



**SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS**

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

**Date: November 2023  
Revision Date: November 2024**

## **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/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.

### **Leadership**

All SEND provision is overseen by the SENCO working closely with the Heads of Year team and the Senior Leadership Team. SEND provision is monitored, reviewed and evaluated on a regular basis throughout the year and is reported to the Welfare and Access Committee of the Governing Board. The Link Governor for SEND and Inclusion will also meet regularly with the SENCO. 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
- Children with Health Needs who Cannot Attend School & Supporting Pupils with a Medical Condition Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy and Procedures
- Behaviour for Learning Policy
- Equality and Diversity Policy
- Inclusion and Accessibility Action Plan

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

### **1. 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.

### **2. What kinds of Special Educational Needs are provided for?**

Special Educational Needs are categorised under four broad areas of need under the SEND Code of Practice 2015:

- 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.

### **3. 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/carers in order to ensure that our members of staff are well informed, in readiness for the beginning of Year 7.

Once in our setting, a student can be identified in a variety of ways including:

- Baseline testing in reading, writing and mathematics in Year 7
- By a parent/carer concern
- By the student themselves via student voice
- By a staff member via the school referral system
- By an external agency (such as an Educational Psychologist or Pupil support Services)

- By information shared by the local authority.

Students can be assessed using a range of strategies including:

- Observations (formal/informal) both in and around the school
- Information obtained via student, staff and parent/carer voice
- Specialist assessments carried out by external professionals: Educational Psychologist, Pupil Support Services, Communication and Autism Team (CAT), Medical Staff, Speech and Language Therapy (SALT), Occupational Therapy (OT) etc
- Tests and assessments carried out by departments
- Skills-specific assessments carried out by the SEND Team.

#### **4. What are the contact details of the SENCO and other key members of staff?**

Main contact details Telephone: 0121 354 1479

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

Headteacher: Dr B. Minards ([bam@suttcold.bham.sch.uk](mailto:bam@suttcold.bham.sch.uk))

Deputy Headteacher: Neil Eaton ([nea@suttcold.bham.sch.uk](mailto:nea@suttcold.bham.sch.uk))

Assistant Headteacher, Student Support and Welfare: Mrs S. Hart ([sha@suttcold.bham.sch.uk](mailto:sha@suttcold.bham.sch.uk))

Assistant Headteacher, Character Development and Wellbeing: Mrs M. Lucas ([mlu@suttcold.bham.sch.uk](mailto:mlu@suttcold.bham.sch.uk))

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

Head of Year 8 - [Mrs](#) K Rafferty ([KRA@suttcold.bham.sch.uk](mailto:KRA@suttcold.bham.sch.uk))

Head of Year 9 - [Miss](#) E Hewitt ([ehe@suttcold.bham.sch.uk](mailto:ehe@suttcold.bham.sch.uk))

Head of Year 10 - [Mrs](#) L Neal ([lne@suttcold.bham.sch.uk](mailto:lne@suttcold.bham.sch.uk))

Head of Year 11 - [Mrs](#) E Gale ([ega@suttcold.bham.sch.uk](mailto:ega@suttcold.bham.sch.uk))

Head of Sixth Form and Year 12 - [Mr](#) M Charles ([mch@suttcold.bham.sch.uk](mailto:mch@suttcold.bham.sch.uk))

Head of Year 13 - [Miss](#) J Bailey ([jba@suttcold.bham.sch.uk](mailto:jba@suttcold.bham.sch.uk))

Student Support and Character Mentor - Mrs A Hart ([aht@suttcold.bham.sch.uk](mailto: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. The Lead Designated Safeguarding is Mr N Eaton. When he is absent a nominated Deputy DSL will be Acting Lead DSL.

#### **5. What are the arrangements for consulting parents/carers of students with SEND and involving them in their child's education?**

Sutton Coldfield Grammar School for Girls advocates effective partnerships with parents/carers (SEND Code of Practice, 2015), and so we welcome their views, endeavouring to keep parents/carers of SEND students fully involved in their child's education. During each stage of a student's education, there are opportunities to attend virtual 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/carers, transition meetings, careers evenings and curriculum updates. We offer opportunities for parents/carers to share their views via questionnaires and surveys. Parents/carers 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. Regular communication with subject teachers, form

tutors and with the Head of Year via email has proved very successful.

**6. 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.

**7. 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/carers 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.

**8. 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 Independent Careers Advisor from Year 9 onwards.

**9. 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.

**10. 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/carers 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.

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

The SENCO contributes to whole-staff training to ensure that SEND knowledge and pedagogy is relevant and updated. The SENCO 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. The aim is to build capacity throughout the staff to ensure that outstanding SEND practice is the norm. 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, Qualified Teacher of the Visually Impaired, Qualified Teacher of the Deaf, Behaviour Support Services, the Communication and Autism Team, Pupil Disability Support Services and Educational Psychology. We also liaise with CAMHS (Child and Adolescent Mental Health Services), Occupational Therapists, Speech and Language Therapists and the Birmingham School Nurse Team.

**12. How is the effectiveness of the provision evaluated for students with SEND?**

The SEND provision is regularly monitored using an array of methods including: -

- Liaising with class teachers regarding student progress and attainment
- SMART target are set at pupil profile meetings so that progress can be measured
- 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 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 effectiveness and impact of universal provision within the school

The findings of the above methods are fed back to the respective individuals in-line with the SEND CoP's (2015) Assess-Plan-Do-Review cycle as part of the monitoring process and the effectiveness of provision is evaluated by the SENCO and Deputy Headteacher (Staff and Student Development)

**13. 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.

**14. 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. The Head of Year 7 delivers the Personal Development programme in Year seven. The Form Tutor and Head of Year from Year 8 to 11 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.

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. 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.

**15. 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/carers 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 as well as provide parental/carer virtual discussion opportunities. The Vision and Hearing loss teams have delivered training sessions and offer ongoing support for students with regular visits.

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

**16. 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/carers to decide on the best support plan.

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

Please contact the SENCO on 0121 354 1479.

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

Please click here: <https://www.localofferbirmingham.co.uk/>

**19. Where can I find JCQ guidelines 2023-2024?**

Please click here: [https://www.jcq.org.uk/wp-content/uploads/2023/08/AA\\_regs\\_23-24\\_FINAL-2.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/08/AA_regs_23-24_FINAL-2.pdf)

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

Please click here: <https://www.suttcold.bham.sch.uk/attachments/download.asp?file=761&type=pdf>

**Inclusion and Accessibility Action Plan 2021-2024**

<https://www.suttcold.bham.sch.uk/attachments/download.asp?file=484&type=pdf>

