

	<p>English and Maths) along with the Summit Learning Trust trackers to record the incremental steps of progress made by learners working below ARE.</p> <ul style="list-style-type: none"> Liaison with and input from a range of external services including Learners and 	<ul style="list-style-type: none"> Rigorously monitor data for SEND learners/outcomes – evaluating impact of curriculum design English / Maths Leads, SENDCO, senior leaders to share current continuum criteria and how to use them for pupils who are below ARE. Remind staff to refer to the continuum criteria when planning for learners working significantly below ARE. Encourage staff to regularly use the criteria to set purposeful targets and accompanying tasks so that learners can make progress from their individual starting points. English and Maths teams to moderate continuum data entries to ensure staff have captured progress with accuracy using books and intervention data to triangulate entries. Regular opportunities for middle leaders to discuss the school’s curriculum offer in relation to specific 	<p>English / Maths Leads, SENDCO, senior leaders Trust Director of Inclusion</p> <p>English and maths teachers / leads</p> <p>Network of Excellence Curriculum Meetings / curriculum planning time</p> <p>SENDCo & agencies</p>	<p>To developed and to be reviewed as an ongoing project.</p> <p>On going</p> <p>After monitoring cycles</p> <p>Via departmental planning sessions</p>
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<p>Accessibility planning and reasonable adjustments also cover; teaching and learning expectations and wider curriculum access including; the participation in after school clubs, leisure and cultural activities, school events and external visits for children / young people with SEN/D.</p>	<p>School Support, Communication and Autism Team, Educational Psychology Service, Speech and Language Therapy, is sought to assess and support individual needs and provide advice to staff regarding their approaches</p> <ul style="list-style-type: none"> • There are a number of initiatives led by the Inclusion Team at lunchtime and after school. This also includes external visits out at different points of the year. • Quality assurance of curriculum access for learners with SEND is carried out on a regular basis (by senior/middle leaders, SENDCO) via; learning visits, book looks, learner voice/ learner leadership, with feedback given to staff individually and / or collectively. Both generic and bespoke CPD opportunities are then planned for i.e. academic language, dual coding, retrieval, TIASS, questioning, assessment and feedback, curriculum refinements – coherent model, interleaving, 9 principles, clarifying learning intentions, explicit modelling, effective explanations 	<p>cohorts and individual needs</p> <ul style="list-style-type: none"> • Recommendations made by outside agency specialists to be implemented as guided and regularly reviewed so that evidence in support of the graduated approach can be robustly ascertained. • For recommendations to be available to staff on One Page Profiles and Arbor • Whole school initiatives to ensure the inclusion of SEND pupils. • Pupil voice through a survey should be collected. • Leaders to continue to ensure CPD is effectively enhancing classroom practice thereby increasing curriculum access and subsequent achievement for all learners. 	<p>Middle / senior leaders</p> <p>Inclusion / subject leads</p> <p>SENDCo</p> <p>SLT, SENDCo</p> <p>Subject leads</p> <p>SLT/ SENDCo</p> <p>AP/VP curriculum</p>	<p>Ongoing</p> <p>Ongoing on a rolling programme</p> <p>Half termly</p> <p>September</p> <p>Ongoing intervals</p> <p>Ongoing</p>
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	<ul style="list-style-type: none"> • KS3 – For core subjects and MFL, learners are grouped/set according to their ability and baseline testing results. For the creative subjects, learners are in mixed ability groups. • The expectation is for schemes of work to be designed to support and challenge learners from their starting points and take into consideration specific guidance given by the wider inclusion team. Pre-requisite knowledge and skills are planned for where there are gaps. • Learners reading abilities are assessed on entry in year 7 using the new Hodder Software that is to be implemented in September 2022. Results are shared with staff so that approaches/interventions can be tailored to meet individuals reading / spelling levels. Reading ages to be shared on Learner Profiles. A literacy strategy is currently being designed to be implemented in September. As part of the strategy, whole school interventions will be planned and implemented on a targeted and specialist (short/longer term) basis depending upon need throughout KS3 to improve competency levels. Accelerated Reader and DEAR approaches are currently used. • KS4 – For core subjects, learners are grouped according their ability. Mixed ability for options • In KS4 learners follow a pathway that is conducive to both their interests and ability (a range of Cambridge national qualifications are available to learners at both level 2 and, 	<ul style="list-style-type: none"> • Implement the QA timetable to measure T & L • SENDCo to be involved with all internal subject deep dives. • For subjects teachers to teach SEND Resource Base pupils within the resource base • Rigorously monitor tracking on book looks and pupil voice • Collate feedback from learning walks • Approx 60 laptops available are readily available for learners to loan in support of extended writing tasks or short-term injuries • Impact of ICT access to be monitored (IDL and Nessy Fingers, reading pens and widget) • Usage and impact of investment to be evaluated. • Hodder reading data to be captured and analysed 	<p>English faculty Inclusion</p> <p>Subject leads/ SLT / SENDCO</p> <p>Curriculum leads</p> <p>Inclusion</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly planning meetings</p> <p>At timely and appropriate intervals after CPD sessions</p> <p>Termly (for individuals</p>
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	<p>THRIVE Horticulture and ASDAN short courses) – with EBAC available to all learners. At Ninestiles there is a clear process that runs from February through to April providing a range of information/consultation opportunities for learners and their parents prior to making option choices. For learners with an EHCP careers advice is available from year 9 onwards.</p> <ul style="list-style-type: none"> • Every teacher has a data driven seating plan and learner profiles with contextualised information that supports and informs teaching and learning approaches. 	<ul style="list-style-type: none"> • Review the changes to the curriculum options. i.e. removal of key skills. • Senior leaders and curriculum leads to continue to ensure that option pathways are appropriate for new cohorts (spring / summer term) • Pre-GCSE / co-teachable courses for core subjects to be explored to support a small minority of learners at potential risk of not achieving/qualifying at GCSE level. • Learners with SEND to be prioritised for option choices • Subject leaders and senior leaders to monitor the usage of class context folders • Learner profiles are updated as and when needed with the relevant up to date information. 	<p>Head of years/ Pastoral managers / input from all staff where possible SENDCO</p> <p>Head of HAL / LHEE</p> <p>Duty staff</p> <p>SENDCO Inclusion</p>	<p>requiring intervention) Annually for all</p> <p>Ongoing MER cycles</p> <p>Ongoing</p>
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	<ul style="list-style-type: none"> • All learners are invited to attend after school clubs, activities, trips and visits. • A breakfast, break and lunch time club is well attended by learners (across all year groups) who benefit from having a more structured, supervised social space. This is held within the Inclusion area • A homework club is available to learners who require a designated, supervised space. This is housed within the Inclusion area, before and after school (Mon, Wed, Thurs) and is staffed by the Inclusion team who liaise closely with curriculum areas. For some learners, whilst they are encouraged to do homework specific allowances are made in recognition of individual needs – SENDCO regularly reminds staff of this small cohort • Exam access arrangements are available to learners in support of both internal and external examinations – procedures are annually and externally inspected to ensure regulations are adhered to. The school has 1 	<ul style="list-style-type: none"> • All staff to encourage and promote the participation of learners with SEND in attending extra-curricular activities, tracking uptake and gaining learner views re presences and co-leadership • To continue • To continue • Annual update training to be attended to ensure compliance is upheld 	<p>KN / LBOW</p> <p>AH, AWE, LBOW</p> <p>SENDCo</p>	<p>Ongoing MER cycle</p> <p>Termly</p> <p>Ongoing Half termly monitoring of access, provision and staffing</p>
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	<p>qualified assessor to administer the JCQ approved assessments and applications.</p> <ul style="list-style-type: none"> Resource Base – Ninestiles has a cognition and learning RB LA funded for 45 learners 	<ul style="list-style-type: none"> Designation with LA to be reviewed re numbers of learners Additional alternative provision to be explored to increase access and participation for learners with SEMH (in KS4) 		Ongoing
<p>➤ Improving the physical environment so that all learners and other users can take better advantage of the educational facilities and services available.</p> <p>The school will take into account the needs of learners and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, equipment, and greater accessible facilities and fittings.</p>	<ul style="list-style-type: none"> Timetabling adjustments are considered on an individual needs basis to facilitate learning for learners with health / medical needs. This would be carried out in consultation with the young person, parents and staff and upon recommendations given by external professionals. Completed accessibility plan to review the accessibility across school. The inclusion area is being renovated to provide improved teaching spaces and intervention rooms. This will enhance learner’s provision and positive experiences. Extra equipment has been ordered and used to support individual needs such as 	<ul style="list-style-type: none"> School nurse, SENDCo and Head Resource Base to oversee SEND pupils with medical needs Points for consideration noted on Direct Access Audit Learner voice to be collected to feedback on the equipment ordered. 	<p>LB/ AW / school nurse</p> <p>Site Team</p>	<p>Ongoing</p> <p>Annually or in between if necessary.</p> <p>Half termly</p>

	<p>standing desks and supportive booth seating.</p>			
<p>➤ Improving the availability of accessible information.</p> <p>Improving the quality and delivery of written and auditory information to learners, staff, parents and visitors with SEN/D. Examples might include enlarged handouts, induction loop systems, picture timetables, voice activated software, Makaton, widget symbols, location of information about the school and school events. The school is aware of and works with a range of services, including those provided through the LA, for providing information in alternative formats when required or requested.</p>	<p>The following channels of communication are used to communicate with parents / carers regarding their child and school events;</p> <ul style="list-style-type: none"> • Text messaging – reminders, school closures, trips, attendance, detentions, parent’s evenings, events, • Email through Arbor • Reciprocal telephone contact • Enquiry email address / contact • Twitter page – regularly updated • Front of house staff - main office (8am-4:30pm) • Weekly bulletin on school website (every Friday) 	<ul style="list-style-type: none"> • Parent / Carer usage of website / email to access information sent out from school to be ascertained • An audit of staff’s spoken languages to be considered in support interpretation (if required) including BSL/Makaton sign language 	<p>CSHI</p>	<p>Autumn term</p> <p>Half termly</p>

	<ul style="list-style-type: none"> • Newsletter – half termly (website, reception hard copy, advertise on Twitter) <ul style="list-style-type: none"> • Reward post cards • Website updates / correspondence • Consultations events – face to face meetings with class teachers / support staff (inc a report) key staff – help desks / • Options evenings • Staff greet / dismiss learners at the start/ end of each day having presence within the locality (front and back of premises) • Focused parent/ carer forums • Learner progress report (Summer consultation evening) • Parent / carer views – SEND review meetings • Individual requests for appointments • Working in partnership / open door policy • Questionnaires / surveys • Home visits • Interpretation support from staff / translation • Sign language support • Family support worker - advocacy and mediation • Coffee mornings / drop-in sessions (SEND) • Signposting and accompanying parents to other services 	<ul style="list-style-type: none"> • Issuing of points of contact / channels of communication tree to be considered within planners to help direct families to the most appropriate person for the enquires • Consider carrying out a survey to find out parent / carer preferences re their preferred channels of communication • Workshops for parents to be explored regarding local issues and how to keep their children safe in conjunction with local health and police services • In process of recruiting a parent governor • Learner of the week celebration events with hot chocolate and donuts with the principal every Friday. 	<p>CSHI</p> <p>HBUT</p> <p>SENDCo/ Head of Resource Base</p> <p>Principal / DoY / Subject lead nominations</p>	<p>Autumn</p> <p>Ongoing</p>
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	<ul style="list-style-type: none"> • Open morning / transition events (year 6) • Mid-year admission meetings • Performing art events / Trust awards evening / School Production / Sports Personality / Year 7 & 11 Awards evenings • Outside agency meetings; school nursing. Social workers, police liaison, educational psychologist • Designated members of staff with responsibility for parental engagement at KS3 & KS4 • MacMillan Coffee Morning (community invite) • All attendance agreement documents, and protocols have been translated into main home language (survey carried out to ascertain this) • Duplicated correspondence to families with multiple guardianship / responsibility living separately (available upon request plus school record of dual parent/carers addresses) <p>Staff use the following methods to improve the quality and delivery of information presented to their learners;</p> <ul style="list-style-type: none"> • Picture / visual timetables • Writing with symbols • Photographs to support transition • Dual coding strategies • Concrete examples / manipulatives 	<p>Ensure that representation of SEND learners each week.</p> <ul style="list-style-type: none"> • Birmingham University venue is used annually to present learner of with the most progress / recognition / highest achiever <ul style="list-style-type: none"> • SEND CPD to be threaded into the whole school calendar and a standing agenda in all meetings at all levels 	<p>Principal / vice principal and other members of SLT</p> <p>AW/ LW / SLT</p>	<p>Annually</p> <p>ongoing</p>
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	<ul style="list-style-type: none">• Modelling through demonstrations, visualisers, language modification• Scaffolding to support verbal and written responses i.e. sentence starters, fill in missing blank, matching tasks, synonyms, templates (individual basis)• Task boards• Enlarged text• Dyslexia friendly font• Voice activated software programmes for literacy (IDL)• Conducive seating plans inc. pairings and group work• Additional adults – to modify both written and verbal language (TAs /Mentors / External tutors)• Learner questionnaires• School Leadership Group• Strategies for EAL• Lego therapy• Exam access arrangements – scribing• Handouts to reduce notetaking / copying• Language development support from SALT• Academic mentoring• Counselling services• Restorative practice• Police Liaison Officer			
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