



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

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

**Date: November 2019
Revision Date: November 2020**

Information report: Meeting the needs of students with Special Educational Needs and Disabilities (SEND) at Sutton Coldfield Grammar School for Girls

Ethos

Sutton Coldfield Grammar School for Girls has an inclusive ethos and works in partnership with students, parents 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.

Leadership

All SEND provision is overseen by the SENDCO/Assistant Headteacher working closely with the Heads of Year team. SEND provision is monitored, reviewed and evaluated on a regular basis throughout the year and is reported to the school Governing Board. The report includes how individual needs are being met and how SEND funding is being spent e.g. on specialist services and resources.

School Policies

The following policies, available on our website, reflect the school's commitment to inclusion, safety and wellbeing of all our students:

- Special Educational Needs Policy
- Equal Opportunities Policy
- Inclusion Policy incorporating Disability Discrimination Policy and Accessibility plan
- Supporting Students with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy

FREQUENTLY ASKED QUESTIONS FROM PARENTS/CARERS

1. What kinds of Special Educational Needs are provided for?

Special Educational Needs are categorised under four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

At Sutton Coldfield Grammar School for Girls we focus on inclusive teaching and make the reasonable adjustments required to welcome all our students.

2. What are the school's policies for identifying students with SEND and assessing their needs?

During the transition from primary school, we gather information from primary school staff as well as parents in order to ensure that our members of staff are well informed, in readiness for the beginning of Year 7. Year 7 students complete baseline tests in reading, writing, and mathematics. Data is shared to support interventions with students who have gaps in their progress. This facilitates early interventions. Any identified SEND will form part of this information. We follow the 'Assess, Plan, Do, Review' cycle.

Mid-year identification occurs as a result of ongoing monitoring and via clear and explicit lines of communication. Form Tutors and Heads of Year are made aware of concerns raised regarding students in their care, which feeds into the identification process. We work closely with students, parents and healthcare professionals to identify their needs and ensure that the correct interventions are engaged.

What are the contact details of the SENDCO and other key members of staff?

Main contact details Telephone: 0121 354 1479

SENDCO / Assistant Headteacher: Mrs L. Vincent

Headteacher: Dr B. Minards

Deputy Headteacher: Miss C. Flannery

Head of Year 7 and Transition Co-ordinator: Mrs M Mahoney

Head of Year 8: Mrs K Rafferty

Head of Year 9: Miss E. Hewitt

Head of Year 10: Mrs L. Neal
Head of Year 11: Miss E. Rutherford
Head of Sixth Form: Miss S. Harper
Assistant Head of Sixth Form: Mr M. Charles
Assistant Head of Sixth Form: Dr S May

3. What are the arrangements for consulting parents of students with SEND and involving them in their child's education?

During each stage of a student's education, there are opportunities to attend Progress Evenings for one-to-one meetings with teaching staff. There are information evenings at different times in the year including an Induction Evening for Year 7 parents, transition meetings, careers evenings and curriculum updates. We offer opportunities for parents to share their views via questionnaires and surveys. Parents of students with SEND play an important role in the development of their child's Pupil Profile (the document that contains all details of their child's strengths, needs, strategies and intervention which is circulated to teaching staff) and its regular review during the school year.

4. What are the arrangements for consulting students with SEND and involving them in their education?

Students play a leading part in the development of their Pupil Profile (as above). They attend all the meetings (initial and review) and are asked to contribute their thoughts and feelings regarding their needs and our intervention/support. They have several opportunities in different forums; Student Forum and Student Voice activities, to express their views and opinions about all aspects of their education and school life.

5. What are the arrangements for assessing and reviewing students' progress towards outcomes?

We ensure that the outcomes and targets agreed on Pupil Profiles are achievable and measurable and reviewed regularly, using the Assess, Plan, Do, Review model. During the review meetings with parents and students, a range of data is used to assess the student's progress towards their targets. This may be data relating to attainment, attendance, behaviour or improving emotional health and well-being and will include the most up-to-date information from teachers on performance in lessons. This ensures that the intervention, differentiation and support being offered are relevant and appropriate to that student.

6. What are the arrangements for supporting students in moving between phases of education and in preparing for adulthood?

The Pupil Profile system ensures that students with special educational needs are supported through the transitions they will face. The Head of Year 7 works closely with primary schools to ensure that the move to the school is as seamless as possible. At Post 16 and Post 18 stages, SEND students receive a one-to-one meetings where their intentions are discussed and advice is offered. Students with special educational needs and disabilities are offered appointments with the Careers Advisor from Year 9 onwards.

7. What is the approach to teaching students with SEND?

The approach to teaching all students at Sutton Coldfield Grammar School for Girls is high quality, inclusive, differentiated teaching. The Pupil Profiles ensure that teachers are aware of the students with special educational needs, the differentiation they require and the support or adaptations they may need. Staff are given training and support from specialist teachers and external agencies.

8. How are adaptations made to the curriculum and the learning environment of students with SEND?

During the initiation of a Pupil Profile, advice is taken from Health Care professionals, parents and the student on how the curriculum may need to be adjusted to best fit the student's needs. This is done on a case-by-case basis but may include reducing the number of GCSE entries through offering Supported Study sessions. There are research groups with both staff and student members who have investigated our learning environment from the perspective of students with special educational needs and this has led to staff training and informed teaching and learning.

9. How are staff trained to support students with SEND and how is specialist expertise secured?

The SENDCO contributes to whole-staff training to ensure that SEND knowledge and pedagogy is relevant and updated. The SENDCO also provides regular updates on the needs of the students, and enlists the support of specialists in SEND for staff training such as the Educational Psychologist and the Communications and Autism Team e.g. staff have received AET Level One training and some have Level Two. The aim is to build capacity throughout the staff to ensure that good SEND practice is the norm. We have to Learning Mentors who support our students and staff.

10. How is the effectiveness of the provision made for students with SEND evaluated?

Evaluation occurs through the Pupil Profile Review meetings. The agreed 'measurable targets' are compared with progress data alongside the information that has been gathered from all those contributing to the support of the student. The student and parents play a large part in this evaluation. Student and Parent Voice questionnaires also contribute to this evaluation. The effectiveness of the provision made for students with SEND across the school is evaluated by the SENDCO/Assistant Headteacher responsible for Achievement for All and the Deputy Headteacher (responsible for Student and Staff Development) as part of the school's Provision Management.

11. How are students with SEND enabled to engage in the activities available with other students?

All students are given the opportunity to participate in a wide range of activities. Students with SEND are offered the same opportunities as all students and the necessary, reasonable adjustments are made to ensure that all activities are inclusive.

12. 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?

There is strong pastoral support that begins with the student's Form Tutor, with whom they meet every morning and who delivers the PSHE programme in Year seven and eight. The Form Tutor and Head of Year follow 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. The Heads of Year are trained in a wide range of pastoral and SEND issues and meet regularly to share good practice. Mentoring is available for all year groups, offering support for students in a variety of emotional, social and academic issues. The school is part of the Newstart initiative.

<https://bep.education/home/wellbeing-enrichment/new-start/>

There is an 'open door' policy so that students are able to speak with whomever they feel most comfortable and parents are encouraged to contact the school immediately any concerns arise. Bullying is not tolerated and expectations of behaviour are high. Diversity and difference are issues that are taught through the PSHE programme in every year group and diversity is celebrated in the school.

13. How does the school involve other bodies, including health and social care bodies, local authority services and voluntary sector organisations in meeting the students' special educational needs and supporting their families?

We work closely with other services to ensure the needs of our students are met. The Educational Psychologist will work directly with students and parents but also delivers staff training. Pupil and School Support help with the identification process of students with special educational needs and have also delivered staff training. The Communications and Autism Team have delivered the AET Level 1 training to staff and support students and staff with the support and intervention we provide. The Vision and Hearing loss teams have delivered training sessions and offer ongoing support for students with regular visits. Staff training has also been delivered by the training Director of the ADHD Foundation.

These agencies also offer support to parents and families we make them aware of. CAMHS provide support and advice to the school, the students and their parents and contribute to Pupil Profile meetings. We employ Forward Mentoring Service to provide a drop-in service and one-to-one meetings with selected students requiring extra emotional support.

14. What are the arrangements for handling complaints from parents of students with SEND about the provision made by the school?

Please contact the SENDCO or the Deputy Headteacher (Student and Staff Development) on 0121 354 1479.

15. Where can I find information about the Local Authority's Local Offer?

Please click here: https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

16. Where can I find JCQ guidelines 2019-20?

Please click here: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2019-20>

17. Where can I find the School's admissions policy?

Please click here: <https://www.suttcold.bham.sch.uk/attachments/download.asp?file=180&type=pdf>

Inclusion and Accessibility Action Plan (2019 – 2022)

1. Environment

Target	Implementation and Planned Outcome	When – planned completion time , lead person(s)
General		
Risk Assessments	In place for staff – examples include pregnancy, diabetes, fibromyalgia and arthritis. Policy in place for students as well as staff. Personal Emergency Evacuation plans put in place as and when required.	To be monitored and amended as necessary CGU
Changing outside equipment to meet the needs of students	All students have access to main building via entrance door near caretakers office and all students can access the field area. All students can access the two sets of double doors leading into the new build social space area.	To be monitored and amended as necessary.
Environmental audit / inclusion walk	Environmental audit for students with range of needs by July 2020 and more frequently if necessary to support individual needs.	SENDCO July 2020 Follow up meeting to be held to discuss findings and consider actions.
Adjustments to timetabling and levels of support to allow environmental access	In place. Students’ individual requirements are met, depending on need. (Reduced timetable as necessary).	To be monitored and amended as necessary – LLO/CJA/SENDCO/HOY
Accessible storage for equipment, organisation and labelling	In place, lockers available in form room. Additional resources available for students in classrooms to avoid students carrying heavy books for example as and when required. Locker has also been made available in staff corridor when required. Pastoral Office also has a store for students with problems.	To be monitored and amended as necessary – LLO/CJA/SENDCO/HOY
Rooms to be accessible for wheelchairs and storage to be available for mobility aids	Staff be made aware of need to keep areas clear to enable access. Explore the possibility in DT of strap fixed to wall/storage unit for crutches.	SENDCO/LLO/CGU to make staff aware as necessary DTH to look into in conjunction with SENDCO

Review accessibility of Dining Room	Review access for those with mobility issues on ongoing basis. New build 2017 –ground floor levelled and dining area opened up to allow greater access. Toilet suitable for people with disabilities on ground floor of new build and in sports hall.	LLO/DTH/SENDSCO/Pastoral team regularly review
Review accessibility of stage for presentation evenings/performances/assemblies	Raise awareness of accessibility issues when planning events to facilitate access as necessary. Check the steps are stable and handrails comply with Health and Safety regulations.	Pastoral team /DTH Check steps by March 2020
Review provision of height adjustable work surfaces in science and DT	Regular review and reasonable adjustments made as and when required.	DTH

Clear signage, use of symbols, photos, etc.	Regularly reviewed and amended.	LLO/CJA/SENDSCO/HOY
Awareness of suitable seating positions for individuals	In place – Students require seats of different heights. Stools, adapted to suit those with back and mobility issues, purchased for each laboratory Feb. 2018. Students bring cushions / back support as necessary. Use of chair instead of stool in lab as necessary for students with back problems. IHCP – informs staff of students’ needs regarding seating plans depending on sight, hearing issues.	To be monitored and amended as necessary – LLO / SENDSCO/HOY
Internal directions / maps / arrows	Disabled toilets adequately labelled. Check that doors to classrooms are very clearly labelled.	DTH to investigate additional signage as and when appropriate
Accessible interview room for parent / community use	In place - Discussion room available as and when required.	No action required
Suitable chairs for adults with back problems	In place – two members of support staff have these seats. DSE audit undertaken each year by regular users who set at desks for long periods.	To be monitored and amended as necessary – (LLO/CGU will establish need)

Reasonable adjustments for staff with specific needs	Staff audit of needs. Work towards accommodating needs – ongoing. Medical needs disclosure form issued annually.	LLO/DTH/CGU/AFO to continue to monitor on an ongoing basis
Meeting places planned for accessibility	Check of venues for public events / staff meetings to ensure accessibility (depends on response in letter).	Ongoing. All letters now include paragraph encouraging visitors to contact the school to advise of any issues linked to accessibility
Governor involvement	Nominated Inclusion governor – invited to accessibility / inclusion meetings as and when necessary.	SLT / LLO/ SENDCO to liaise termly with link governor for inclusion

Physical		
Wider doors	All doors on the ground floor are wide enough to accommodate a wheelchair if necessary	DTH to investigate replacement of doors to

	Need to investigate access via fire doors to new sports hall Rolling programme to review all doors opening into corridors which cause problem for those who have mobility issues. Doors to rooms 4-7 and 11-117 re-hung during August 2019 and now open inwards.	automated doors into Sports Hall for easier access (July 2020). Rolling programme put in place DTH.
Hand rails	In place – on all staircases. External Hand rail and ramp fitted to exterior by Room 7 door. External Hand rail fitted to Dance Studio ramp.	Check handrails near stage CGU April 2020 Investigate need for handrails at entrance DTH April 2020
Ramps / hoists	One step ramp available but needs a second person to place it.	DTH/CGU to look into available ramps
Variety of mouse sizes	Assess when there is a need	HOY/ LLO /AOG
Flexible use of classrooms / swaps / activities	In place – normal timetabling. If student with additional needs arrives then most subjects can be accommodated via a room swap.	To be monitored and amended as necessary – LLO /SBR
Upper Floors	Upper floors/corridors need levelling/filling in to improve access for those with mobility issues. Floor needs to be one level as per the ground floor.	For SLT discussion/DTH to investigate cost to ascertain if this is reasonable by Sept. 2020 and regularly reviewed.

Lifts / stair lifts	No access to library / sixth form centre/sixth form pastoral office /no internal access to Driffold area and arts rooms. Consideration of lifts to upper floor and in Driffold near the steps.	For SLT discussion-ongoing
Flexible classroom layout	Not available in labs and some D&T rooms but most classrooms can be flexible.	Ongoing and linked to individual needs
Automated doors	Automated doors at Driffold entrance, doors near Hall and access to new build.	To be monitored and amended as necessary – need to consider automated doors to Sports Hall DTH to investigate and discuss with SLT
Individual work stations	Most subjects can be accommodated. Even in labs – an exam desk is low level and could be used to accommodate wheelchair users.	To be monitored and amended as necessary – LLO / SENDCO/SLT
Parents with disabilities/ visitors parking / wheelchair accessible	Three disabled spaces, one by Driffold entrance and one at main entrance. Main spaces are not close to accessible entrance. The person with disabilities would have to push the buzzer at main entrance and then have to travel all the way around the building and through car park to accessible entrance. All exterior lighting has been upgraded and new lighting installed where required. On site risk assessment of traffic flow and signs addressing speed limit of 5 mph installed May 2018.	DTH to look at possibility of having a buzzer at caretaker entrance that gets through to reception. Consider feasibility lift / ramp to main entrance and lift at Driffold entrance Sept. 2018
External surfaces	Ensure paving slabs, kerbs, pathways etc. are level and smooth to avoid trip hazards. Exterior roadway re-surfaced to ensure it is even.	Ongoing- regular checks by Health and Safety General maintenance and rolling programme DTH Review of gritting procedures March 2020

Care		
Accessible toilets / floor surfaces	Disabled toilets in caretaker corridor, sports hall and new build Flooring is non – slip.	No further action
Care staff availability	Teaching Assistant appointed as and when there is an identified need.	Ongoing review
Sensory		

Quiet calm areas	Library available but no access for those with mobility issues. Pastoral Office available as time out space. Need to consider whether a calmer, quiet environment can be created for those who have sensory issues- this will also need to be staffed.	To be monitored and needs assessed as necessary -LLO/SENDSCO/HOY DTH/SENDSCO to explore feasibility of creating a facility as a calm time out space
Visual		
Enlarged photocopies, use of larger fonts	Available as and when the need arises.	To be monitored and needs assessed as necessary – Pastoral team / LLO LLO/HOY/SENDSCO
Anti-glare film or tinted windows	In place in some areas. Blinds fitted in some classrooms.	To be monitored and needs assessed as necessary –HOY/SENDSCO/LLO
Coloured notices / paper for dyslexic Staff training	Available as and when the need arises – Pupil Profiles identify needs and are available to inform teaching staff.	To be monitored and needs assessed as necessary HOY/SENDSCO/LLO
Visualisers	In place in many areas.	No action required currently but annual review to assess need
Steps high visibility	Yellow stripe painted on every step. All steps in new build also painted.	No action required other than general maintenance
Fire door colour	Fire doors painted blue to aid visibility.	No action required other than general maintenance
P.E	Activities adjusted to suit the needs of individual students.	To be reviewed and implemented as necessary
Hearing		
Visibility of speaker	Pupil profile available to establish need.	All staff

Sound field systems in areas with poor acoustics and key subject areas	Investigate cost of installing sound systems and implications in terms of staff training	DTH
Radio aids	In some language rooms.	To be monitored and amended as necessary – LLO / SENDCO/SLT
Audio loop system	In some language rooms.	To be monitored and amended as necessary – LLO / SENDCO/SLT
Flashing light systems	In place for emergency evacuation, Installed 2010	No action required other than general maintenance.

2. Curriculum Ideas & Resources

Target	Implementation and Planned Outcomes	When – planned completion time , lead person(s)
Vision and Values		
Staff training to support access	Staff informed at the start of each academic year of specific needs of students they teach. Annual audit of staff training needs. CPD program 2018-21 to reflect needs of student. Ongoing updates throughout the year as and when new students may be classified. SEND resources made available to support students with individual needs.	Sept every year. HOY/SENDCO/LLO SENDCO/CPD coordinator to review training needs and resources on an annual basis.
Positive images	Images reflecting support for a range of people with disabilities and this is reflected in the charities noticeboard. Assemblies often lead by representatives of a range of charities such as Young Minds, Teenage Cancer Trust, Release Team, Donkey Sanctuary.	To be monitored and amended as necessary – SENDCO/Pastoral Team/Form Tutors
Use of environment beyond the classroom	Access to school fields, quads, library, and computer rooms, dining room etc. Consider and investigate a ‘time out ‘ room.	Access for those with disabilities needs to be assessed on an ongoing basis by SENDCO/DTH /CGU/SLT Pastoral office acts as a ‘time out’ base when necessary

Access to Physical Education	Adapted equipment where necessary i.e brightly coloured shuttlecocks etc. Curriculum adapted so that all students can participate.	Regular review of equipment is ongoing Activities adapted to ensure appropriate for student with autism and regularly reviewed Head of P.E./SENDCO
Behaviour support	Clear strategies put in place. Targeted interventions and behaviour support plans where necessary. Access external agencies such as COBS, Forward mentoring ,Pupil and Student Support and Educational Psychologist services	HOY/SENDCO/LLO
Finance priority needs	Look sympathetically, in advance of school trips and visits, for students who are eligible for pupil premium/FSM. Discuss hardship funding for the student to ensure inclusion of all. Individual needs of students assessed and catered for e.g. arthritis, disabilities etc. Ensure pupil premium funding is allocated appropriately, needs assessed and impact recorded. Raise awareness of financial support available to parents/carers.	Ongoing. Hardship fund in place (DTH) Ongoing SLT discussions pupil premium. DTH to work with pastoral team and BAM to ensure access for those who may need additional financial support. Letters encouraging parents to liaise with schools in terms of accessing financial support – sent annually.
Parent friendly ethos	Continue to actively promote clear communication channels, weekly bulleting emailed to all parents/carers. Regular opportunities to come into school to see named contact staff. Increased number of evening to disseminate information to parents/carers.	LLO / Pastoral team / SLT Rolling Programme. All communications to parents now placed on website and emailed where possible.

Resources		
Volunteer Reading Support	LEP in place. Sixth form mentors. Baseline tests used for Year 7 students for early identification of literacy needs	SENDCO to work with staff to develop strategies to support. Review of baseline and impact of support ongoing.
PHSE Review	Review of provision on disability and equal opportunities.	LLO/Pastoral team/PSHE coordinator to initiate and regularly revisit 2018-21
Visual aids e.g. magnifiers	Assess as and when need arises.	To be monitored and needs assessed as necessary – HOY / LLO / SLT

Learning mentors	LEP in place. Sixth form mentor students. Learning mentors linked to specific year groups. ILC co coordinator.	No further action required – continue and amend as necessary
External Agency support	COBS; Forward mentoring, Educational Psychology Service, pupil and student support agency, language and communications team, release team for young carers.	HOY/SENDCO/LLO to refer as appropriate
Interpreter	Investigate access to interpreters when need arises.	SENDCO/LLO as required.
Teaching, Learning and Assessment		
Allow word processing	Determined on an individual basis.	Middle Leaders / pastoral team
Flexible timetable	This is becoming increasingly accessible for a wider range of students. They are catered for via pupil profiles and individual health care plans which assess individual needs There are a range of resources and provision in place. Examples are: student with a red alert card due to severe reactions to an allergy with an unknown trigger. Staff are regularly informed and given specific advice in meeting the individual needs of students. All Pupil Profiles /care plans are reviewed on a termly basis with input from students, parents/carers and staff. LEP offers one – to – one tuition for students with literacy needs Resources to meet the potential range of diverse needs are provided in the library, ILC and are available to all departments. Personalised pathways are in place where necessary.	Ongoing SENDCO/Pastoral team /Deputy Headteachers in conjunction with a range of external agencies, parent/carers and students themselves.
Personalised curriculum	Regular Pupil Profile reviews and adaptations to the timetable when required. Additional support offered through subject and pastoral team. Regular consultation with parents/carers, staff and students, governors to ensure that the curriculum is accessible and appropriate for individual needs.	Ongoing- regularly reviewed by pastoral team and Deputy Headteacher (Curriculum)

Activities		
Accessible clubs and trips/enrichment activities	Ensure all students have access to enrichment opportunities. Monitor FSM/PP students and follow up to ensure they are not disadvantaged. Consider hardship funding for other students according to need to ensure inclusion of all. Risk assessments, careful planning to determine accessibility / suitability in advance. Trip leaders are issued with care plans as necessary and appropriate medical information and medication.	Hardship fund in place and use regularly reviewed LLO/DTH. Letters to parents/carers to include paragraph urging further communication with school in cases of hardship. Letter to be reissued on a regular basis. Pastoral support mentor to evaluate accessibility of Pupil Premium students and other groups of learners- working with pastoral team and business office.

3. Information

Target	Implementation and Planned Outcomes	When – planned completion time , lead person(s)
Accessibility of information		
Signing	See learning section of this document.	
Clear signage around school	Fire exits are all fully labelled and clear.	Completed
Different coloured paper – visibility / action / consent	As and when required – particularly relevant to students with dyslexia	HOY/SENDCO/LLO ongoing

Access to the internet	Designated computer rooms: 8, 9 & 34, C10. Laptop and Ipad banks in every department. Access to rooms 8,9,34 limited for those with mobility issues, discussion needed to consider ways to improve access.	Individual laptops made available for specific students on an ongoing basis. Bank of Ipads accessible on both floors of main building, 4 Ipads purchased for individual students with SEND. Ongoing review of provision DTH/AOG
Newsletters, letters and other information to parents	Letters from Headteacher inviting visitors into school invite those with access needs to contact the school so that provision can be made. All letters from any member of staff inviting visitors into school to include paragraph inviting those with access needs to contact the school so that provision can be made e.g. family learning, evening lectures etc. All letters are placed on the website. Ensure that parents/carers of prospective students are made aware that students with SEND are entitled to support in the entrance exam provided that the school is aware of their needs in advance. Promotion of SEND support at open evenings.	Ongoing review SLT Regular reminders to staff re letters by SENDCO. Individual rooms available for entrance tests, visual, hearing support provided, parents made aware at open evenings. (SENDCO available to discuss)
Policies / Prospectus	On website as well as hard copies available.	Regular Review
Pastoral team to meet regularly with SENDCO to develop best practice	Standing agenda item on pastoral team meetings. Meeting timetabled fortnightly.	Jan. 2018 ongoing
Translated / dual language letters	Investigate the need / possibility of putting letters on the website with different languages to allow complete parental access for those who speak limited English.	Ongoing review AOG to investigate translation programmes
Use of interpreters for discussions	Staff audit of additional languages and whether these staff would be willing to volunteer to be an interpreter when required to promote liaison with parents who speak limited English.	Staff to be audited December 2019 and information updated annually.
Personal laptops available	This is accommodated as and when necessary if possible.	Continue and regularly review
Communicating for a purpose		
Home visits	Arranged via pastoral team as necessary.	Ongoing

Signposting to other services	Parents and students are given advice about external agencies that offer additional support as and when necessary.	LLO / Pastoral team / Head of Department-ongoing
Sharing information / experiences with parents / carers / other agencies	Established a rolling programme to review all school policies and procedures to consider the impact these have on the disabled members of the school/community and the barriers they face. Involve stakeholders in review. Audit of Staff needs.	Audit of new Year 7 on new intake day – July 2020. Annually SEND/Pastoral records updated. Staff audit carried out annually. Ongoing. Staff inform Deputy Headteacher (Student and Staff Development) of any needs. Letters to visitors include paragraph offering support for anyone with disability issues.
Allergy information circulated to all staff / Inc. Kitchen staff / dinner ladies	Epipen / allergy / asthma training at the start of every academic year. Care plans are communicated to all staff and kept in a central file in the staff work room. Information is reiterated before any trips / visits.	To be monitored and amended as necessary. Checks to ensure that all staff receive information– SENDCO Training booked annually.
Risk assessments	Trip leaders are responsible for any trips and visits. CGU responsible in school for staff. Formal policy now in place.	Educational Visits Policy in place and reviewed every two years.
Sensitive collection, review & transfer of disclosure of disabilities, information for staff and school community.	Pastoral team collate, review and disclose information for students and parents on a need to know basis. LLO to deal with issues pertaining to staff.	LLO- staff Pastoral team/LLO/SENDCO - students
Provide appropriate information for visiting staff / supply / sports coaches	Staff organising visits to ensure all relevant information is communicated	CJA to liaise with RHU re visiting coaches LLO /HOY/CGU to liaise with supply staff

Care plans – medical information	In place and regularly updated and communicated to all staff in conjunction with Birmingham Community Healthcare.	LLO / Pastoral team Ongoing
Tracking of students regarding progress	Pastoral teams track all students and monitor progress. Intervention strategies are put in place as and when necessary. Heads of Departments monitor and track students and also put in place intervention strategies as necessary.	Pastoral teams / Head of Department
Ways of sharing information		
SEND guide for families	Pastoral teams work with families to communicate SEND policies and to regularly assess student needs. SEND/Inclusion and Equalities policies regularly reviewed. Supporting students with medical needs policy updated annually. Policies accessible through school website and on request. Annual review of the SEND Information Report available on the website. Link to Mycare website which is linked to the Birmingham local offer.	Ongoing review-SENDSCO/LLO
Child friendly reviews	Pupil Profiles are written with the presence of the students and with their input.	Ongoing
Keep children informed / involved	Student Body meetings & feedback, assemblies, PSHE programmes, registrations, plasma screens and student voice activities are all examples of where students are consulted and informed on a variety of issues.	Ongoing review
Review Timing	Pupil profiles carried out on a termly basis at least and more frequently as the need arises.	Ongoing and amended where necessary
Support staff log of interventions	Support staff are kept fully informed as necessary and support staff report any incidents. Intervention strategies are put in place as the need arises.	Pastoral teams to liaise with support staff team leaders as and when appropriate
Parent consultation meeting	Yearly progress meeting for every student in each of their subjects. Additional information giving evenings: Year 7 – New intake and settling in; Year 9, enrichment and options; Year 10 – KS4 evening; Year 12 – Information / settling in.	SLT/Pastoral team/appropriate staff
Transition packs for child / family to give support	Extensive package given to all as the student joins the school. Parents requested to inform the school of any difficulties in accessing information or the buildings, via pack and promotional literature.	LLO / Transition Coordinator Log kept of any access arrangements needed

Home – school book	Planner issued to every student in Years 7-11. On line tool, 'ShowMyHomework' for recording homework and uploading resources introduced 2017 and now embedded.	Ongoing
Text messages, email	Parent Bulletin emailed weekly. Text messages used for time sensitive communications (alerts that progress reviews have been issued, school closure).	Regular Review
Phone calls	Where possible we endeavour to respond within 24 hours to queries.	Ongoing
School entrance – TV. area	Plasma, notices re: special needs are now in place.	Regularly review