



NINESTILES SCHOOL AN ACADEMY

Ninestiles Academy Trust Mission Statement

Strength through Diversity;
Ambition through Challenge;
Excellence through Curiosity.

Special Educational Needs and Disabilities Information Report	
Rationale	<p>The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Birmingham's Local Offer which can be found at www.birmingham.gov.uk/localoffer</p> <p>At Ninestiles, we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This report is intended to give you information regarding the ways in which we ensure that we support all of our students, including those with special educational needs and disabilities, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our students.</p>
How does the school identify and assess special educational needs or disabilities?	<p>Primary school information is a key source for us in identifying new students with SEND. At the start of year 7 all students have their reading and spelling assessed together with subject baseline testing and knowledge checks so that we can establish who might require targeted wave 2 and specialist wave 3 interventions (see</p>

How does the curriculum support the diverse needs of our students?

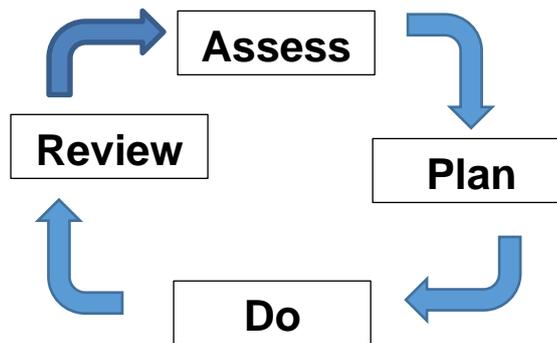
table below). In addition, as the term progresses and at regular intervals throughout key stages 3 and 4, teaching and support staff are asked to raise through Achievement Leaders, subject leads, SENDCo and the school's Referral Panel any student who is not making expected progress or whom they have particular concerns about. At this point a conversation will take place with parents/carers to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

High expectations about high quality teaching and precision planning is embedded amongst staff and the application of a differentiated and personalised approach to learning is at the heart of school improvement. Throughout the year, teachers and teaching assistants are kept abreast of new initiatives through continual professional development delivered by the school's SENDCo, specialist guest speakers and through our Cloud 9 VLE. At Ninestiles school all staff are required to complete annual safeguarding and health and safety online training and policy reading. Specific SEND training is also regularly scheduled with all staff recently receiving AET Tier 1 Autism awareness training and key staff undertaking Tier 2 and Tier 3. Further training to ensure wave 2 and 3 interventions are also effectively delivered has also taken place with Teaching Assistant's achieving accreditation for delivering ELKLAN Speech & Language programmes, Friends for Life and nurture groups. We have worked with Forward Thinking Birmingham to enhance our awareness of mental health well-being and have developed the skill-set and approaches used by our Inclusion team. Mindfulness is also an accredited course that our Head of Resource Base and Counsellor have undertaken as another well-being medium in supporting students and staff at Ninestiles and across our Trust.

In school we assess whether a young person has a special educational need or disability in different ways. Some of these may include;

- Observations
- Teacher feedback
- School based test results
- Information from parents / carers
- Information from the young person
- Specialist assessments carried out by outside agencies working in collaboration with the school (with parent/carer consent)
- Transition information
- A specialist external report from an education, health or social care professional

A person centred approach is then used in consultation with parents and outside agency specialists in the form of a graduated cycle to underpin the provision and interventions required;



Wave 1 (universal support)

This includes quality inclusive teaching, which takes into account the learning needs of all students in the classroom. It requires teachers to provide differentiated work and create an inclusive learning environment.

Wave 2 (universal plus / targeted intervention – school support)

This includes specific, additional and time-limited interventions that are provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often designed to support a group of students with similar needs and targeted interventions are generally focused on literacy, numeracy and social / emotional development. Students on a wave 2 intervention are identified as having “SEN support” and we signify this to staff as ‘k’ code as outlined in the SEND Code of Practice 2014.

Wave 3 (additional needs / specialist intervention - statement / Education Health Care Plan)

This includes specialist provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable students to achieve their potential. Students receiving a wave 3 intervention and / or specialist external support on a 1:1 basis are identified as having high focused “SEN support”. Students may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan being agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated cycle – this usually takes at least two academic terms to evidence.

Education Health Care Plan

A small minority of students may transfer from primary school with an EHCP or require a Local Authority statutory assessment of their needs having received support through the above graduated approach. The holistic and person centred plan will clearly outline the very specific areas of special educational need and / or disability a student has, the support they require and the short /

What are the Cognition and Learning Resource Base admissions procedures and levels of support available to students with an allocated placement?

long term desired outcomes. The plan is reviewed at least annually and at this point feedback is obtained from the young person, significant people in their lives, teachers and external professionals involved in their care and education so that the impact of provision can be measured and new targets set. For further details regarding this process, information can be found at: www.birmingham.gov.uk Assessment of needs section.

The students who are allocated a placement in our Cognition & Learning Resource Base (RB) are *all* statemented or have an Education Health Care Plan in accordance to the Special Educational Needs Code of Practice 2014. We are currently established and funded to accommodate 9 students within the Resource Base for each year group (totalling 45 places throughout years 7-11). The students are allocated to the Ninestiles Cognition and Learning Resource Base via the Local Authority Special Educational Needs Assessment and Review Team (SENAR) rather than through the school's usual admissions procedures. We are happy to meet with prospective parents / carers to discuss their child's SEND and support requirements and provide them with an overview of school and its provision throughout the transition planning period of years 5 and 6. Visits can be arranged on an individual basis via Mrs Beech our Inclusion Administrator on 0121 628 1311. The team are also available on our open evening and morning events.

Although all of the students allocated a place in the RB will have cognition and learning difficulties identified within their Education Health Care Plan some students may also experience varying additional needs in the areas of speech, language and communication, autism, specific learning difficulty i.e. dyslexia, mild sensory or physical impairments and social and emotional development.

The students are integrated into mainstream lessons for approximately 60% of their timetable and are withdrawn from modern foreign languages and humanities to receive time for students to receive specialist and tailored support within the Resource Base (for approx. 40% of their timetable) to develop their literacy, numeracy, expressive language, social, study and independent living skills.

The list below is an example of the various wave 2 and 3 provisions available to our students as part of the graduated approach:

What are the interventions / provisions available to support students with SEND?

	<p><i>One Page Profile</i> <i>Reading programme i.e. Toe By Toe / Direct Phonics</i> <i>Spelling programme i.e. Word Wasp</i> <i>Shape Coding</i> <i>Precision teaching</i></p>
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	<p>Cognition & Learning</p>	<p><i>Corrective reading groups</i> <i>Colour overlay – visual stress</i> <i>Access to an ICT device for extended writing</i> <i>Shared access to in class support</i> <i>Subject specific intervention groups</i> <i>Homework club</i> <i>Exam access arrangements</i> <i>Alternative curriculum / option pathway for KS4</i> <i>Referral / assessments – Pupil & School Support</i> <i>LA agreed placement within the Cognition & Learning Resource Base (for students with an EHCP).</i></p>
	<p>Social Emotional and Mental Health</p>	<p><i>One Page Profile</i> <i>Support from the school’s Behaviour Management Team</i> <i>Friends for Life Transition Programme</i> <i>Mindfulness</i> <i>Counselling</i> <i>Mentoring</i> <i>Academic mentoring – Achievement Leaders Breakfast / Lunch club</i> <i>Gym access – mentoring programme</i> <i>Educational Welfare Officer</i> <i>Referral to Child and Adult Mental Health Service – Forward Thinking Birmingham</i> <i>Referral to Community Paediatrics</i></p>
	<p>Speech Language and Communication Needs</p>	<p><i>One Page Profile</i> <i>Speech and language – Vocab group</i> <i>Personalised 1:1 programme</i> <i>Units of Sound</i> <i>Access to a Speech and Language Therapist</i></p>
	<p>Sensory / Physical Impairment</p>	<p><i>One Page Profile</i></p> <p><i>Individual resources / aids as guided by specialist sensory support teams</i></p> <p><i>Let’s Get Physical – after school motor skills club</i></p> <p><i>Reasonable adjustments made to timetable</i></p> <p><i>Referral to Paediatric, Occupational or Physiotherapy</i></p> <p><i>Sensory profile</i></p>
	<p>Home to school taxi provision</p>	<p>Contact details</p>

How are students with special educational needs and disabilities supported with their phases of transition?

During the summer term, prior to admission in year 7, our inclusion team work collaboratively with the designated Assistant Principal to visit our feeder primary schools so that information can be shared, parents can be met with and additional visits can be arranged for students with SEND that require additional support in preparation for transferring to secondary school. For children that have an EHCP or require specific transition support, 6 additional sessions are scheduled throughout the summer term offering parents and their children the opportunity to familiarise themselves with Ninestiles, key staff and the provisions available.

In preparation for post 16, planning begins with considering a student's option pathway. Other support includes; our annual Futures Evening, information and guidance meetings, 1:1 careers advice, work experience and a visit to the annual Skills Show at the NEC. Our school careers advisor also attends year 9 and 11 EHCP review meetings and parent / carer consultation evenings. Should a student require individual support with their post 16 application forms and college interviews our Inclusion team can also assist with this process. We also liaise with the Supported Learning Teams / key staff at the colleges / sixth forms passing on relevant information to ensure a successful and confident transition is planned for.

How are parents / carers of children with special educational needs or disabilities involved in the education of their child?

At Ninestiles school we have an open door policy for parents/carers. We want all parents/ carers to be involved in the education of their child as young people learn best if there is a strong partnership between home and school with regular opportunities for honest and open communication. Our SENDCo or a representative from the Inclusion team is available at all parent consultation events and can be contacted by telephone / email should an individual query or meeting be required.

How are students with special educational needs or disabilities involved in their own education?

Student voice is also recognised and valued. We use person centred tools and approaches to ensure that our students are actively involved in their review meetings and decision making regarding their support and provision. We have a school culture that promotes student leadership with all students having the opportunity to raise their views via tutor group programmes, our student leadership groups, well-being ambassadors and head boy and girl.

The Trust also collects student and parent voice at timely intervals throughout the year via questionnaires to enhance our systems, practices and events.

Both our school provision and external support for students with SEND are regularly monitored. This is embedded within the Trust's and whole school quality assurance and performance

<p>How is SEND provision evaluated?</p>	<p>management cycles, and is integral within our regular teaching and learning review systems, data collections and termly Academy Council Reports. Findings are then actioned and closely monitored by the Trust SENDCo, school based SENDCo and Senior Leadership Team.</p>
<p>How do I contact the Special Educational Needs and Disabilities Co-ordinator?</p>	<p>In the first instance should a parent / carer have a query they would like to raise regarding their child's special educational need or disability we ask that they make contact via email or telephone to our school based SENDCo. A face to face meeting can also be arranged via email, telephone or through our school receptionist at a mutually convenient time.</p> <p><i>Ninestiles School Assistant SENDCo</i> <i>Miss Aimee Clay</i> 0121 628 1311 Aimee.clay@ninstiles.org.uk</p> <p><i>Head of Cognition & Learning Resource Base</i> <i>Ms Kate Wixon</i> 0121 628 1311 Kate.wixon@ninstiles.org.uk</p> <p><i>Ninestiles Academy Trust SENDCO</i> <i>Ms Christa Vines</i> 0121 628 1311 / 0121 743 3402 Christa.vines@ninstiles.org.uk</p>
<p>How are complaints dealt with?</p>	<p>Parents/carers who are concerned about the provision being offered to their child should first of all speak to the Assistant SENDCo. If a parent / carer is unhappy about the resolution of their complaint or if it is of a more serious nature, then this should be raised with the Principal. The complaints procedure can be found on the school's website or can be requested from our school reception.</p>
<p>Who are SENDIAS and how can they support and advise parents/carers and young people?</p>	<p>SENDIAS Service aims to:</p> <ul style="list-style-type: none"> • provide information, advice and support to children and young people up to the age of 25 with SEND • provide information, advice and support to the parents/carers of children and young people up to the age of 25 with SEND • provide impartial advice about matters relating to SEND, including issues relating to health and social care • offer support to parents/carers and children and young people with SEND in participating in

	<p>decisions made about the child/young person's education, health and social care</p> <p>Birmingham SENDIAS Service</p> <p>Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk</p> <p>Website address is http://www.birmingham.gov.uk/sendias</p>
Staff responsible	<p>Ninestiles Academy Trust SENDCo Principal Vice Principal Academy Councillor for SEND</p>
Committee responsible	<p>Ninestiles Academy Trust – SEND Committee</p>
Date approved	<p>To be approved Oct/Nov 2017</p>
Review date*	<p>September 2018</p>

Appendix (i) Transport Request Form
Appendix (ii) One Page Profile