

Special Educational Needs and Disability Information

Approved By: Board of Trustees

Review Date: October 2026

1.0 Trust Aim

Think Differently to inspire young people to overcome all barriers and achieve their dreams.

The Trust provides education to children and young people who are either hospital in-patients or pupils unable to attend a mainstream or special school by reason of their medical needs, mental health needs, neurodevelopmental difficulties and/or Autism (ASC). Hospital pupils may be from Birmingham or other Local Authorities.

Many of our young people make exceptional progress in the face of significant personal challenges with physical or mental health. It is our primary role as educators to prioritise their academic studies but equally we recognise the importance of supporting their well-being and preparing them for their next steps.

In each of our Centres we put young people first in all our decision making. Staff morals, training and development are also key drivers for us. Our aim is to create an ethos of resilience, inclusivity and high expectations for both staff and pupils.

This SEND Information Report outlines information for parents/carers regarding the ways in which we provide support for all pupils with Special Educational Needs and/or Disabilities.

Definition of SEND taken from the SEND Code of Practice 2014:

'A child has Special Educational Needs if he/she has a learning difficulty which calls for special educational provision to be made. A child has a learning difficulty if he/she has a significantly greater difficulty in learning than most of the pupils his/her age or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age in similar LA schools.'

SEND provision at The Trust follows the principles outlined in the Code of Practice 2015.

- A child with SEND should have his/her needs met.
- The views of the child should be sought, and their consideration taken into account. Parents/carers have a vital role to play in supporting their child's education.
- Children with SEND should be offered access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

2.0 Policies

SEND Policy
Positive Behaviour Policy
Safeguarding and Child Protection Policy
Attendance Policy
Referrals and Admissions Policy
Disability Equality Policy

3.0 Glossary

This table shows some of the definitions of abbreviations of SEND

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autism Spectrum Condition

CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EAL	English as Additional Language
EHCP	Education, Health and Care Plan
HI	Hearing Impaired
MLD	Moderate Learning Difficulty
PD	Physical Difficulties
SENCO	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties e.g. Dyslexia, Dyspraxia and Dyscalculia
VI	Visual Impairment

4.0 Responsibilities and Specialisms

4.1 Dovedale

KS2 (Yr 5 & Yr 6) KS3 & KS4

ASC Special Provision (Permanent)

Admissions to Dovedale is via a referral received from SENAR. All pupils accepted for placement at Dovedale will have an Education, Health and Care Plan (EHCP) with autism as primary need. Primary pupils (KS2) with EHCPs, who wish to continue or apply for a year 7 secondary place at Dovedale, should follow the SENAR processes for stating Secondary School preferences.

Emma-Lee Thomason (Associate Assistant Principal & SENCO), Gabby Trotman (Assistant SENCO (Acting)), are responsible for SEND, tracking and monitoring of pupils' progress and attainment. Planning and implementing annual reviews. Liaising with external agencies. SEN strategy, allocation of resources and oversight of interventions.

Ayanna Flash (Intervention Lead) is responsible for tracking and monitoring of pupils' progress and attainment; allocation of resources; literacy specialist and oversight of interventions.

4.2 Northfield

KS3 and Parkway KS4

SEMH Alternative Provisions (Temporary)

Admissions to the KS3 (Northfield) or KS4 (Parkway) Teaching Centres will be made from the pupil's current home school in consultation with other professionals from such partnership organisations including SENAR, Forward Thinking Birmingham, Educational Psychology, Birmingham Health and Social Care etc to the Local Authority's S19 Panel.

Evidence of this partnership working should be included in any referral to The Trust, clearly indicating the reasonable adjustments and strategies attempted by the referring school with evidence that these have been implemented. SENAR referrals will be considered for placement at the KS3 and KS4 centres for children already attending the Centres.

Caroline Frye (Senior SENCO), Sumaiyah Waqar (Assistant SENCO at KS4) and Holly Mason (SENCO at KS3) are responsible for SEND, tracking and monitoring of pupils' progress and attainment. Planning and implementing annual reviews. Liaising with external agencies. SEN strategy, allocation of resources and oversight of interventions.

Laura Roberts (Intervention Lead at KS3) and Shaheen Alyas (Intervention Lead at KS4) are responsible for tracking and monitoring of pupils' progress and attainment; allocation of resources; literacy specialist and oversight of interventions.

4.3 Hospitals

EYFS to post-16

The Trust provides an education for children and young people inpatient care and long stay patients who are dual registered.

Staff are based in a range of Hospitals across Birmingham. Staff are available to deliver lessons at the bedside for children who are inpatient for more than three school days, or five days for post-16 pupils, working in partnership with the pupil's home school to provide a personalised curriculum.

Sarah Reid (SENCO) is responsible for SEND, tracking and monitoring of pupils' progress and attainment. Planning and implementing annual reviews. Liaising with external agencies. SEN strategy, allocation of resources and oversight of interventions.

4.4 Short-Term Provision (STP)

KS1 to KS4

Short Term Provision (STP) provides an education for children and young people, aged 4 to 16, who are unable to access their school due to their medical health or mental health. Pupils receive access to a minimum of five hours of lessons a week, which can be clustered to support a fun, creative and supportive timetable that will best suit the learning needs of the pupil, maximising pupils' progress.

Our STP Team works closely with Birmingham Local Authority, pupils, parents, schools, health professionals and other relevant agencies, to ensure that pupils have appropriate access to education and continue to make progress whilst they are unable to attend school.

Sarah Reid (SENCO) and Sarah Smith (SENCO) are responsible for SEND, tracking and monitoring of pupils' progress and attainment. Planning and implementing annual reviews. Liaising with external agencies. SEN strategy, allocation of resources and oversight of interventions.

4.5 Special Provision (SPR)

Ardenleigh is part of the Medium and Low Secure provisions at Ardenleigh Hospital in Erdington and cater for up to 5 young people in Low Secure and up to 10 in Medium Secure for complex mental health reasons. The Ardenleigh Team work in collaboration with therapeutic disciplines such as: Psychology, Speech and Language and Occupational Therapy to support our young people in their personal development.

Laura Belikova (Centre Leader & SENCO) is responsible for SEND, tracking and monitoring of pupils' progress and attainment. Planning and implementing annual reviews. Liaising with external agencies. SEN strategy, allocation of resources and oversight of interventions.

Willows is a teaching and assessment centre which provides education for young people receiving support for their mental health condition as an inpatient at Parkview Clinic. Depending on a pupil's medical treatment, teaching takes place on the ward or at the centre, which is a short walk from the clinic. The centre provides education from KS3 to KS5 (school

years 7 to 13). Whilst pupils are at Willows, we keep in touch with their home schools and parents and carers to inform them about both their attendance and progress. We aim to minimise their academic learning missed whilst away from their home school, as well as providing them with a wellbeing curriculum that follows the Thrive Approach.

Jo Hill (SENCO) is responsible for SEND, tracking and monitoring of pupils' progress and attainment. Planning and implementing annual reviews. Liaising with external agencies. SEN strategy, allocation of resources and oversight of interventions.

5.0 The Four Main Areas of Need

Communication and Interaction:

Young people with difficulties in communication and interaction are provided for across The Trust. The Dovedale Centre is predominantly for young people with an Autism diagnosis; however, many have co-morbid conditions. Referrals to Dovedale are made via SENAR as the Centre is only open to young people who already have an EHCP.

The **Northfield (KS3)** and **Parkway (KS4) Centres** also provide for pupils who may have an Autism diagnosis, but not as their primary need. The young person does not need to have an EHCP to be referred to these Centres. All staff receive a cycle of training to ensure all are equipped and possess the required knowledge needed to work with young people who have Autism. The teaching Centres are currently working towards the National Autistic Society (NAS) Autism Accreditation.

At the Hospital and SPR Centres, all staff are trained to support pupils experiencing these conditions. Willows and Ardenleigh have already achieved the NAS Autism Accreditation.

Cognition and Learning:

The Trust does not have any centres that are specifically designated for young people with cognition and learning difficulties, however a range of needs in this area are catered for. At the Teaching Centres (**Dovedale, Northfield and Parkway**), a range of moderate learning difficulties are provided for, if they are a secondary difficulty to ASC or SEMH. This includes Dyslexia, Dyspraxia and other specified and unspecified learning difficulties. Psychometric assessments can be carried out by a specialist, followed by recommendations in terms of strategies and interventions. The Teaching Centres, however, are not suitable for those with a primary need relating to cognition and learning.

In the **Hospitals**, there is an inhouse PMLD specialist teacher, who assesses the children and young people in a range of areas, in line with the most up to date PMLD guidance for assessment. Young people who have PMLD needs and are in the hospitals or are taught in the home are able to access a specialist curriculum.

Social, Emotional and Mental Health difficulties:

The **Northfield, KS3** and **Parkway, KS4 Centres** are predominantly for young people with a difficulty related to their social, emotional and mental health. Referrals to these centres can be made via FTB (Forward Thinking Birmingham) or from their home schools. Young people do not need to have an EHCP to be referred to these centres. An up-to-date pupil-centred behaviour policy and Thrive and Trauma Informed Attachment Aware (TIAA) approaches such as Emotion Coaching are used to work with these young people and the difficulties they face. This approach is also used at the **Dovedale Centre**, where although young people have a primary need of Autism, a co-morbid condition of social, emotional and mental health difficulties are also observed.

In the **Hospitals**, The Trust staff work closely with NHS staff in the psychiatric units at Parkview, BCH, and Ardenleigh to meet the needs of the young people who experience complex mental health conditions. These staff, as well as staff who teach within the home are also trained using Thrive and TIAAS approaches.

Sensory or Physical difficulties:

Young people at the Trust have a range of sensory and physical needs. Sensory needs relating to Autism conditions are the most common needs observed in this area. Staff at the Trust are trained to understand the extent of these needs and how they can impact on learning. We also provide education for young people with hearing and visual impairments, being supported by the Sensory Support service to make reasonable adjustments for these young people.

There are young people with a range of physical needs catered for at the hospitals. Again, although none of Trust sites are specifically for young people with physical needs, staff at the Trust work closely with health professionals to ensure reasonable adjustments are made to ensure the young people can access learning.

6.0 Thrive Approach

At the Trust the emotional wellbeing of our pupils is at the heart of everything we do. We began our Thrive journey in 2019 when we learnt about its trauma-informed approach that targets the social and emotional development of children and young people. We understand that the pupils at The Trust have a vast range of experiences and individual needs that may have impacted their emotional development, and the Thrive Approach allows us to identify these gaps so that we can build on the key skills of resilience, independence, and self-confidence for the next stage of their educational journey.

Underpinning this approach are the strong relationships we build with our pupils and our understanding of their learning and emotional needs. Our staff use the principles of The Thrive Approach to create environments where our pupils can feel safe, engage with learning and use their voices within the school community. We have also trained our staff to understand the neuroscience behind adolescent emotional development and the impact of trauma on the brain. We understand that all behaviour is a communication of social and emotional needs that require attention in the moment from an adult who is ready to respond with curiosity and compassion.

We deliver cycles of Thrive Practitioner training to put in place specialists across the Trust. These Thrive Practitioners are able to deliver one-to-one sessions that are personalised to the individual needs, for those who need a higher level of emotional development support. The Thrive Approach incorporates tools and training to help adults support the social and emotional development of the children and young people they are working with. At its heart is the understanding that all children's behaviour represents a form of communication - of their underlying needs. If these needs are recognised and met, children and young people will be able to flourish and learn.

7.0 Thrive Practitioners across the Trust

Thrive Practitioners have the evidence-based skills and knowledge to better respond to what children's distressed behaviour is trying to communicate, to help build their ability to process emotions, and to understand how relationships can support their healthy development. The practical application of the theory and concepts of the Thrive Approach are at the centre of practice, as well as the use of Thrive - Online™ (TOL) for profiling, action planning, and measuring progress.

8.0 Reviewing Pupil Progress

Teaching and Learning for all pupils are monitored termly by subject leaders and the Leadership Team. Good practice is shared at Inset sessions, curriculum department meetings and learning walks. Any intervention delivered by the SEND team is evaluated at the end to ensure that it is effective and has made a positive impact. There is an identified SEND Trustee and Inclusion Lead for SEND.

All teachers and support staff will be made aware of pupils' needs. Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have Special Educational Needs. They will be differentiated for individual pupils.

Our teachers have high expectations of all pupils, including those with SEND. All teachers receive information stating pupils' strengths and difficulties and suggested strategies for meeting needs via pupils' EHC Plan and/or PDRs. Teachers provide differentiated and scaffolded resources for pupils who need them.

Higher Level Teaching Assistants (HLTAs) / Teaching Assistants (TAs) are deployed within class groups, or on a 1 to 1 basis. Our HLTAs and TAs have a variety of specialisms.

9.0 Pastoral Managers and Mental Health Practitioner

The Trust has dedicated Pastoral Managers at Parkway (Lucy Kimberley & Callum Kyffin), Northfield (Ralph Hartley) and Dovedale (Daniel Westwood & Saffron Southall).

Pastoral Managers ensure pupils are attending lessons, support when pupils are dysregulated and provide one to one or group interventions, working with pupils around their social, emotional and mental health needs.

10.0 Mental Health Practitioner

Sanjay Badhan is the Lead Therapeutic Practitioner and covers the three Teaching Centres (Dovedale, Northfield & Parkway). He works with identified pupils around their mental health; particularly if they are waiting or are unable to access Forward Thinking Birmingham (FTB).

11.0 Psychometric Assessors and Intervention Leads

Psychometric assessments are used to put in place required strategies and interventions, as well as access arrangements for examinations for pupils when necessary.

We have a dedicated Intervention Lead at Parkway (Shaheen Alyas), Northfield (Laura Roberts) and Dovedale (Ayanna Flash). Intervention Leads are responsible for identifying appropriate interventions, monitoring interventions and reviewing the impact of interventions.

11.0 Assessment and Monitoring

For every child, there is a parents and carers evening, termly progress checks and one full written report each year. All data is recorded on Arbor. SEND Observation reports (**see appendix 7**) are completed by SENCOs or Assistant SENCOs to identify where additional support is required. All teachers check and review progress made by all pupils. All pupils will have their progress reviewed throughout the year.

The Key Worker will arrange to meet with parent/carer to discuss their progress if there have been concerns raised. Where an external agency has been working with the pupil, this specialist may be invited to contribute to the meeting.

A pupil who has an Education Health and Care Plan will have an Annual Review meeting involving the Key Worker, SENCO and/or Assistant SENCO, pupil, parent/carer, SENAR case officer, as well as any other relevant professionals. Parents and carers may invite someone to accompany them if they wish.

Within hospital settings staff contribute to planned complex multi-disciplinary meetings where the impact of the combination of services are assessed. They attend Care Plan Approach reviews that in turn, contribute to positive outcomes for pupils to access future education and community multi-disciplinary support.

12.0 EHCP Process

For pupils who have an EHC Plan all reviews are pupil centred which means that pupils have an input into how reviews are organised and have an essential opportunity to highlight what they feel their successes have been and what support they feel they need to maximise progress.

What happens if my child does not have an EHCP?

For pupils who do not have an EHC Plan, a request may be made to the LA for an EHCP in liaison with the agencies, parents and school, should a pupil's progress continue to be of a substantial concern. However, EHCP's may be requested by a parent, or school, as well as anyone bringing a child to the attention of the LA if they think an assessment is necessary.

The parent of any child who is referred to the LA for an EHCP assessment, will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment.

Format of the EHCP Consideration is given to:

- ✓ The views, interests and aspirations of the child and parents
- ✓ The child's SEND
- ✓ The child's health needs which relate to their SEND
- ✓ The child's social care needs which relate to their SEND
- ✓ The outcomes sought for the child
- ✓ The special educational provision required by the child
- ✓ Any health care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND

The process of receiving an EHCP should be a carefully considered one and the LA aims to complete the process in 20 weeks. SEND Support Provision Plan (SSPP) An SSPP is a document which demonstrates the provision in place for a child where the needs are complex and require multi-agency involvement, but where an EHCP is not required. They are designed to build up a picture of need and provision over time as well as supporting effective information sharing. If needed the SSPP can also be used to apply to the LA for additional funding to implement provision.

All pupils, irrespective of if they have SEND, are assessed on a termly basis and a report is sent to parents / carers. All pupils with an Education Health and Care Plan have an annual review where progress towards meeting targets is discussed. A timeline will be shared with all staff. The SEND team are also available at all Parents' Evenings for discussions with Parents / carers.

Members of the SEND team can also be contacted by telephone 0121 666 6409 or email.

Lisa Valentini	Assistant Principal, SENCO & DSL	valentinil@jamesbrindley.org.uk
Emma-Lee Thomason	Associate Assistant Principal, SENCO & DSL	thomasone@jamesbrindley.org.uk
Caroline Frye	Senior SENCO	fryec@jamesbrindley.org.uk
Nicola Winslow	Centre Leader, SENCO & DSL	winslown@jamesbrindley.org.uk
Laura Belikova	Centre Leader, SENCO & DSL	belikoval@jamesbrindley.org.uk
Sarah Reid	SENCO	reids@jamesbrindley.org.uk
Sarah Smith	Teaching Centres STP SENCO	smiths@jamesbrindley.org.uk
Sumaiyah Waqar	Assistant SENCO	waqars@jamesbrindley.org.uk
Holly Mason	SENCO (Acting)	masonh@jamesbrindley.org.uk
Gabby Trotman	Assistant SENCO	trotmang@jamesbrindley.org.uk

13.0 Graduated Approach

The Trust follows a graduated approach of Assess, Plan, Do, Review (**see appendix 2**). This is structured within all Centres through the PDR (Plan, Do, Review) document and via the Annual Review documentation if the child or young person has an EHCP.

There are also cases where the child or young person has been identified as requiring a [SEND support provision plan](#). This may be necessary for transition, particularly if an EHCP request has not been successful. The SEND support provision plan should be compiled considering parent, pupil and other professional views and should be reviewed on an annual basis, akin to an EHCP review.

As all children and young people who attend The Trust receive provision that is additional and different, they are all placed on the Special Educational Needs and Disability (SEND) Support register. This also includes pupils who have an Educational Health and Care Plan (EHCP).

The SEND Support register is maintained and generated through the Trust's central management information system, Arbor.

The school adopts the levels of intervention as described in the SEND Code of Practice 2015. The Code of Practice advocates a graduated response to meeting pupils' needs.

The graduated response consists of a four-part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

14.0 Termly Reviews

- All pupils will have a PDR (Plan, Do, Review) meeting and document (**appendix 2**). The PDR document will set out three targets related to teaching and learning, well-being and transition
- PDR targets will be reviewed termly and targets will be in line with the high expectations the school has with regard to all pupils
- For pupils with an EHCP, provision will meet and coordinate with the recommendations on the plan
- The Key worker for the pupil is responsible for reviewing and keeping the information up to date
- An action plan will be created through discussion with both the pupil and the parent/carer and other relevant professionals
- The action plan will then be shared by the key worker with all other relevant staff in the centre.
- The PDR also contains information about:
 - Future aspirations
 - Strengths and challenges
 - Achievements and progress
 - Strategies and support

15.0 Annual Reviews

The purpose of an Annual Review is to:

- Assess the child or young person's progress over the year in terms of the targets set at the previous Annual Review and set new targets for the next 12 months
- Collate and record information that the Trust and others can use in planning future support for the child or young person
- Consider the continuing appropriateness of the child or young person's EHC plan in light of their performance during the previous year; noting any additional SEND which may have become apparent within that time and therefore consider whether or not the EHC plan needs to be amended or ceased
- To bring together the views of everyone who helps the child or young person
- To consider the child or young person's progress in terms of seeing if the support or placement has been successful in meeting their needs
- To record any changes in the child or young person's circumstances
- To review any special provision that is being made for the child or young person
- To consider and review the level of banded funding that is allocated to the child or young person. In addition, this could lead to the consideration of the need for ESN (Exceptional Special Needs) funding

16.0 Attendance at Reviews

The parents/carers will be invited and encouraged to attend all annual and termly reviews for their child. It would only be under exceptional circumstances that the parent/carer would not be in attendance (the reasons will be documented in the review paperwork).

All relevant professionals will be invited to attend reviews; these professionals may include a Social Worker, Health professionals, Forward Thinking Birmingham (FTB), Careers Officer, SENAR (Special Educational Needs Assessment and Review).

Professionals who cannot attend the review meetings are asked to provide a written report which is made available at the meeting.

The Educational Psychologist is only involved in those annual reviews which are likely to involve in a change in the Educational Health and Care Plan especially when alternative provision is being reviewed or a change in banded funding is being considered.

17.0 Access Arrangements

Assessments are carried out by an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as Special Educational Needs Disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

18.0 Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- needs of the disabled candidate
- effectiveness of the adjustment
- cost of the adjustment; and likely impact of the adjustment upon the candidate and other candidates

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment

This is because the adjustment is not 'reasonable'

19.0 Special Consideration

Where a candidate is eligible special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ publication A guide to the special consideration process.

For candidates who are present for the assessment but disadvantaged, The Trust must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment.

Examples where a candidate/candidates may be eligible for special consideration include a candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place

20.0 Preparing for Adulthood

The SEND Code of practice (DFE, 2015) states, high aspirations are crucial to success, discussions about longer term goals should start early and ideally well before Year 9 (age 13-14) at school. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.

All pupils in our schools and teaching centres will take part in a career's education programme, which is implemented through: Personal Development lessons, assemblies, form time activities, workshops, careers focussed days and one-to-one meetings. Pupils will have multiple opportunities to have meaningful interactions with employers, apprenticeship providers colleges and university representatives as well as experiencing the world of work first-hand through work experience.

Our Wellbeing Wednesday offer, contributes to pupils' personal development in the following areas:

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

Promoting:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

Enabling:

- Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media

Supporting:

- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

21.0 Transition

The Trust defines transition, in relation to the pupil's educational journey, as being "*in the process of changing or developing*". This means that when we consider supporting pupils with transition in education we are not just referring to starting and leaving points, but also to all

significant points in between. There will be specific points where attention needs to be paid to the subsequent effects on the pupil's preparation to move on from JBA provision and become independent adults. These points may not be the same for each pupil, therefore it is not possible to provide guidelines for every eventuality, but impact on successful transition away from our schools and preparation for adulthood must always be considered. Transition must be seen as a process rather than an event.

Pupils coming to out schools are often dealing with range of mental health, social communication, and medical issues. Many pupils also have complex family and domestic circumstances. Pupils often experience high anxieties and feel vulnerable at times of transition. For example, these feelings can be evident when:

- Leaving home to get to the school
- Travelling to and from school
- At the start and end of the week (Sunday to Monday/Friday to Saturday)
- Playtime/breaks
- At the start and end of holidays
- When adults leave i.e., after drop-off/to go to work
- Changing year groups, classmates, and teachers
- Changing class or form rooms (other changes to the physical environment)
- Starting/changing settings e.g. Early Years/Primary phase/Secondary/School to School/Post 16
- Essentially, any period of incidence of change may result in a pupil requiring additional support and/or guidance

On transition from school to school there are additional changes for young people to negotiate. For example:

- Completely different school system
- Change in dress code – if there is no uniform, then informal peer rules may still be an issue
- Moving from lesson to lesson in an unfamiliar environment
- Getting to and from spaces to have lunch
- Taking the right equipment with them to and from lessons
- Homework expectations across multiple subjects, unfamiliar consequences e.g., schools using detentions, inclusion space etc.

These are all areas where effective transition planning and support may be required.

To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

Transition is an important key factor for a successful and positive experience. All pupils transitioning to JBA receives a referral meeting with pupils, parents/carers and other professionals. Following referral meetings, the SENCO will work collaboratively with children and families to prepare a bespoke transition package plan.

22.0 Careers

All pupils can request an appointment with a Careers Adviser. However, Year 9, 10 and 11 pupils are most likely to access the service, with many Year 11 pupils receiving multiple careers guidance meetings and additional support. As pupils move on to post 16 education care is taken to support with transition events and interviews and the application process.

The Careers Adviser will:

- Collaborate with Centre Leaders, Pastoral Managers, Key Workers, SENCOs and form teams to support pupils
- Liaise with SENCOs to support pupils with EHC Plans and those for whom EHC requests for assessment are in progress
- Ensure parents and carers are communicated with when there are concerns about Post 16 plan
- Provide pupils and parents/carers with copies of pupils' career action plans created at career's meetings
- Pupils can refer themselves for a career's guidance meeting at any time. They can either approach Careers Advisers directly or they can ask another member of staff to arrange this for them
- Provide appropriate guidance to pupils which meets the individual needs
- Further details can be found with the Trust Careers Policy.

23.0 School Interventions to Support Inclusion

There are many types of interventions that may be appropriate. Interventions could include the following: (this list is not exhaustive)

- Bespoke support plan developed with the pupil and parent/carer containing suggested strategies for school staff to implement. All relevant staff to be made aware of the plan. This should be based on an 'Assess, Plan, Do, Review' cycle.
- Educational Health Care Plan
- Use of resource rooms/smaller groups
- Safe places in school to go to when in crisis
- Part time Timetable – acceptance that this can fluctuate as health fluctuates and always provide access to a full timetable when ready
- Referral to the Lead Therapeutic Practitioner, for a in school therapy assessment
- Mentor support in school, either through in class support or 1-1 sessions outside to specifically address transitioning back into class.
- Reading/Literacy Intervention
- Numeracy Intervention
- Short term support of work at home but always with transition back as the goal
- Utilisation of external pupil support services e.g. Educational Psychologist, Communication & Autism Team
- Input from FTB STICK Team
- Schools collaborating with mental health professionals (e.g Forward Thinking Birmingham / SOLAR) to ensure that therapy sessions are focused on specific obstacles to engaging in class. This would be a collaboration over time
- Application for an Education, Health and Care plan high needs funding is required to implement a support plan
- Access Arrangements
- 1:1 Teaching Assistant
- Friends Resilience Intervention

- Early Help Assessment. Regular reviews with parents and professionals focused on small steps to support engagement
- Request for support / Family Support Worker involvement initiated by school
- In-year transfer or managed move to another mainstream provision
- Cases to be discussed at schools' Multi Agency Professionals meeting prior to referral to JBA being made

24.0 Outside Agencies

With the permission of parent and carers, outside agencies can become involved in assessing and supporting a pupil with SEND. These include:

- Pupil and School Support Service (Specially Qualified SEND Advisory Teachers from SENAR - Birmingham LA)
- The Educational Psychology Service (for advice on more complex cases and to support applications for an EHC Plans)
- Sensory Support Service
Teacher of the deaf – for pupils with hearing impairment
Vision Support Team – for pupils with a visual impairment
- Communication and Autism Team - for pupils with a diagnosis of ASC
- A Speech and Language Therapist – From the NHS to work in school to help pupils who have difficulty communicating
- Physical Disability Support Service – We take advice for pupils with a physical disability from this team based at a local special school
- Principal Officer from SENAR (Special Educational Needs Assessment and Review) – When a parent of a student with an EHC plan wants a change of provision or has a complaint then the Principal Officer can on occasion attend review meetings
- Education Advisors from the Birmingham Virtual School – To give advice and guidance for all pupils in the care of the local authority
- Social workers – Where a pupil with SEND is in the care of the Local Authority, the Social Worker regularly attends meetings at the Trust with carers and Academy staff
- School nurse and other NHS professionals - When a pupil has health issues related to their special needs the school nurse will often help liaise with patients and health professionals
- Forward Thinking Birmingham (FTB) - When a pupil has mental health needs professionals such as clinical psychologists will meet with Academy staff and parents to help plan appropriate support for the student
- Special Educational Needs & Disability Information, Advice and Support Service (SENDDIASS) – This is an independent branch of the LA that provides impartial advice to parents of pupils with SEND and we welcome their involvement should a parent choose to consult with them

25.0 Complaints

In the first instance we hope that areas of disagreement can be considered and resolved in discussion with the SENCO.

If a parent or carer wishes to make a complaint, then they can follow JBAs complaint procedure published on the website and available in writing on request.

For pupils with EHC Plans, it is possible to make a complaint about SEND provision direct to the Principal Officer at SENAR (Special Educational Needs Assessment and Review) by phoning 0121 303 5489 or 0121 303 4175.

We would, however, recommend that it is better to first contact the Special Educational Needs & Disability Information, Advice and Support Service (SENDDIASS) as they can give impartial advice and even attend meetings with you to help resolve any differences. They have advisors who can speak several community languages and can be contacted Monday to Friday from 8:45 to 5pm at:

PO Box 16270
Birmingham
B2 2HN
Telephone: 0121 303 5004
Email: SENDDiass@birmingham.gov.uk

Please see The Trust's website for the SEND Information Report.

26.0 The Local Offer

Information about the provision of education for pupils with SEND can be found on the Birmingham city council's website at: <https://www.birmingham.gov.uk/localoffer>

The nominated Trustee with responsibility for SEND is Claire Marshall, who will liaise with the Assistant Principal for Inclusion and Trustees on all matters relating to SEND.

The SEND Information Report will be reviewed by the Inclusion Lead, SENCOs and the SEND Trustee annually. It will be updated throughout the academic year should there be any changes.

28.0 Legislation

Children and Families Act 2014
SEND Code of Practice 2014
Equality Act 2010

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disabilities Regulations 2014