



## **Sutton Coldfield Grammar School for Girls**

### **SEN Information report**

#### **Meeting the needs of children with Special Educational Needs**

##### **Ethos**

Sutton Coldfield Grammar School for Girls has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children 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.

##### **Leadership**

All SEN provision is overseen and is coordinated by the Special Educational Needs Co-ordinator (SENCO). The SLT team works with the SENCO on a regular basis, reviewing SEN provision. The school governing body receive a termly SENCO report on how individual needs are being met.

##### **Special Educational Needs Coordinator (SENCO):**

Mrs Vicky McTear ([vmc@suttcold.bham.sch.uk](mailto:vmc@suttcold.bham.sch.uk))

##### **Curriculum, teaching and learning**

All children are treated as individuals and the class teacher, alongside key support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear learning targets/ pupil profiles are put in place and reviewed regularly to monitor progress and the impact of additional support and intervention.

##### **Assessment**

Key assessments are made to ensure children are on track to meet their targets and that planning and teaching accurately addresses need; planning is regularly reviewed and evaluated to inform next steps. Children are involved in the setting of personal targets and in the review of the Pupil profile. Parents are vital partners in the child's learning journey through school and are invited to contribute to review meetings of their child's progress each term. Parents are always encouraged to engage in supporting learning in different ways, such as targeted homework, regular reading at home etc.

## **Accessibility**

Wheelchair access is currently limited to the ground floor of the main school building. Entrance to the School is access controlled and the main building has wheelchair access via ramps and handrails, in accordance with UK wheelchair access regulations. Many staff have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEN such as hearing impairment, autism and general learning difficulties.

Timetable and rooming adjustments are made to enable all students to access the curriculum with their allocated class. Differentiated learning ensures that lessons are accessible for all groups of learners.

## **Partnerships**

The school works alongside and seeks support from other agencies where required to maximise learning opportunities and potential e.g. Child and Adolescent Mental Health (CAMHS), Speech and Language therapy, and the School Nursing team. We have close links with Local Authority services such as Speech and Language Therapy and Occupational Health advice services and we also have working partnerships with Pupil Support Services, Behaviour Support Services, the Communication and Autism Team and Educational Psychology.

## **School Policies**

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

Behaviour for Learning Policy

Equalities and Diversity Policy

Inclusion and Accessibility Plan

Safeguarding and Child Protection Policy

## **FREQUENTLY ASKED QUESTIONS FROM PARENTS/CARERS**

*What do I do if I think my child may have special educational needs?*

You should speak to your child's Head of Year, who will listen carefully to your concerns and discuss your child's needs. Arrangements may then be made for a further meeting with the school's SENCO to address your concerns and put appropriate actions in place.

*How will school support my child and how will the curriculum be matched to my child's needs?*

Your child's class teacher will plan differentiated activities, with appropriate support and resources to meet your child's needs. Learning targets will be reviewed regularly and shared with parents at parents' evenings and/or at reviews with the Head of Year/SENCO.

*How will I know how well my child is doing and how will you help me support my child's learning?*

Parents will have the opportunity to discuss their child's progress with class teachers at parents' evening. Parents are expected to be involved in supporting their child's learning; this will often be through supporting with special homework tasks or reinforcing class strategies. Regular communication with subject teachers, form tutors and with the Head of Year via email has proved very successful.

*What support will there be for my child's overall well-being?*

Our pastoral team is outlined below:

Deputy Headteacher, Staff and Student Development: Miss Claire Flannery  
(cfl@suttcold.bham.sch.uk)

Assistant Headteacher, Student Support and Welfare: Mrs Sam Hart (sha@suttcold.bham.sch.uk)

Assistant Headteacher, Character Development and Wellbeing: Mrs Michelle Lucas  
(mlu@suttcold.bham.sch.uk)

Head of Year 7 and Year 6 Transition - Mrs M Mahoney (mtm@suttcold.bham.sch.uk)

Head of Year 8 - Mrs L Neal (lne@suttcold.bham.sch.uk)

Head of Year 9 - Mrs E Gale (ega@suttcold.bham.sch.uk)

Head of Year 10 - Mrs K Rafferty (kra@suttcold.bham.sch.uk)

Head of Year 11 - Miss E Hewitt (ehe@suttcold.bham.sch.uk)

Assistant Heads of Sixth Form - Mr M Charles (mch@suttcold.bham.sch.uk) and Miss J Bailey  
(jba@suttcold.bham.sch.uk)

Designated Senior Lead for Mental Health and Wellbeing - Ms E Wilcox  
(ewx@suttcold.bham.sch.uk)

Student Support and Character Mentor - Mrs A Hart (aht@suttcold.bham.sch.uk)

This team, along with form tutors, class teachers and support staff, make sure children have the highest level of pastoral care possible. All our staff are trained in Safeguarding and Child Protection procedures; we also have six members of staff who are specially designated to ensure the safeguarding of all children. Miss Claire Flannery is the Designated Safeguarding Lead (DSL) and Mrs Sam Hart is the Deputy DSL.

*What specialist services and expertise are available or accessed by the school?*

The school is able to access the specialist support of a number of agencies in order to meet specific needs. We have access to Speech and Language Therapy and Occupational Health advice services and we also have working partnerships with Pupil Support Services, Behaviour Support Services, the Communication and Autism Team and Educational Psychology.

*What training and development is done by staff supporting those with SEND?*

Staff in school are trained and equipped to offer a high level of support. We run annual training updates at the beginning of the year and across the year through staff meetings.

*How will my child be included in activities outside the classroom?*

As an inclusive school, we aim to ensure that all children, including those with SEND, are able to access all activities and school trips. We complete risk assessments for all school visits to ensure the safety of all pupils; we make reasonable adjustments for those pupils with additional medical/physical needs.

*How will the school help my child on transfer to the next phase of education?*

We have good links with our feeder primary schools, and communicate effectively to ensure a smooth transition for our Year 6 pupils. Additional visits can be arranged for our more vulnerable pupils and those with additional needs.

*How are the school's resources/funding allocated and matched to children's needs?*

The school is funded on a national formula per pupil. Schools are expected to fund the first £6000 from within the school's budget to support pupils with SEN. 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 SENCO takes advice from all professionals involved with the child, alongside the views of the parents to decide on the best support plan.

*How are parents involved in the school and how can I be involved?*

The school has an open-door policy and we welcome parental involvement. Parents are kept informed about teaching and other events through the Parent weekly bulletin, the school website, open days and parents' evenings.

*I wish to discuss something about my child?*

Contact the school office, who will arrange for the most appropriate member of staff to contact/meet with you.

*I want some information about other support services?*

Contact the school office, Head of Year or SENCO

*I want information about the local authority's Local Offer?*

[Local Offer Birmingham](#)

[www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)

Contact the SENCO at school or check out the Local Offer Birmingham SEND information. They state:

**Our aim is for all children and young people with a Special Educational Need or Disability (SEND) across Birmingham to get the help they need early, and as easily as possible.**