



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

**Special Educational Needs and Disability (SEND)
Information report**

**Date: November 2025
Revision Date: November 2026**

Sutton Coldfield Grammar School for Girls has an inclusive ethos and works in partnership with students, parents/carers and other agencies to provide the best possible educational outcomes. We have high expectations of all our students and put support in place at the earliest possible stage where it is needed. Our vision is for all to have a love of learning, a positive, independent and resilient approach with a strong sense of community. Each individual will be encouraged to be aspirational, prepared for their future and inspired to make a positive difference.

Glossary of terms

CAMHS – Children and Adolescent Mental Health Service	HOY – Head of Year
CAT – Communication and Autism Team	JCQ – Joint Council of Qualifications
CPD – Continuing Professional Development	LLSS – Language, Learning and Strategic Team
DSA – Disability Student Allowance	OT – Occupational Therapy
DSL – Designated Safeguarding Lead	PDSS – Pupil Disability Support Service
EAA – Exam Access Arrangements	PEEP – Personal Evacuation Plan
EHA – Early Help Assessment	SDQ – Strengths and Difficulties Questionnaire
EHCP – Education, Health and Care Plan	SEND – Special Educational Needs and Disabilities
ELSA – Emotional Literacy Support Assistant	SENDCO – Special Educational Needs and Disabilities Coordinator
EP – Educational Psychologist	TA – Teaching Assistant
FTB – Forward Thinking Birmingham	T&L – Teaching and Learning
GP – General Practitioner (your doctor)	VI – Visual Impairment
HI – Hearing Impairment	

Special Educational Needs and/or Disabilities (SEND) in our setting

Our school community at Sutton Coldfield Grammar School for Girls, recognises all students with Special Educational Needs. Our school ethos promotes an inclusive environment in which all needs are met to the highest standard. This is in line with The Children and families Act 2014 and the Equality Act 2010. Our provision ensures that students receive support, which is additional to, or different from the provision generally made for pupils of the same age.

Students on our SEND register have a variety of different needs spread across the four areas of need, which includes:

- **Cognition and learning:** for example, moderate and multiple learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- **Communication and interaction:** for example, autistic spectrum condition, speech and language difficulties, developmental language disorder
- **Social, emotional and mental health:** for example, attention deficit hyperactivity disorder (ADHD), depression, anxiety
- **Sensory and/or physical needs:** for example, visual impairment, hearing impairment, physical disability.

	General	Specific Area Focus			
		Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
What should I do if I think my child may have a special	Contact Miss B Pegg (SEN Admin) to arrange an appointment with the SENDCo.	Speak with the SENDCo	Discuss your concerns with the subject teachers or Form Tutor. Speak with the SENDCo.	Discuss your concerns with your daughter's form tutor or Head of Year.	Contact the relevant health professionals .

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educational need or disability?				Contact your GP and keep the school informed. Speak with SENDCo.	Speak with SENDCO.
What are Sutton Coldfield Grammar School for Girls procedures for identifying students with SEND and assessing their needs?	<ul style="list-style-type: none"> • Liaising with primary/previous school. • Concerns raised by parents/carers • Concerns raised by teaching staff by completing a SEND referral form. • Discussions with students • Liaising with external agencies • Tracking and analysis of progress data. • Book trawls. • Lesson observations. 	<p>Observations (formal/informal) both in and around the school</p> <p>Speech and Language screener</p> <p>Specialist assessments carried out by external professionals: Educational Psychologist, Language, Learning and</p>	<p>Baseline testing in reading, writing and mathematics in Year 7.</p> <p>Student's progress is below expectations despite subject specific interventions.</p> <p>Observations (formal/informal) both in and around the school</p> <p>- Specialist assessments carried out by external</p>	<p>Observations (formal/informal) both in and around the school</p> <p>Information shared by CAMHS, Forward Thinking Birmingham (FTB), Forward Mentoring or other external professionals.</p>	<p>Communication between health professionals and SENDCo.</p> <p>Observations (formal/informal) both in and around the school</p> <p>Specialist assessments carried out by external professionals :</p>

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		Strategic Team (LLSS) Communication and Autism Team (CAT), Speech and Language Therapy (SALT).	professionals: Educational Psychologist and Language, Learning and Strategic Team (LLSS), Communication. Visual stress screener Dyslexia screener Online assessments: LUCID EXACT.	Students/parents complete strengths and difficulties questionnaire (SDQ).	Occupational Therapy (OT) Sensory Difficulties screener.
What are the arrangements for consulting parents/carers of students with SEND and	<ul style="list-style-type: none"> • Miss Greenfield (SENDCo) will be available at progress evenings, information evenings and Year 7 induction evening. • Student Progress Reports. • Annual Reviews for students with an EHCP. • Professionals meetings if required. 	<p>Student profile review meetings.</p> <p>Communication with subject teachers, form tutors,</p>	<p>Student profile review meetings.</p> <p>Communication with subject teachers, form tutors, HOY and/or SENDCo.</p>	<p>Student profile review meetings.</p> <p>Communication with subject teachers, form tutors,</p>	<p>Student profile review meetings.</p> <p>Communication with subject teachers, form tutors,</p>

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involving them in their child's education?	<ul style="list-style-type: none"> • Meetings/telephone contact/emails with the SENDCo, HOY and/or student support mentor. • Annual parent/carers questionnaires. 	HOY and/or SENDCo.		HOY, SENDCo, Student Support Mentor, and/or DSL	HOY and/or SENDCo.
What are the arrangements for consulting students with SEND and involving them in their education?	<ul style="list-style-type: none"> • Annual SEND student voice • Student Council and Student Voice • Student leaders within form groups. 	<p>Student profile review meetings.</p> <p>Communication with subject teachers, form tutors, HOY and/or SENDCO.</p> <p>Meetings with CAT team.</p>	<p>Student profile review meetings.</p> <p>Communication with subject teachers, form tutors, HOY and/or SENDCO.</p> <p>Meeting with Learning mentors</p>	<p>Student profile review meetings.</p> <p>Communication with subject teachers, form tutors, HOY, SENDCo, Student Support Mentor</p>	<p>Student profile review meetings.</p> <p>Communication with subject teachers, form tutors, HOY and/or SENDCo</p> <p>Meeting with external agencies</p>
What are the arrangements for	<ul style="list-style-type: none"> • Graduated Approach followed (Assess, Plan, Do, Review) 	Student profile review meetings.	Student profile review meetings.	Student profile review meetings.	Student profile review meetings.

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assessing and reviewing students' progress towards outcomes?	<ul style="list-style-type: none"> • Analysis of data – attainment, attendance, behaviour and emotional well being. • Teacher feedback 				
What are the arrangements for supporting students in moving between phases of education and in preparing for adulthood?	<ul style="list-style-type: none"> • Year 6 Transition Co-ordinator/SENDCo will liaise with Year 6 teacher/SENDCo. • SENDCo will liaise with Post 16 SENDCos • Additional transition mornings/afternoons • SENDCo will attend Annual Review at previous school, where possible. • Appointments with the Independent Careers Advisor from Year 9 onwards. • SENDCo attends 6th Form Open Evening and Year 7 Welcome Evenings. 	Post 18 – Advice on what DSA support is available. Advise on what reasonable adjustments and support is available within the disability advisory service at university.	Post 18 – Advice on what DSA support is available. Advise on what reasonable adjustments and support is available within the disability advisory service at university	Post 18 – Advice on what DSA support is available. Advise on what reasonable adjustments and support is available within the disability advisory service at university	Post 18 – Advice on what DSA support is available. Advise on what reasonable adjustments and support is available within the disability advisory service at university
What is the approach to teaching	<ul style="list-style-type: none"> • High Quality Teaching universal strategies. Integrated approaches and adaptive practice in the 	Teachers have access to student	Teachers have access to student profiles which	Teachers have access to student	Teachers have access to student

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students with SEND?	<p>classroom, including modelling, scaffolding, breaking information down into small chunks, targeted questioning for some students.</p> <ul style="list-style-type: none"> • Seating plans identify SEND students and teaching staff use these to aid their questioning and planning. • Examination Access Arrangements (EAA) are applied for, where it is established that it is the student's normal way of working and there is sufficient evidence to support an application. 	<p>profiles which contain a description of needs and bespoke teaching strategies for each student. The profile ensures that staff understand what the barriers are to a student's learning and how to support them.</p>	<p>contain a description of needs and bespoke teaching strategies for each student. The profile ensures that staff understand what the barriers are to a student's learning and how to support them.</p>	<p>profiles which contain a description of needs and bespoke teaching strategies for each student. The profile ensures that staff understand what the barriers are to a student's learning and how to support them.</p>	<p>profiles which contain a description of needs and bespoke teaching strategies for each student. The profile ensures that staff understand what the barriers are to a student's learning and how to support them.</p>
How are adaptations made to the curriculum and the learning environment	<p>Sutton Coldfield Grammar School for Girls offer an inclusive curriculum which has been designed to be challenging, ambitious, open and accessible for all students.</p> <p>Learners study the full curriculum.</p>	<p>The strategies on the student profiles play an important part in guiding staff on how</p>	<p>The strategies on the student profiles play an important part in guiding staff on how to adapt the curriculum and their</p>	<p>The strategies on the student profiles play an important part in guiding staff on how</p>	<p>The strategies on the student profiles play an important part in guiding staff</p>

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t of students with SEND?	Sutton Coldfield Grammar School for Girls accessibility plan ensures that students with SEND have the same opportunities offered to them regarding their education.	<p>to adapt the curriculum and their teaching strategies to allow learners to learn and to make progress.</p> <p>In exceptional individual cases students may study a reduced number of GCSE subjects and are offered supported study sessions.</p>	<p>teaching strategies to allow learners to learn and to make progress.</p> <p>GCSE tiered subjects, some students may be entered at foundation level.</p> <p>In exceptional individual cases students may study a reduced number of GCSE subjects and are offered supported study sessions.</p>	<p>to adapt the curriculum and their teaching strategies to allow learners to learn and to make progress.</p> <p>In exceptional individual cases students may study a reduced number of GCSE subjects and are offered supported study sessions.</p>	<p>on how to adapt the curriculum and their teaching strategies to allow learners to learn and to make progress.</p> <p>In exceptional individual cases students may study a reduced number of GCSE subjects and are offered supported study sessions.</p>

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					<p>Classes to be taught on the ground floor if there are students with mobility difficulties.</p> <p>Support provided during practical lessons, when required.</p> <p>PEEPS written.</p>
What training are the staff supporting children and young people with	<ul style="list-style-type: none"> • There is regular training from the SENDCo to staff via T&L briefings, staff meetings and Inset days. • Staff professional development which focusses on adaptive 	Autism Awareness Training September for all Staff.	T&L Training focussing on: 'explicit instruction' (e.g. teacher-lead approaches such as well-structured	Mental Health First Aider ELSA trained staff	School nurse provided training for all staff on Asthma and Anaphylaxis

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SEND had or are having?	<p>teaching strategies, to meet identified needs of students.</p> <ul style="list-style-type: none"> • Circle of Adults for specific students delivered by SENDCo and HOY • SENDCo is a Qualified and accredited Exams Access Arrangements assessor • All staff have access to training on the National College (https://nationalcollege.com/secondary) 	<p>SALT trained staff</p> <p>National College online webinar: Autism Support Strategy: Unlocking Communication</p>	<p>explanations, modelling and worked examples); ‘Cognitive and metacognitive strategies’ (e.g. cognitive strategies such as memorisation techniques or subject-specific strategies to solve problems; metacognitive strategies such as effective planning, monitoring and evaluating), ‘scaffolding’ (this involves providing pupils with temporary supports for a complex task. For example, offering a writing frame and vocabulary</p>	<p>Qualified wellbeing mentor</p> <p>National College online webinar: Emotional Literacy: Refining Skills to strengthen resilience.</p> <p>Senior Leader has undertaken DfE Mental Health Lead training.</p>	

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			guide for an essay in history), use 'flexible grouping' (with the aim to group pupils flexibly, according to the individual needs that they currently share with other pupils) and using technology that can support students with their learning.		
What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Educational Psychologist (Set hours allocated to the school) • Pupil Disability Support Service (PDSS) including Hearing and Vision impaired • Speech and Language • Occupational Therapy • CAMHS/Forward Thinking Birmingham • Support through the Early Help Assessment (EHA) 	EPS – Will work with students who have complex needs and where an application for an Education, Health and Care Plan assessment is made.	EPS – Will work with students who have complex needs and where an application for an Education, Health and Care Plan assessment is made. Parental consent is needed. LLSS – Will work with students who	EPS – Will work with students who have complex needs and where an application for an Education, Health and Care Plan assessment is made.	EPS – Will work with students who have complex needs and where an application for an Education, Health and Care Plan

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	<ul style="list-style-type: none"> • Support from a qualified and accredited SENDCo • Language, Learning and strategic support team (LLSS) – set hours allocated to the school • Communication and Autism Team (CAT) – set hours allocated to the school • Learning mentors • Forward Mentoring • ELSA Specialist • Qualified and accredited Exams Access Arrangements assessor 	<p>Parental consent is needed.</p> <p>CAT – Students who are being assessed for or already have a diagnosis of autism or social communication difficulties. Parental consent is needed.</p> <p>SALT – Students who are having difficulty with speech, language or</p>	<p>may have cognition and learning difficulties. Parental consent is needed.</p> <p>Learning mentors</p>	<p>Parental consent is needed.</p> <p>Forward Thinking Birmingham – Parental consent needed.</p> <p>Forward Mentoring – Parental Consent needed</p> <p>Wellbeing mentor</p>	<p>assessment is made. Parental consent is needed.</p> <p>PDSS – students with physical disabilities which impact on their school access. Students have their own allocated worker.</p> <p>Qualified Teacher of the Visually Impaired – Parent consent</p>

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		<p>communication. Parental consent needed. Currently the school does not have an allocated SALT worker.</p>			<p>needed. Students have their own allocated worker.</p> <p>Birmingham School Nurse team</p> <p>Qualified Teacher of the Deaf - Parent consent needed. Students have their own allocated worker.</p>

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How is the effectiveness of the provision evaluated for students with SEND?	<ul style="list-style-type: none"> Assess, Plan, Do, Review cycle followed. Liaising with class teachers regarding student progress and attainment Liaising with TAs and learning mentors who have delivered Universal and Targeted provisions Formal assessment cycles as per the school assessment policy Liaising with the parents/carers of SEND learners (Parent Voice) Liaising with the SEND learners (Student Voice) Using the school data tracking system to review progress made by SEND learners Asking for external professionals (where necessary) to work with the child or young person to check the progress being made Senior leadership and the SEND team will carry out regular lesson drop-ins to monitor the 	<p>Lesson Observations</p> <p>Student profile review meetings</p> <p>Analysis of progress data</p>	<p>Lesson Observations</p> <p>Student profile review meetings</p> <p>Analysis of progress data</p>	<p>Lesson Observations</p> <p>Student profile review meetings</p> <p>Analysis of progress data</p>	<p>Lesson Observations</p> <p>Student profile review meetings</p> <p>Analysis of progress data</p>

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	effectiveness and impact of universal provision within the school.				

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<p>How will my child be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> • All students are given the opportunity to participate in a wide range of activities • Risk assessments are carried out prior to any off-site activity. Whilst every effort is made to provide equality of opportunity for all students, in the unlikely event that it is considered unsafe for a child to take part in an activity, then every effort will 	<p>To participate and lead lunchtime clubs such as K Pop Dance, Crochet club</p> <p>Nominated Student leaders within their form</p> <p>Librarians</p>	<p>To participate and lead lunchtime clubs</p> <p>Nominated Student leaders within their form</p> <p>Librarians</p>	<p>Pastoral staff to accompany students on trips, if necessary.</p> <p>To participate and lead lunchtime clubs such as K Pop Dance, Crochet club</p> <p>Nominated Student leaders within their form</p> <p>Librarians</p>	<p>Specific arrangements put in place by tour operators/trip providers to accommodate students with specialist needs, where possible. TA to accompany students on trips</p> <p>To participate and lead lunchtime clubs such as K Pop Dance, Crochet club</p> <p>Nominated Student</p>

	<p>be made to provide an alternative activity which will cover the same curriculum areas, where the activity is considered an essential part of the curriculum.</p>				<p>leaders within their form</p> <p>Librarians</p>
<p>What support is available for improving emotional and social development, including extra pastoral support for listening to the views of students with SEND and measures to prevent bullying?</p>	<p>There is strong pastoral support that begins with the student's Form Tutor, with whom they meet every morning.</p> <p>The Form Tutor from Year 7 to 11 follows the form as they move through the year groups, in order that a strong relationship is forged and a good understanding of the students' needs is gained. Mentoring is available for all year groups, offering support for students in a variety of emotional, social and academic issues.</p> <p>There is an 'open door' policy so that students are able to speak with whomever they feel most comfortable and parents/carers are encouraged to contact the school immediately any concerns arise.</p> <p>Bullying is not tolerated and expectations of behaviour are high. Diversity and difference are issues that are taught through the Personal Development in every year group and diversity is celebrated in the school.</p>				
<p>How does the school involve other bodies,</p>	<p>We work closely with other services to ensure the needs of our students are met. The Educational Psychologist has delivered online workshops to parents/carers focusing on ADHD and how to support their daughters and a face-to-face workshop about 'Emotion Coaching'.</p>				

<p>including health and social care bodies, local authority services and voluntary sector organisations in meeting the students' special educational needs and supporting their families?</p>	<p>LLSS and CAT allocated workers will contact parents/carers to discuss the meetings that they have had with students.</p> <p>Sutton Coldfield Grammar School for Girls accesses Forward Mentoring Service and a counselling service to provide a one-to-one meeting with selected students requiring extra emotional support.</p> <p>Parent/carers are made aware of any SEND services available within the local community via the parent's newsletter.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school is allocated a notional SEN budget which is a portion of the school's overall budget allocated to support SEND students. Schools are expected to fund the first £6000 from within the school's budget to support pupils with SEND. The school can apply for 'top up' funding from the student's Local Authority if it is felt that a child's needs exceed that which can be provided through the £6000. The school will then use the funds to put appropriate support in place to meet the child's needs. The SENDCo takes advice from all professionals involved with the child, alongside the views of the parents/carers to decide on the best support plan.</p> <p>Those students with an EHCP may have additional funding allocated to their plan which is used to ensure the provision outlined in their plan is met. The funding can also be used for the employment of a TA.</p>
<p>Who can I contact for</p>	<ul style="list-style-type: none"> • Reception, who will guide you in the right direction: <ul style="list-style-type: none"> - Telephone: 0121 354 1479 - Email: enquiry@suttcold.bham.sch.uk

<p>further information?</p>	<ul style="list-style-type: none"> - SENDCo & Exam Access Arrangements Assessor: Miss D Greenfield - SEND Administrator: Miss R Pegg • Heads of Year <ul style="list-style-type: none"> ○ Year 7 – Mrs M Mahoney (Year 6 Transition Co-ordinator) ○ Year 8 – Mrs L Neal ○ Year 9 – Miss K Slack ○ Year 10 – Miss E Homer ○ Year 11 – Miss E Hewitt ○ Year 12 – Mrs L Todd ○ Year 13 – Mrs J Conlan <p>Student Support and Character Mentor: Mrs A Hart</p>
<p>What are the arrangements for handling complaints from parents/carers of students with SEND about the provision made by the school?</p>	<p>Contact the SENDCo (Miss D Greenfield) to arrange a meeting to discuss concerns either via phone (0121 354 1479) or via email (enquiry@suttcold.bham.sch.uk)</p> <p>Alternatively, a formal complaint can be made to the Headteacher, Dr B Minards via email: enquiry@suttcold.bham.sch.uk</p> <p>and finally to the School’s Governing Body or the Chair of Governors, Charlotte Senior via email at: enquiry@suttcold.bham.sch.uk</p>
<p>Contact details of support services.</p>	<p>1) Birmingham Local Offer - Home - Local Offer Birmingham</p>

- 2) Birmingham SENDIASS (The Local Authority's impartial advice and support service) - [Birmingham SENDIASS Homepage – Birmingham SENDIASS](#), email: SENDIASS@Birmingham.gov.uk, Telephone: 0121 303 5004
- 3) Autism West Midlands (Support and advice is given and opportunities to meet regularly) - <https://www.autismwestmidlands.org.uk>, Telephone: 0121 450 7582
- 4) Act for Autism (Support and advice is given) - <https://actforautism.co.uk> Email: info@actforautism.co.uk
- 5) Forward Thinking Birmingham (including CAHMS) (A range of services and facilities focussed around the individual needs of 0-25 year olds. 24/7 access to mental health crisis support.) [Forward Thinking Birmingham - Birmingham and Solihull Mental Health NHS Foundation Trust](#), Telephone **0121 301 0000**
- 6) Birmingham Mind Mental Health Helpline (Those seeking advice and information for people experiencing mental health difficulties, and not a mental health crisis,) Telephone: ([0121 262 3555](tel:01212623555); Freephone [0800 915 9292](tel:08009159292)) between 9am and 11pm. Email: help@birminghammind.org
- 7) Kooth (Mental wellbeing support) - [Home - Kooth](#)
- 8) Grow Family Services (SEND support network designed for SEND parents by SEND parents and provides a supportive and empowering space for families, based in Sutton Coldfield): [Home | Grow Family Services](#), email: grow.enquiries@outlook.com

Testimonials From parents of students who have SEN.	<p>“Overall the school offer a very supportive environment for our daughter and we appreciate everyone's hard work. Thank you.”</p> <p>“Dedicated SEND staff are absolutely brilliant.”</p> <p>“One to one support to access all areas of school. Daughter being able to contact teachers via teams when she feels unable to speak to them in person.</p> <p>“Parental communication and co-working”</p>
School Policies	<p>SEN Policy: download.asp</p> <p>Inclusion and Accessibility Action Plan: Microsoft Word - Inclusion and Accessibility Action Plan 2024</p> <p>School's admission policy: download.asp</p>
Where can I find guidelines regarding exam access arrangements?	<p>Joint Council for Qualifications (JCQ) Guidelines 2025-2026</p> <p>JCQ-AARA-2025_FINAL.pdf</p>