

Ninestiles, an Academy - Autumn 2025

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/>.

We are proud to be the TES Inclusive School of the Year 2025.

At Ninestiles, we 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 SEND, 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, colleagues are asked to share observations and raise concerns about learners' progress through a range of channels. These are then shared and discussed at Referral Panel on a weekly basis. Following this a conversation will take place with families and learners to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

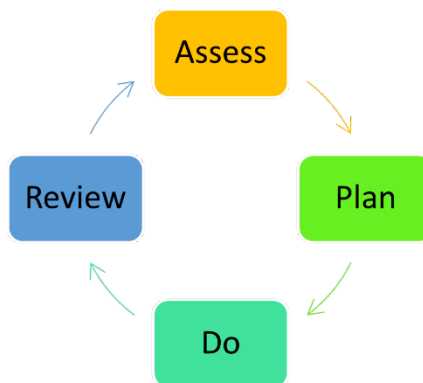
How does the curriculum support the diverse needs of our learners?

Colleagues are required to uphold high expectations when both designing and adapting a coherent and ambitious curriculum. All learners remain at the heart of our academy improvement plans as we aim to spark curiosity and excitement about the world; about themselves and each other; and to help them make connections between the parts of knowledge they are taught across different subjects.

Throughout the year, colleagues 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 all colleagues are required to complete annual safeguarding and health and safety online training along with policy reading. Specific SEND training is also provided at least once a week to ensure colleagues' knowledge, skill sets, and approaches are enhanced and, where appropriate, externally accredited. We work closely with a range of outside agencies who both support our professional development and help us to quality assure our practice and procedures.

In our academy, we assess whether a learner has a special educational need or disability in different ways. Some of these will include:

- Observations and learning walks
- Book looks
- Teacher feedback
- School-based test results
- Information from families
- Information from the learner
- Specialist assessments carried out by outside agencies working in collaboration with the school (with family 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 suitably challenging activities and create an inclusive learning environment.

Wave 2 (Universal Plus / Targeted Intervention – K Code)

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 (K Code).

Wave 3 (Additional Needs / Specialist Intervention - 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 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 academy will work with outside agencies, families 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:

[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/>

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

Education Health Care Plans

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 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 families, teachers and external professionals involved in their care and education. The impact of provision is also reviewed and adaptations made as required. We co-produce amendments to these plans.

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 families 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. We are currently commissioned to accommodate nine 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 academy's usual admissions procedures. We are happy to meet with prospective families to discuss their child's SEND and support requirements and provide them with an overview of our academy and its provision throughout the transition planning period of Years 5 and 6. Visits are arranged throughout the year - for more information on these contact Luke Turner (luke.turner@ninstiles.org.uk), our Inclusion Administrator.

The learners are integrated into mainstream lessons for 70% of their KS3 timetable and will be taught within the Resource Base for 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. Learners also follow a bespoke programme of AQA Unit Awards, Language for Behaviour and Emotions, and ASDAN short courses. At KS4 all learners will follow a broad and balanced mainstream curriculum with Resource Base being taught in smaller groups for English and Maths.

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

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

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 (CAT) support

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 Physical Disability/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

More information can be found at:

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

In school enquires are to be directed to Luke Turner our Inclusion Administrator.

**How do we report
and feedback to
families?**

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, pastoral colleagues, or families have any concerns, home to school contact is essential in order to swiftly intervene and identify appropriate support.

Families also have the opportunity to contribute to their child's Learner Profile which are co-produced.

Learner profiles are shared with the class teachers so they can plan accordingly to support learners. A copy is also emailed to families for consideration and annotated amendments.

**Our Inclusion
Team**

Our Inclusion Team consists of: Angus Weir, Strategic SEND Lead and member of our Senior Leadership Team; a Learning Support Unit Manager, Marcia Shakespeare; Habituation Lead, Martin Ryan; Shazia Mansha, SEND Teacher; and a team of teaching assistants, learning mentors, a based counsellor, timetabled subject specialist teachers and our Inclusion Administrator, Luke Turner.

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

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

Our Trust's Director of Inclusion is Christa Vines who works closely with us and our family of schools within the Summit Learning Trust. We also have further support from Kiran Kanda, Assistant Inclusion Director, 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 SEND supported with their phases of transition?

During the summer term, prior to admission in year 7, our team work collaboratively with colleagues at primary settings, to visit our feeder primary schools so that information can be shared, parents met, and personalised visits arranged. For children that have an EHCP or require bespoke transition support, additional sessions are scheduled throughout the summer term offering everyone the opportunity to familiarise themselves with Ninestiles life.

The Preparing for Adulthood (PfA) outcomes (Employment, Independent Living, Community Inclusion, and Health) are firmly embedded in our practice.

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; tours of Higher Education institutions; and a visit to the annual Skills Show at the NEC. Our academy careers advisor also attends Years 9 and 11 EHCP review meetings and family consultation evenings. Should a learner require individual support with their post-16 application forms and college interviews, our team can also assist with this process.

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

We 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.

At Ninestiles we have a culture of Unconditional High Regard which means families can contact the school whenever they have a concern and time will be made for them. We want families 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. The Inclusion team are available at all parent consultation events and can be contacted by phone or email should further discussions be required.

How are learners with SEND involved in their own education?

Learner Voice is also recognised and strongly valued. We use person-centred tools 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 an academy, 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.

We are particularly proud that learners from Ninestiles fed-back to Ofsted on their experiences as young people with SEND during the local authority's recent inspection.

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 at a senior- and Trust-level.

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

In the first instance should a family member have a query they would like to raise regarding their child's special educational need or disability we ask that they make contact with their child's teaching assistant or pastoral manager or head of year. A face to face meeting can also be arranged via email, telephone or through our Inclusion Administrator at a mutually convenient time.

Strategic SEND Lead (SLT)
Mr Angus Weir
0121 628 1311 (e:7029)
Angus.Weir@ninstiles.org.uk

Inclusion Administrator
Luke Turner
0121628 1311
Luke.turner@ninstiles.org.uk

We take stakeholder concerns seriously and will act upon these on an individual basis.

In the first instance we would always ask that a stakeholder raises their concerns with their child's form or subject teacher, head of year or pastoral manager. Should they have any specific questions thereafter regarding their child's support or provision contact should be made via Luke Turner for the attention of Mr Weir.

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

How are complaints dealt with?

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/>

Staff responsible	Strategic SEND Lead (SENCO) Principal SEND Governor
Local Governing Body	SEND Governor Luisella O’Shea
Date approved	October 2025
Review date*	September 2026