

Ninestiles, An Academy September 2023

Summit Learning Trust
Scaling the heights together

Strength through Diversity
Ambition through Challenge
Excellence through Curiosity

Special Educational Needs and Disabilities Information Report

Rationale

The information in this document describes our provision for learners with a Special Educational Need or Disability (SEND) and reflects Birmingham’s Local Offer which can be found at <https://www.localofferbirmingham.co.uk/> .

At Ninestiles, we strive to ensure that all learners 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 learners, 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 learners.

How does the school identify and assess special educational needs or disabilities?

Primary school information is a key source for us in identifying new learners with SEND. At the start of year 7 all learners have their reading assessed together with subject baseline testing so that we can establish who might require targeted wave 2 and specialist wave 3 interventions (see 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 Directors of Year, subject leads, SENDCo and the school’s Inclusion Panel any learner who is not making expected progress or whom they have particular concerns about. At this point a conversation will take place with parents/carers and young person to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

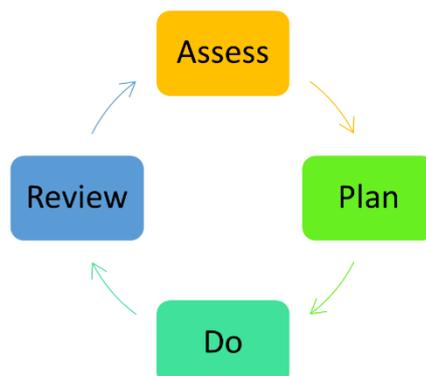
How does the curriculum support the diverse needs of our learners?

Staff are required to uphold high expectations when both designing and adapting a coherent and ambitious curriculum. All learners remain at the heart of our school improvement plans as we aim to spark curiosity and excitement within them about the world, about themselves and each other, to help them to make connections between the composite parts of knowledge they are taught across different subjects, and to provoke ambition through appropriate support and challenge in preparation for future education, work and life.

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 Trust. At Ninestiles Academy all staff are required to complete annual safeguarding and health and safety online training along with policy reading. Specific SEND training is also regularly scheduled to ensure staff knowledge, skill set, and approaches are enhanced and where appropriate externally accredited. We work closely with a range of outside agencies who both support our professional learning development and help us to quality assure our practice and procedures.

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

- Observations and learning walks
- Book looks
- 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 high quality inclusive teaching, which considers the learning needs of all learners in the classroom. It requires teachers to provide differentiated/scaffolded activities and create an inclusive learning environment.

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

This includes specific, additional and time-limited interventions that target identified gaps or a delay in a learner's development. The support is designed to accelerate a learner's progress from their starting point. Often the intervention is delivered to support a small group of learners with similar learning, language or personal development needs. Learners in receipt of a wave 2 intervention are identified as having "SEN support".

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

This includes specialist provision for a minority of learners where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Learners receiving a wave 3 intervention and / or access to specialist external support (on a 1:1 / small group basis) are identified as having highly focused "SEN support". The school may work with outside agencies, parent/carers and the learner to create a Support Plan that outlines specific targets to clearly evidence desired outcomes and required provision. The plan is usually reviewed on at least a termly basis with progress and next steps clearly noted.

Learners 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 (EHCP) being applied for, agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within a young person's Support Plan. Short and long term outcomes are then discussed at a Team Around the Child meeting with all views gathered and recorded. This process usually takes at least two academic terms to fully evidence unless there are extenuating / special circumstances.

For further information regarding this process, follow the link;

[The Graduated Approach, SEND Support in Mainstream Settings and EHCPs | Local Offer Birmingham](#)

If the LA's Special Needs Assessment Team agree to progress with the request a pathway for new assessments is followed:

<https://www.localofferbirmingham.co.uk/education-health-and-care-plan/guidance-leaflet/#::~:~:text=Your%20Case%20Officer%20will%20talk,they%20will%20be%20asked%20to>

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

Education Health Care Plan

A small minority of learners may receive support and provision via an Education Health Care Plan. The holistic and person-centred plan clearly details the areas of SEND a learner has, the support they require and the short/long term desired outcomes being worked towards. The plan is reviewed at least once a year and at this point views are gained from the young person, their parents/carers, teachers and external professionals involved in their care and education. The impact of provision is also reviewed along with; academic progress, attendance, behaviour, health and social care requirements and any short-term targets partially / fully met.

For the majority of learners with an EHCP, progress will have been made and their needs will continue to be appropriately met. For some learners, their needs may require a more specialist approach requiring additional adult support, personalised resources, enhanced funding or for an alternative placement to be explored (in agreement with the wishes of the young person, their parents/carers and other professionals involved).

The learners who are allocated a placement in our Cognition & Learning Resource Base (RB) all have an Education Health Care Plan in accordance to the Special Educational Needs Code of Practice January 2015. We are currently established and funded to accommodate 9 learners within the Resource Base for each year group (totalling 45 places throughout years 7-11). The learners 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 for prospective children are arranged in November and June at our SEND events- for more information on these, Helen Butler, our Inclusion Administrator, can be contacted on **0121 628 1311**. The team are also available at our academy open evening and morning events.

Although all of the learners allocated a place in the RB will have cognition and learning difficulties identified within their Education Health Care Plan some learners 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 learners are integrated into mainstream lessons for approximately 70% of their timetable and may be withdrawn from some non-core lessons to receive specialist and tailored support (as outlined in their EHC plan) within the Resource Base for approx. 30% of their timetable. During these small group lessons programmes of study focus on the development of learners' literacy, numeracy, expressive language, social, well-being, study and independent living skills, as well as support for emotional and mental health if needed.

What are the interventions and provisions available to support learners with SEND?

The list below is an example of the various wave 2 (targeted) and 3 (specialist) provisions available to our learners as part of the graduated approach:

Cognition and Learning

- Learner Profile
- Reading programme i.e. Toe By Toe / Accelerated Reader
- Spelling programme i.e. Word Wasp
- Numeracy intervention groups
- Shape Coding
- Precision teaching
- Corrective reading groups
- Colour overlay – visual stress
- Access to an ICT device for extended writing
- Shared access to in class support
- Subject specific intervention groups
- Homework club
- Exam access arrangements
- Alternative curriculum / option pathway for KS4
- Referral to / support from Pupil & School Support
- LA agreed placement within the Cognition & Learning Resource Base (for learner with an EHCP).

Social, Emotional, Mental Health

- Learner profile
- Support from the school's Pastoral Team
- Mindfulness
- Access to a timetabled quiet space with sensory soothing resources
- Counselling
- Mentoring
- Academic mentoring
- Breakfast / Lunch club
- Educational Welfare Officer
- Referral to / support from Child and Adult Mental Health Service – Forward Thinking Birmingham
- Referral to / support from Community Paediatrics
- Guidance / input from Educational Psychologist
- Zones of regulation
- Access to the sensory room

Speech, Language and Communication needs

- Learner profile
- Speech and language intervention with HLTA
- Speech and Language Therapist
- Personalised 1:1 programme
- Writing with Symbols / Widget
- Communication and Autism Team

Sensory / Physical Impairment

- Learner profile
- Individual resources / aids as guided by specialist sensory support teams
- Motor skills programme
- Reasonable adjustments made to timetable / rooming
- Referral to and support from: Paediatric, Occupational or Physiotherapy services
- Support and guidance from Specialist Support Services Hearing / Visual Impairment teams
- Sensory profile / audit

Home to school taxi provision

Contact details [School travel](#) | [Birmingham City Council](#)

Opening hours:

Monday to Friday: 7am to 5:30pm

Telephone: 0121 303 4955

Email: https://www.birmingham.gov.uk/info/50052/school_travel

In school enquires are to be directed to Helen Butler our Inclusion Administrator.

How do we report and feedback to parents / carers?

All learners will receive progress reports throughout the school year having undergone assessments detailing their attainment, effort and achievements from across their subject areas. Should teachers, Directors of Year or parents/carers have any interim concerns, home to school contact is essential in order to swiftly intervene and identify appropriate support / ways forward.

Parent/carers also have the opportunity to contribute to their child's Learner Profile which are completed in collaboration by the SENDCo, Head of Resource Base, Director of Year, Teaching Assistants and the learner.

The learner profiles are shared with the class teachers so they can plan accordingly to support learners. A copy is also emailed to parents/carers for consideration and annotated amendments.

Our Inclusion Team

Our Inclusion Team consists of: Lisa Bowker, Special Educational Needs Co-ordinator; Head of our Cognition and Learning Resource Base, Mr Angus Weir and a team of teaching assistants, learning mentors, a full time school based counsellor, timetabled subject specialist teachers and our Inclusion Administrator, Mrs Helen Butler.

Where necessary assessment, advice and guidance is also sought from our external agencies;

- Communication & Autism Team
- Pupil & School Support Services
- Speech and Language Therapist
- Educational Psychologist
- Specialist Sensory Support Services – HI/VI
- Brays Outreach Service
- Forward Thinking Birmingham
- Educational Welfare Officer

We have a Trust Director of Inclusion Ms Christa Vines who works closely with us and our family of schools within the Summit Learning Trust. We also have further support from Ms Kiran Kanda, Assistant Inclusion Lead who works with our inclusion team. Regular opportunities are facilitated for our inclusion staff to collaborate with colleagues from across our Trust to share and develop best practice.

How are learners 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, Ms Zara Ali, to visit our feeder primary schools so that information can be shared, parents can be met with and additional visits can be arranged. For children that have an EHCP or require specific transition support, additional sessions are scheduled throughout the summer term offering parents and their children the opportunity to familiarise themselves with Ninestiles, key staff and our provisions is available.

The Preparing for Adulthood outcomes (employment, independent living, community inclusion and health) are firmly embedded within our inclusion curriculum offer at key stage 3 & 4. In preparation for post 16, specific planning begins with considering a learner's key stage 4 option pathway and their personal interests. Other support includes; our annual Futures Evening, information and guidance meetings, 1:1 careers advice, work experience, college/university tours 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 learner 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 and key staff at the colleges and 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 Academy we operate a working in partnership approach which means parents/carers can contact the school whenever they have a concern and time will be made for them. We want 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, Head of Resource Base or representatives from the Inclusion team are available at all parent consultation events and can be contacted by telephone / email should an individual query or meeting be required at a mutually convenient time.

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

Learner voice is also recognised and strongly valued. We use person centred tools and approaches to ensure that our learners are actively involved in their review meetings and decision making regarding their support and provision. We have a school culture that promotes learner leadership with all learners having the opportunity to raise their views via tutor group programmes and the school council. Learners are actively involved during staff recruitment processes and are able to confidently articulate themselves when talking to visitors about their school and experiences. As a school we also collect learner and parent voice at timely intervals throughout the year via questionnaires to enhance our systems, practices and events. Learners are actively involved in the options process during year 9, and are given a choice of routes to follow and careful individual support to make these decisions. These are reviewed to ensure learners are thriving at Ninestiles.

How is SEND provision evaluated?

Both our school provision and external support for learners with SEND are regularly monitored. This is embedded within the Trust and whole school quality assurance processes, performance management cycles, and is an aspect integral within our regular teaching and learning review systems. Attendance is tracked weekly as is behaviour. Progress data is collected and analysed on a termly basis and reported on to our Local Governing Body. All findings follow a robust process, they are then actioned and closely monitored by the Director of Inclusion, Assistant Inclusion Lead, SENDCO, Head of Resource Base and Senior Leadership Team to ensure desired outcomes are achieved for our learners.

How do I contact the Special Educational Needs and Disabilities Coordinator?

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 SENDCO / Head of Resource Base. A face to face meeting can also be arranged via email, telephone or through our Inclusion Administrator at a mutually convenient time.

Associate Assistant Principal - SENDCO

Mrs Lisa Bowker

0121 628 1311

Lisa.Bowker@ninstiles.org.uk

Associate Assistant Principal - Head of Cognition & Learning Resource Base

Mr Angus Weir

0121 628 1311

Angus.Weir@ninstiles.org.uk

Inclusion Administrator

Mrs Helen Butler

0121628 1311

Helen.butler@ninstiles.org.uk

How are complaints dealt with?

We take parent / carer concerns seriously and will act upon these on an individual basis.

In the first instance we would always ask that a parent / carer raises their concerns with their child's form teacher / subject teacher, director of year or pastoral manager. Should they have any specific questions / queries thereafter regarding their child's support or provision contact should be made via the school's main reception for the attention of our SENDCO Mrs Bowker.

If a parent / carer is still unhappy about the resolution of their concern or if it is of a more serious nature, then this should be raised with the Mr Kirby who is the Vice Principal who responsible for SEND provision at Ninestiles.

More guidance regarding the school's complaints procedure can be found on the school's website or can be requested from our school reception.

Who are SENDIASS and how can they support and advise parents/carers and young people?

The **Special Educational Needs Disability Information Advice Support Service aims to;**

- 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 decisions made about the child/young person’s education, health and social care.

Birmingham SENDIAS Service

Telephone: 0121 303 5004

E-mail: sendiass@birmingham.gov.uk

Website address is <https://www.birminghamsendiass.co.uk/>

Parent Link Service

The Birmingham Parent Link Service is the first point of contact for parents and carers who are not sure who they need to support them, where to go for help or just want to ask a question. You can call the Parent Link Contact Line on 0121 303 8461 or email at: ParentLinkService@birmingham.gov.uk

The Contact Line is open: Mondays, Tuesdays, Thursdays and Fridays: 9am – 5pm
Wednesdays: 9am-4pm

You can also chat to a Parent Link Officer at a Parent Link Forum. These are regular meetings that take place in your local area. Find out more information about parent forums including where your nearest forum is at <https://www.localofferbirmingham.co.uk/>

<p>Staff responsible</p>	<p>SENDCO Head of Resource Base Principal SEND Governor</p>
<p>Local Governing Body</p>	<p>SEND Governor Luisella O’Shea</p>
<p>Date approved</p>	
<p>Review date*</p>	<p>September 2024</p>