evidence suggests this is necessary. We will include the child and the parent in these discussions and targets will be set collaboratively.

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

We evaluate the effectiveness of provision for pupils with SEND by:

- Ensuring all pupils are assessed at the start of any intervention or classroom support, with all SEND team members trained to generate exit data that evaluates impact. This includes measurable improvements in areas such as attendance, academic progress, and attitude to learning, among other indicators. Reviewing pupils' individual progress towards their goals once a term following data submissions
- Reviewing the impact of interventions after each term
- Using pupil questionnaires/ other forms of pupil voice
- Monitoring by the SENDCO / faculty leaders/ SLT
- Holding annual reviews for pupils with EHC plans or SSPP's

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

All of our extracurricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.

Pupils who need additional support for 1:1 intervention such as MyTutor are supported in attending these by a member of the SEND team if required.

All pupils are encouraged to take part in sports day and enrichment workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

More details can be found in the accessibility plan.

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

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the academy house system.
- Pupils with SEND are also encouraged to be part of homework club to promote independence and resilience.
- Work with agencies is provided for pupils who require additional support.

- Pupils are supported in a range of enrichment opportunities to encourage teamwork/building and friendships.
- We have a zero-tolerance approach to bullying.
- We also offer SEMH specific support for those pupils Presenting with complex SEMH needs.

### Working with other agencies

We work extensively with outside agencies to ensure that all SEND pupils' access the specialist support they need. Please find details below.

Agency or Service	Who they work with	How school can get in touch with them
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan assessment is made.	School has an allocated Educational Psychologist who the SENDCo is in regular contact with. Parental consent is required.
Language, Learning and Strategic Support (LLaSS)	Children who are working below the expected level or who have cognition and learning difficulties	We have a PSS Teacher who visits regularly. The SENDCo will speak with parents if they feel a PSS teacher should work with individual pupils.
Communication Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of autism or social communication difficulties	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Sensory & Physical Support (SPS)	Children who have hearing or visual impairment	Pupils are usually referred following a medical diagnosis; however, school can contact them for general advice.
Speech and Language Therapy Service (SALT)	Children who are having difficulty with speech, language, or communication. Children can have an in-depth assessment and intervention where needed	We work with the Locality (SALT) Speech and Language Therapy team who help to support our pupils with speech, language, or communication difficulties.

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

Please find details below of support services for parents of pupils with SEND.

Name of Support Service	How they can support parents	How you can contact them

Autism West Midlands	Support and advice are given and opportunities to meet regularly	Telephone: 0121 450 7582 Website: <a href="http://www.autismwestmidlands.org.uk">www.autismwestmidlands.org.uk</a>
SENDIASS	The Local Authority's impartial advice and support service	Telephone: 0121 303 5004 Email: <a href="mailto:Sendiass@birmingham.gov.uk">Sendiass@birmingham.gov.uk</a>
Forward Thinking	A range of services and facilities focused on the individual needs of 0–25-year-olds. 24/7 access to mental health crisis support.	Telephone: 0300 300 0099

#### Contact details for raising concerns.

Miss F Smith (SENDCO) [f.smith@bwacademy.org.uk](mailto:f.smith@bwacademy.org.uk) or [send@bwa.kevibham.org](mailto:send@bwa.kevibham.org)  
Telephone: 0121 464 9901

#### 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
- The Parent Partnership Service provides independent information and advice. You can contact the Parent Partnership Service (SENDIASS) on:  
**Telephone:** 0121 303 5004 **Email:** [Sendiass@birmingham.gov.uk](mailto:Sendiass@birmingham.gov.uk)