



# ACADEMY GREAT BARR

Special Educational Needs and  
Disability (SEND) Local Offer,  
Information Report,  
and Intervention Guide

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### **What is *the* Local Offer?**

Local Authorities must publish a local offer, setting out in one place information about the provision they expect to be available across education, health, and social care for children and young people in their area who have special educational needs (SEN) or are disabled, including those who do not have education, health, and care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.

### **Sandwell Local Offer**

Their vision is for students with SEND to be able to achieve their aspiration for a healthy ordinary life through meaningful employment and fulfilling relationships within the community of their choosing. They provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.

*Source: SEND Code of Practice, 2014*

### **What is our 'Information Report'?**

Our Information Report is about providing specific information for children and young people with special educational needs and disabilities (SEND) and their parents/carers about the services young people and their families can expect from us. Therefore, providing more choice over which support is right for an individual student.

### **What provision is made for SEN students?**

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at Q3 Academy Great Barr, in line with our admissions policy. If a place is available, we will undertake to use our best endeavors, in partnership with parents/carers, to make the provision required to meet the SEN of students at Q3 Academy Great Barr.

For children with an EHCP, parents/carers have the right to request a particular educational establishment and the local authority must comply with that preference and name the establishment in the EHC plan unless:

It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name the educational establishment in a child's EHCP, the Local Authority will send our governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

Parents/carers of a child with an EHCP also have the right to seek a place at a special provision if they consider that their child's needs can be better met.

The Special Educational Needs and Disability (SEND) Department at Q3 Academy Great Barr caters for the needs of students with 'Cognition and Learning'; 'Communication and Interaction'; 'Physical'; 'Social, Emotional & Mental Health' difficulties. We aim to provide inclusive provision to all students identified with Special Educational Needs and Disabilities (SEND) to ensure that they participate fully in academic life and achieve all that they are capable of. We provide extra support for students who have difficulties with literacy (reading, writing, comprehension and

spellings), numeracy, communication and interaction, speech and language, and those who require physiotherapy. We work closely with the Inclusion Support Team within the Local Authority and follow their recommendations.

Our Disability Statement and Accessibility Plan which can be found [here](#), outlines our key duties:

1. Not to treat disabled students less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled students.

This plan sets out the proposals of Q3 Academy Great Barr to increase access to education for disabled students in the three areas required by the planning duties in the Disability and Discrimination Act (2005):

1. Increasing the extent to which disabled students can participate in the curriculum;
2. Refining the environment to increase the extent to which disabled students can take advantage of education and associated services;
3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

### **Universal (Wave 1)**

**Quality First SEND Teaching** is something that is embedded within the SEN Code of Practice and primarily focuses on the inclusion of **all** students through high quality, everyday teaching. It is a graduated approach which goes above the normal differentiation and learning arrangements provided within personalised teaching and ensures every student is able to access every lesson in a way they are able to achieve and progress.

### **Targeted (Wave 2)**

#### **Exam Access Arrangements**

Access arrangements enable students with Special Educational Needs, Disabilities or temporary injuries to access exams who would otherwise be unable to do so.

Access arrangements epitomise students' normal way of working and are not there to give candidates an advantage.

JCQ Guidance can be found [here](#).

#### **One Page Profiles**

A document agreed between staff and students which share individual strategies and recommendations for students to help inform teaching and learning.

## **Cognition and Learning (CL):**

### **Sparx Reader**

- ✓ Based on the success of the EEF study of reciprocal reading strategies for improving the outcomes, we have continued to offer our Reading curriculum with teacher-led reading.
- ✓ The four main reciprocal reading strategies: clarify, summarise, question and predict are included in our Reading Curriculum.
- ✓ Sparx Reader is a reading platform that focuses on careful reading in order for students to improve. This platform allows us to ensure students are reading books suited to their current Reading Age and then as they read the texts become progressively more challenging. Students will be asked a number of questions which assess how carefully a student has read the text focusing mainly on their literal comprehension and identifying explicit information rather than implicit (inference). Where students may read at fewer words per minute rates, we can adjust the required SRP to ensure that students aren't at a disadvantage when completing reading homework. Students can also access Gold Reader status, meaning that they can read any physical book they like and can be questioned in the same way: allowing students a more interest-based experience.

Further information on Sparx Reader can be found [here](#).

### **Homework Club**

- ✓ 1:1 support completing homework;
- ✓ Tips for homework and revision planning;
- ✓ Opportunity for students to work with children in different Year Groups;
- ✓ Resources needed for homework will be available;
- ✓ Support will be also offered with handwriting, spelling, and comprehension in these sessions.

### **Toe-by-Toe**

- ✓ A daily programme focussing on word sounds. This is often particularly effective for students who are identified as having Specific Learning Difficulties such as Dyslexia;
- ✓ Also useful for students who struggle to decode;
- ✓ It is highly structured using a multi-sensory reading manual and can be used by both staff and parents/carers.

Further information on Toe-by-Toe can be found [here](#).

### **Fresh Start**

- ✓ A daily programme to teach students to read accurately and fluently with good comprehension;
- ✓ Teaches children to spell correctly and compose their ideas for writing step-by-step;
- ✓ Students write everyday rehearsing out loud what they want to write, using their knowledge of the alphabetic code and the 'tricky' words they have learned.

Further information on Fresh Start can be found [here](#).

### **Vocabulary and Inference Programme (VIP)**

- ✓ A structured programme intended to develop vocabulary and improve comprehension.
- ✓ It fosters a positive attitude towards reading and comprehension. Therefore, improving self-confidence and self-esteem.

## **Numicon**

- ✓ A maths intervention which has a multi-sensory approach to aid student understanding of mathematical concepts;
- ✓ Numicon is delivered on a 1:1 or group intervention;
- ✓ Students are tested first to identify what needs to be taught throughout the intervention;
- ✓ A visual, hands on intervention to enable students to manipulate shapes and understand students' progress through four stages: patterns; ordering; counting; and, early calculating.

Further information on Numicon can be found [here](#).

## **Nurture Group**

- ✓ This is a group for students who are working considerably below their expected attainment within Years 7, 8, and 9;
- ✓ The group has fewer students, and they stay together for almost all lessons;
- ✓ The curriculum is adapted to the needs and understanding of the group;
- ✓ This learning pathway mirrors closely the programme followed by their peers.

## **Communication and Interaction (CI):**

### **SULP**

The Social Use of Language Programme (SULP) is for students who struggle to understand the spoken language and social situations. There are weekly SULP sessions for Years 7-10 for one hour.

Year 7 & 8: A group to enhance and teach social skills fitting into today's society. Skills include:

- ✓ Eye contact
- ✓ Proximity
- ✓ Listening skills
- ✓ Personal strengths and weaknesses

Year 9: A group to enhance and teach social skills fitting into today's society. Skills include:

- ✓ Raising Self esteem
- ✓ Understanding emotions and body language

Year 10 & 11: A group to enhance and teach social skills fitting in today's society:

- ✓ Managing stress
- ✓ Tackling peer pressure
- ✓ Preparing for exams
- ✓ Planning revision
- ✓ Completing forms and documents
- ✓ Finding relevant information
- ✓ Self-assessment

All SULP sessions are planned according to the group's needs. Further information can be found [here](#).

## **Speech and Language**

This is delivered on a 1:1 basis following recommendations from a Speech and Language Therapist. Further information can be found [here](#).

## **Life Skills**

Life Skills is typically an ongoing intervention from Year 7 through to Year 10. We offer both 1:1 and group sessions in a range of Life Skills with topics which are age appropriate to our students.

Year 7 are taught essential life skills including:

- ✓ Road Safety
- ✓ Stranger Danger
- ✓ Following and giving instructions
- ✓ Friendships
- ✓ Telling the time
- ✓ Dressing
- ✓ Basic needs- Animal care
- ✓ Personal Hygiene
- ✓ Ordering food and drink
- ✓ Food Preparation
- ✓ Household Jobs
- ✓ First Aid and Getting Help in an Emergency

Year 8 are taught essential life skills including:

- ✓ Personal Hygiene
- ✓ Healthy Eating and Exercise
- ✓ Following and Giving Instructions
- ✓ E-Safety
- ✓ ICT
- ✓ Managing Money
- ✓ Shopping
- ✓ Cooking
- ✓ Physical Health
- ✓ Communicating Requests
- ✓ Mental Health
- ✓ Public Transport

Year 9 are taught essential life skills including:

- ✓ Puberty and Personal Hygiene
- ✓ Communicating Requests
- ✓ Using E-Mails and ICT

- ✓ Managing Money
- ✓ Friendships
- ✓ Healthy Eating
- ✓ Food Hygiene and Preparation
- ✓ Shopping
- ✓ Cooking
- ✓ Household Jobs
- ✓ Following and Giving Instructions

Year 10 cover topics including:

- ✓ Sexual Health
- ✓ Household Jobs
- ✓ Using E-Mails and ICT
- ✓ Careers support
- ✓ Writing CV's and Job Applications
- ✓ College Visits
- ✓ Managing Money
- ✓ How to revise
- ✓ Democracy

### **Travel Training**

- ✓ Aims to help young people travel alone safely and become more independent in the wider community.
- ✓ There are four parts to this programme:
  1. Pre-red book ensures students are aware of general hazards on the streets and are aware of public safety as a pedestrian;
  2. Red book which involves indoor and outdoor activities where students are required to name and locate people and different locations within the site. Identify their personal information including an emergency contact. Students are required to use different types of crossings and travel to different destinations walking and using public transport;
  3. Amber book also involves indoor and outdoor activities. However, students are encouraged to be more independent and develop pedestrian and shopping skills out in the wider community.
  4. Green book involves students confidently communicating on-site, using the telephone, using pedestrian and public transport skills confidently.

### **Quiessance**

- ✓ Involves building with Lego bricks, it is a multi-sensory, open-ended experience which can be tailored to individual needs;
- ✓ There are three roles: Engineer, Builder, and Supplier who need to work together and communicate effectively to build the Lego;
- ✓ It aims to improve students' confidence when communicating verbally with others.

## **Dyslexia Support**

- ✓ Visual stress test to identify whether a coloured overlay supports with reading;
- ✓ Coloured books and overlays;
- ✓ Use of a Dictaphone to record class notes.

## **Social Emotional and Mental Health (SEMH):**

### **SULP**

See above.

### **Talkabout for Teenagers**

A group work programme teaching social and relationship skills to teenagers.

Designed specifically for teenagers, this practical workbook provides ready-made material for running social and relationship skills groups with older children and young adults. This programme is divided into five, hierarchical modules: self-awareness and self-esteem, body language, conversational skills, friendship skills, and assertiveness skills.

### **Mentoring**

Therapeutic Mentoring allows a Mentor to spend time 1:1 with a child working on achieving specific goals.

### **Emotion Coaching**

- ✓ Coaching, supporting and training in age-appropriate behaviours;
- ✓ Interpersonal communication, conflict resolution, problem-solving;
- ✓ Relating appropriately to other children, adolescents, and adults, in recreational and social activities.

### **Resilience**

- ✓ Aims to support students with their social, emotional and mental health needs by helping them to build resilience to cope with some of life's challenges.
- ✓ Students are taught different coping strategies which can help them in everyday life which ultimately leads to an improvement in their emotional and mental health.

## **Sensory and Physical (SP):**

### **Touch-typing**

- ✓ Touch-typing is the ability to use muscle memory to find the keys fast, without the sense of sight, and with all the available fingers.
- ✓ It significantly improves typing speed and eliminates errors for students who have a word processor during examinations.

### **Physiotherapy**

- ✓ Students will have the opportunity, with an STA, to carry out physiotherapy routines prescribed for them;



- ✓ Members of the SEND team are trained to deliver physiotherapy following guidance from occupational therapists.

Further information on physiotherapy can be found [here](#).

### **Specialist (Wave 3)**

#### **Lunch time supervision**

Members of staff from the SEND department are on duty during lunchtime as a port of call for any students that may need support.

#### **In class support**

This supports our students with Educational Health Care Plans in accessing the curriculum effectively and helps develop independent learning skills. Our staff regularly have refresher training on specific special educational needs so they can use relevant and up-to-date strategies to support students.

#### **Key Worker**

- ✓ Students with an Educational Health Care Plan will be given an TA or STA as their Key Worker, this is a key adult who they can go to if they need something. This person is an important contact for parents/carers and will be a voice for the child in education;
- ✓ They will regularly monitor the progress of the child and support staff with strategies and success stories;
- ✓ In some circumstances, children without an EHCP may be allocated a Key Worker.

#### **MDT (Multi-Disciplinary-Team)**

At Q3 Academy Great Barr, students can be referred to the Mercian Trust's Multi-Disciplinary Team (MDT), which plays a pivotal role in supporting learners with SEND by delivering joined-up, evidence-based clinical input that removes barriers to learning. This pioneering team of clinicians and allied health professionals provides direct assessment and intervention in areas such as speech and language, occupational therapy, and mental health, working closely with teaching and pastoral staff to tailor strategies for each learner. Our innovative MDT model has significantly reduced clinical assessment waiting times—from nearly 12 months to around 2 weeks—ensuring timely, targeted support that improves outcomes and promotes students' independence, wellbeing, and engagement in learning.

Further information on the MDT can be found [here](#).

#### **Speech and Language Support**

Helps students reach their full potential in supporting in developing their speech and communication skills.

Further information on Speech and Language support can be found [here](#).

#### **Visual Impairment Team (VI)**

- ✓ Gives advice to staff, therapists, and support staff on teaching strategies and modifications to the curriculum;
- ✓ Provide large print and braille versions of curriculum materials;
- ✓ Information and guidance for parents/carers;
- ✓ Monitoring progress, attending reviews, and reporting to parents/carers;
- ✓ Teaching specialist skills such as signing and reading braille;

- ✓ Advice for special arrangements for exams and assessments.

### **Hearing Impairment Team (HI)**

- ✓ Providing and checking the correct functioning of equipment, for example: hearing aids and radio aids;
- ✓ Gives advice to staff, therapists, and support staff on teaching strategies and modifications to the curriculum;
- ✓ Information and guidance for parents/carers;
- ✓ Monitoring progress, attending reviews, and reporting to parents/carers;
- ✓ Teaching specialist skills such as signing and reading braille;
- ✓ Advice for special arrangements for exams and assessments.

Further information on the Sensory Support Team can be found [here](#).

Before being selected for any programme of intervention, students will go through a process of assessment to decide on the most appropriate course for them. Participation in interventions often involves students being withdrawn from their lessons to work in our multi-purpose Inclusion Learning Room. The progress of students within interventions are regularly assessed by the leading STA, and monitored by the SENCo.

The SEND Staff provide both academic support and pastoral care to many students with identified Special Educational Needs whether they have academic, physical, or social or emotional needs.

### **How do we identify and assess SEN students not making progress?**

Concerns may be raised by parents/carers, external agencies, staff, the student's previous establishment, or the student themselves, regarding concerns relating to their levels of progress or inclusion in the curriculum. Our tracking of attainment outcomes will help to project the expected rate of student progress.

A middle or senior leader may make a referral to the SENCo following this we will request information from the young person's teachers, carry out lesson observations, and also work reviews of the student. Following this, screening such as that completed on entry or as a result of a concern being raised, indicates gap in the student's knowledge and/or skills.

### **How do we make provision for SEN students regardless of whether they have an EHCP?**

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- ✓ Classroom observation by the senior leadership team, the SENCo, and/or external verifiers;
- ✓ Ongoing assessment of progress made by students with SEND;
- ✓ Work sampling and scrutiny of planning to ensure effective matching of work to student need;
- ✓ Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND;
- ✓ Student and parent/carer feedback on the quality and effectiveness of interventions provided;
- ✓ Attendance and behaviour records;
- ✓ Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced and increase their access to the taught curriculum;

- ✓ Progress of students will be discussed with parents/carers at Parent Consultation Events;
- ✓ Where it is decided during analysis of assessment data that special educational provision is required to support increased rates of progress, parents/carers will be informed that the we consider their child may require a referral for SEN assessment.

### **How will I be informed if there is a concern about student progress?**

If a student is identified as not making expected progress, we will set up a meeting to discuss this with you in more detail and to:

- ✓ listen to any concerns you may have too;
- ✓ plan any additional support a student may receive;
- ✓ discuss with you any referrals to outside professionals to support a student's learning.

### **Arrangements for consulting Parents/Carers about their child's special educational needs**

- ✓ If you have concerns about your child's progress you should speak to your child's Personal Tutor initially;
- ✓ If you are not satisfied that the concerns are being managed and that your child is still not making progress you should speak to the Head of Year who will pass concerns onto the SENCo;
- ✓ Additionally, for SEN students, termly meetings are held to review progress and develop next steps plans.

If you are still dissatisfied you can speak to the Governor for SEND, via the clerk.

### **Who has responsibility for SEN students?**

Our Assistant Headteacher with responsibility for SEND is: Mrs V Noakes

Our Special Educational Needs Co-Ordinator (SENCo) is: Miss R Tromans

Our Assistant Special Educational Needs Co-Ordinator is: Miss M Reardon-Allen

Our SEND Link Governor is: Ms J Gardner

The SEND department is made up of Senior Teaching Assistants (STAs) and Teaching Assistants (TAs).

### **What the SEN Team are responsible for:**

- ✓ Coordinating all the support for students with special educational needs or disabilities (SEND) and developing our SEND provision to make sure all students get a consistent, high quality response to meeting their academic needs.
- ✓ Ensuring that parents/carers are:
  - involved in supporting a student's learning;
  - kept informed about the support a student is getting;

- involved in reviewing how they are doing.
- ✓ liaising with all the other people who may be working to help support a student's learning e.g. Inclusion Support Team within the Local Authority, speech and language therapists, educational psychologist, etc.
- ✓ updating the SEND register (a system for ensuring all the SEND needs of students are known) and making sure that there are records of a student's progress and needs.
- ✓ Providing specialist support for teachers and support staff, so they can help students with SEND achieve the best progress possible.

#### **What teachers deliver:**

- ✓ Lessons are highly focused with clear learning intentions;
- ✓ We have high expectations of student engagement;
- ✓ We create opportunities for students to succeed as well as being challenged;
- ✓ We provide opportunities for interactions for all students through high participation learning activities;
- ✓ We put an emphasis on learning through dialogue;
- ✓ We encourage students to take responsibility for their own learning;
- ✓ Regular use of praise to engage and motivate students through the use of Q-Points;
- ✓ Keywords are visible and referred to within lessons;
- ✓ We encourage the use of Literacy Mats, Dictionaries, and Thesauri;
- ✓ We use visual aids within lessons;
- ✓ We teach note taking and study skills to prevent copying and develop independence skills;
- ✓ Clear, structured lessons with 'Do Now Tasks' and 'R&R';
- ✓ supporting the 'Assessment, Plan, Do, Review' cycle and sharing information to support student outcomes;
- ✓ ensuring that all staff working with a student are helped to deliver the planned work/programme for that student, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;
- ✓ ensuring that our SEND programme is followed in their classroom and for all the students they teach with any SEND.

#### **The Headteacher is responsible for:**

- ✓ The day-to-day management of all aspects of education, which includes the support for students with SEND.
- ✓ Delegating responsibility to the Assistant Headteacher/SENCo and teachers for ensuring that students' needs are met.
- ✓ Ensuring that the Governing Body is kept up to date about any issues relating to SEND.

## **The Governor for SEND is responsible for:**

- ✓ Making sure that the necessary support is made for any student who attends who has SEND.

## **Our approach to working with SEN students**

Effective teacher input via. excellent targeted classroom teaching also known as *precision teaching*.

For your child this would mean:

- ✓ that the teacher has the highest possible expectations for all students in their class.
- ✓ that all teaching is based on building on what a student already knows they can do and can understand.
- ✓ different ways of teaching are in place so that a student is fully involved in learning in class. This may involve things like using more practical learning.
- ✓ specific strategies (which may be suggested by the SENCo and specialist learning assistant) are in place to support student learning.
- ✓ the teacher will have carefully checked on a student's knowledge and will have decided that the student has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

The Teacher Standards (2012) re-assert that all teachers are responsible for the attainment of the students in their class, even where students access additional adult support. This means that providing an appropriate curriculum and testing knowledge needs to be appropriate to the starting point of the learner.

## **The Graduated Response**

This process enables professionals working with students with SEND to develop strategies and practices that will enable students to make continued progress and achieve positive outcomes in their learning. The process is known as the Assess, Plan, Do, and Review (APDR) cycle.

## **The Single Category**

The SEN code of practice has introduced the 'single category' to identify where students are in their learning progress, recognising the different needs they may have rather than putting them into categories of support. A student on the single category will typically be part of specialist support run by outside agencies e.g. speech and language therapy or occupational therapy groups and/or individual support for your child.

## **School Support**

This means the student has been identified by a teacher as needing some extra specialist support from an external professional. This may be from:

- ✓ Sandwell Inclusion Support (further information can be found [here](#))
- ✓ Child and Adolescent Mental Health Service (CAMHS information can be found [here](#))
- ✓ Special Educational Needs Advisory Teacher for Learning (SENAT-L)

- ✓ Special Educational Needs Advisory Teacher for Social, Emotional and Mental Health (SENATSEMH)
- ✓ Special Educational Advisory Teacher for Specific Learning Difficulties (SpLD)
- ✓ Educational Psychologist
- ✓ Speech and Language Therapist
- ✓ Occupational Therapist
- ✓ Sensory Support Team- Hearing Impairment and Visual Impairment
- ✓ Complex Communication and Autism Team (CCAT)

**For a student this would mean:**

- ✓ they have been identified by a teacher, with advice from the TA/STA/SENCo, (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- ✓ parents/carers will be asked to come to a meeting to discuss student progress and help plan possible ways forward.
- ✓ parents/carers may be asked to give consent to refer a student to a specialist professional e.g. a speech and language therapist or educational psychologist. This will help us and you understand a student's particular needs better and be able to support them better.
- ✓ the specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - making changes to the way a student is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - support to set better targets which will include their specific expertise
  - a group run by staff under the guidance of the outside professionals e.g. a social skills group
  - a group or individual work with an outside professional
- ✓ we may suggest that a student needs some agreed individual support. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for students with specific barriers to learning that cannot be overcome through precision teaching and intervention groups.

**Specified individual support – Education, Health, and Care Plan**

This will usually be provided for via an Education, Health, and Care Plan (EHCP), formerly a statement of special educational needs. This means a student will have been identified by a teacher or Senior/Teaching Assistant with advice from the SENCo, as needing a particularly high level of support. Usually a student will also need specialist support from a professional. This may be from:

- ✓ Inclusion Support services such as SPLD or Sensory Service (for students with a hearing or visual need)

- ✓ outside agencies such as the Speech and Language Therapy (SALT) Service, the NHS or social care.

### **For your child this would mean:**

- ✓ we (or you) can request that the Local Authority carry out a statutory assessment of a student's needs. This is a legal process which sets out the type of support that will be provided for a student after we have sent in the request to Sandwell Children's Services (with a lot of information about the student, including some from you), they will decide whether they think a student's needs (as described in the application provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with the student to write a report outlining the student's needs. If they do not think the student needs this, they will ask us to continue with enhanced support.
- ✓ After the reports have all been sent to Sandwell Children's Services, they will decide if the student's needs are severe, complex, and lifelong, and that they need more targeted resources. If this is the case, they will write an EHC plan. If this is not the case, they will ask us to continue with the support, and also set up a meeting to ensure a plan is in place to ensure your child makes as much progress as possible.
- ✓ The EHC plan will outline the type of support the student will receive, whose responsibility it will be to deliver that support, the cost of that support, how the support should be used and what strategies must be put in place. It will also have the student's views and opinions fully included.
- ✓ Additional adults may be used to support the student with whole class learning, run individual programmes, or run small groups including your child.

This type of support is available for children whose learning needs are:

- ✓ severe, complex and lifelong;
- ✓ significantly over and above those we normally offer students.

### **How are SEND resources allocated?**

- ✓ The budget, received from the education grant, includes resources for supporting children with SEND.
- ✓ The headteacher decides on the budget for SEND in consultation with the governors, on the basis of needs.
- ✓ The headteacher and the governing body discuss all the information they have about SEND, including:
  - the students getting extra support already;
  - the students needing extra support;
  - the students who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- ✓ All resources/training and support are reviewed regularly and changes made as needed.

### **Which other people provide support for SEN students?**

- ✓ Learning mentors & Inclusion Team
- ✓ Educational Psychology Service staff
- ✓ Sensory Service for children with visual or hearing needs
- ✓ Speech and Language Therapy (SALT)
- ✓ First Aiders

### **Who provides support for improving emotional and social development, including arrangements for looked after children?**

External agency support via Child and Adolescent Mental Health Services (CAMHS).

Through Learning Mentors, Counsellors, and/or the pastoral team.

All of these provide support for improving social and emotional development alongside scheduled SEN/Pastoral meetings identifying areas of need.

Bespoke after-hours intervention with full additional adult support through homework club.

### **Community-wide initiatives to prevent bullying:**

- ✓ Be Brave email system;
- ✓ Clear anti-bullying policy reviewed annually with input from students and parents/carers;
- ✓ Anti-bullying groups, assemblies, Tutor Time sessions, and Wellbeing Inspire sessions.

Looked After Children have regular monitoring meetings with non-teaching assistants who attend their personal education plan reviews.

### **How are we accessible for students with SEND?**

- ✓ Learning Levels 1 and 2 of the building are accessible to students with physical disability.
- ✓ We ensure that equipment used is accessible to all students regardless of their needs.
- ✓ After-hours provision is accessible to all students including those with SEND.
- ✓ Extracurricular activities are accessible for students with SEND.

### **How do we support SEND students during transition?**

We recognise that transitions can be difficult for a student with SEND and we take steps to ensure that any transition is as smooth as possible.

### **When a SEND student is moving from a primary school to us:**

- ✓ We will contact the primary school's SENCo and arrange a visit to observe a student at work and talk to teachers and additional support about them;
- ✓ We may arrange opportunities for SEND students to visit us to familiarise themselves with their new surroundings, meet staff, and existing students;
- ✓ We will ensure that we receive all up to date records.



### **When moving between Key Stages:**

All SEND students will have their attainment constantly reviewed. Moving between Key Stage 3 and 4 is a key transition time in a student's career. Our transition reviews are person-centred placing the student at the centre of the decision-making process about their Key Stage 4 programme.

Moving into Key Stage 4 a key focus of our work with SEND students will be *preparation for adulthood*. We will work to develop high aspirations in young people around employability, independent living and participation in the local community. Here we have specifically built programmes in conjunction with the Princes Trust to deliver such outcomes.

### **In Year 11:**

- ✓ All SEND students will receive targeted support for further education/employment. The Careers Advisers will work with students to identify their most appropriate career pathway and how their aspirations can be achieved;
- ✓ Where possible we will arrange for a student to visit their new education or employment setting to support them in making informed choices about their next steps and a successful transition into early adulthood.

### **How is teaching adapted to meet the needs of SEND students?**

- ✓ Teachers plan their lessons according to the specific needs of all groups of children in their class, and will ensure that all students' needs are met;
- ✓ SENCo, Assistant SENCo and SEND department support teachers to plan to ensure the needs of SEND students are met;
- ✓ Specific resources and strategies will be used to support SEND students individually and in groups;
- ✓ Planning and teaching will be adapted on a daily basis if needed to meet SEND students' learning needs.

### **How are teachers supported to work with SEND students, and what training do they have?**

- ✓ The role of the SENCo and SEN Team is to support teaching staff in planning for children with SEND;
- ✓ We have a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes training on SEND matters;
- ✓ Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class;
- ✓ We have a number of staff with expertise in a range of SEN including Dyslexia, Autism, Visual and Hearing Impairment, Speech and Language, ADHD, ODD, SEMH, bereavement and counselling. We also have a number of staff who use their expertise to deliver ongoing training to staff to develop their working practice with SEN students.

## **SEND Overview for Parents/Carers**

We really want to work in partnership with parents and carers to help us do our very best for the students we serve.

### **As SENCo, my team and I will:**

- ✓ Ensure that you are informed if your child is newly identified as needing additional help and support with their learning;
- ✓ Ensure that I and my team are as accessible to parents and carers as possible (although we may not always be immediately available);
- ✓ Listen to parents and carers and use your information to help us plan support for your child;
- ✓ Give parents and carers the opportunity to be aware of what you can do at home with your child to support learning strategies and help to be consistent;
- ✓ Try to organise meetings at a time to suit everyone who is coming including parents/carers and agree to carry out the actions of the meeting (or let everyone know why we can't);
- ✓ Read any reports about your child sent to us by professionals or other services, share them with other staff as appropriate, and act on them as soon as possible after I receive them;
- ✓ Ensure that your child's identified individual learning needs are met with appropriate support – regardless of whether they have a diagnosis of a particular condition;
- ✓ Give parents/carers the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in their support plan;
- ✓ Inform teaching staff and others working with your child (for example lunch staff) of your child's general special needs, any special support that is needed and what works for them;
- ✓ Work with parents/carers and others involved to carefully plan your child's transition according to their individual needs.

### **As a parent/carer, it would be helpful if you would keep in touch and:**

- ✓ Let us know if anything has happened that is likely to upset or affect your child;
- ✓ Ensure that we have your correct contact details;
- ✓ Tell us if your child's special needs have changed in any way or if you receive a professional report that may help us in planning to meet your child's needs;
- ✓ Let us know if you have any concerns or worries so that we can sort these out together;
- ✓ If you want to meet SEN staff, then please make an appointment to see them. This allows us time to gather the necessary information and staff we may need for a meeting to respond fully to any queries you have.

## **Arrangements for consulting young people with SEN**

The SEND Code of Practice (2014) provides post-16 students with the right to make sole decisions about their SEN and be consulted about their decisions although they can involve parents/carers or others to support them make decisions.

At Q3 Academy Great Barr young people are supported in making their decisions via person-centred planning which take place at each transition phase and during termly review meetings.

**How does the governing body ensure SEN students have the correct equipment and that they are provided with the appropriate facilities?**

As part of the SEND student transition programme, detailed planning takes place between us, parents/carers, students, young people, and external agencies to secure all appropriate resources to enable the student/young person to fully access all areas of the curriculum and our facilities.