



Prince Albert
HIGH SCHOOL



Special Educational Needs **Information Report**

Version reviewed - March 2025
Review date - March 2026

Approved by CEO – March 2025

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Rationale

This is our Special Educational Needs information report which details what we offer for students with Special Educational Needs and Disabilities in our school.

Our SEND information report aims to:

- Set out how Prince Albert High School will support and make provision for students with special educational needs and/or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

The revised SEN Code of Practice (DfE, April 2014) states: 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND.' (p 93).

This report is designed to be easy to access and provide necessary links and additional information to enable parents/carers and other interested parties to find information easily. If you cannot find the information you need please contact the Lead Practitioner for Inclusion and SEND directly via enquiry@pahigh.co.uk

Prince Albert High School has an inclusive philosophy. Admissions to the school are irrespective of any disability and/or special educational need. Families are encouraged to arrange an individual meeting to discuss their child's needs with the school directly by contacting the Lead Practitioner for Inclusion. At Prince Albert High School we are committed to ensuring that all students become independent learners and reach their full potential.

How do you decide a student has special educational needs or disabilities?

At Prince Albert High School early identification of pupils with special educational needs is a priority. We aim to identify student's individual and specific areas of need early and make provision to support them and remove any barrier to learning.

The school considers broad areas of SEN which include:

- Social, Emotional and Mental Health (SEMH)
- Learning (including communication and cognition)
- Medical (including sensory and physical)

We use appropriate screening and assessment tools, and determine pupil progress through:

- Discussions with teachers and support staff
- Their academic performance
- Literacy and numeracy testing
- Standardised assessments such as CAT tests and NGRT
- Screening tools such as Speechlink or Lucid Rapid
- Assessments in English and Maths using the Birmingham Access to Education Toolkits.
- External Agency assessments
- Records from primary schools and primary liaison
- Information from medical teams
- Information from parents
- National Curriculum results at Key stages 2, 3 & 4

We take a graduated response to identifying when students have special educational needs. The staff at PAHS will analyse each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Advice from previous schools will also be sought along with the guidance from external agencies where relevant.

The student's academic progress is tracked through regular assessments. If we identify that a student is making less than expected progress, the teacher will discuss this with their parents and the Welfare Team will support them to ensure the core offer is appropriate to each student's level and needs. If a student continues to make less than expected progress despite additional intervention and support in class, then they may be identified as having additional learning needs and require additional or different provision to the core offer for all students.

We may also identify students as having Special Educational Needs if they are working significantly below expected levels for their age. We will use outcomes from NGRT and CAT tests plus information from screening tools such as Speechlink or Rapid to support this identification. Students may be identified as having a Special Educational Need if they have a specific health diagnosis from a Paediatrician.

In addition, students may be identified as having Special Educational Needs if there are concerns regarding their behaviour, self-esteem, concentration, attitude and they need a block of targeted support or ongoing daily targeted support from the Welfare Team to help improve this.

Finally, concerns raised by a teacher or parent/carer may lead to a student being identified as having Special Educational Needs if additional support is required to address the concerns.

Following assessment and identification that special educational support is needed, the student will be added to the special support database and targeted provision will be put in place for each student. All teachers and support staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are advised. The assessment and support will be reviewed regularly. The pupil is at the centre of this process and is involved in all meetings or decisions using a pupil centred approach where the pupil voice and parent voice are paramount to the process. The school follows the graduated approach of assess, plan, do, review for each termly cycle. This means that students may not remain on the SEND register for all their time at PA High if they are able to make expected progress while accessing universal support.

Types of SEND

Our school provides additional and/or different provision for a range of special educational needs, including:

Cognition and Learning

- How students think, learn and understands their world e.g. moderate learning difficulties, dyslexia, Downs Syndrome.

Communication and Interaction

- How students talk to, listen, respond, interacts and learns with other students and adults e.g. Speech and Language difficulties, Autism, selective mutism, social communication difficulties.

Social, Emotional and Mental Health difficulties

- How students show their feelings, negotiates and solves problems in different situations and handles changes of routine e.g. anxiety, eating disorder, ADHD, attachment difficulties, depression.

Sensory and/or Physical needs

- How students respond to their environment and learning using their senses and any diagnosed medical issues e.g. visual impairment, hearing impairment, processing difficulties, physical difficulties, complex medical needs.

How do you teach students with special educational needs or disabilities?

In line with the SEN Code of Practice 2015, the school believes that "all teachers are teachers of students with special educational needs." The school adopts a "graduated approach" that places high quality teaching at the heart of all lessons. All pupils who have a place in the mainstream school are taught in whole class groups which is between 20 and 35 pupils depending on the subject area. They will be taught in an ability group for their core subjects and will be in a streamed group for non core subjects during KS3. Teaching is adapted and scaffolded as far as possible for all students with additional personalization where required. The school uses the Birmingham Ordinarily Available Provision guidance to provide support to staff around the features of high quality teaching along with strategies to use to support individual needs. Our vision is that all students have the potential to succeed and the right to excellent teaching and learning.

Pupils who have a place in our ASC resource base will be taught in a resource base class of 10-12 pupils. They will follow a bespoke curriculum that targets their next steps in learning. Pupils in the resource base will also access mainstream lessons with support when they are able to. Most pupils in the resource base access their core learning with their resource base teacher and most will access some non core subjects within a mainstream class. Some pupils in the resource base access their full curriculum with their resource base teacher.

The Senior Leadership Team regularly meet with Heads of Department to discuss the curriculum, evaluate the quality of provision for students with special educational needs and develop appropriate strategies to support. Where appropriate, subject areas may choose to adapt their scheme of work for students with special educational needs in order to support good progress

What additional support do you offer students with special educational needs or disabilities?

For some students with special educational needs, an additional programme of intervention may be appropriate to enable students to succeed. These targeted support programmes are all delivered by trained and experienced members of staff, who regularly liaise with the Lead Practitioner for Inclusion & SEND to ensure all students are fully supported throughout their time at the school. The school offers a wide range of internal and external additional support for students with special educational needs and their families.

For students, this includes:

- Additional help and support by subject teachers through a varied curriculum;
- Appropriate schemes of work to be delivered in curriculum areas, adapted as appropriate;
- Movement breaks
- Sensory breaks
- Quiet club at breakfast club, break and lunch times;
- Quieter areas outside at lunchtime;
- Physical intervention
- Additional adult support in core subjects
- Specialist structured intervention programmes delivered in a less formal learning environment;

- Speech and Language support and intervention
- Pastoral Support from Head of Year
- Literacy and Language Support through Lexia or Speechlink
- Maths support through Dynamo Maths
- Autism and Me programme
- Access to Read and Write software
- Access to an iPad for word processing
- Access to a Reader Pen

Occasionally, a student may need a significant amount of support in order to meet their complex needs. This will often be provided in the form of more individual support from a Senior Inclusion Support Worker for at least part of the week. Usually, students who need this level of support will have or be applying for an Education, Health and Care Plan or SEN Support Provision Plan.

There may be times when a student needs more expert support from an outside agency such as Educational Psychology, School Nurse, Speech and Language Therapy. Referrals for such support are discussed with parents and forwarded to the most appropriate agency. Very occasionally, the outside agency will complete a programme of work with the student in school but more often they provide targets and activities for the student to work on in school and at home.

In line with the school's accessibility plan, reasonable adjustments are made to ensure that all students are able to access the facilities within the school. The building is made up of multiple floors and is fully accessible by lift. There are also fully accessible toilet facilities, along with a personal care facility with a shower/wet room. Where appropriate, students with disabilities are provided with lift passes and toilet passes. Where there are medical conditions of a physical or sensory nature that affect motor skills, students will be provided with appropriate equipment during lessons so that all students have real access to learning opportunities in every lesson. If a student has a complex medical need, parents/carers should discuss this with the Lead Practitioner for Inclusion and SEND. The Lead Practitioner for Inclusion and SEND will work with parents/carers, the school nurse and any other medical professionals involved to compile an individual health care plan. These plans are shared with all staff who are involved with the student. Full details of how we support students with medical conditions can be found in the policy on the school website.

How do you make sure that students with special educational needs or disabilities do well?

The school Senior Leadership Team carry out regular monitoring of lessons, pupils' work and assessment information to ensure that students are making progress and the support is effective. As a school we measure student's progress in learning against National expectations and age-related expectations. We make formal assessments three times a year. Pupil progress meetings are held three times a year. This is a meeting where the teachers meet with the Head or Deputy Headteacher to discuss the progress of the students in their class. This shared discussion may highlight any concerns so that further support can be planned.

The school tracks and monitors progress and interventions for students with SEND using a provision map. The provision map includes:

- Pupil names
- Pupils SEND needs
- Type of intervention
- Planned intervention outcomes
- Entry and exit dates and a review of the provision.

Prince Albert High School evaluates the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress continuously and, along with other students, at 3 key times a year
- Reviewing the impact of interventions after 6 weeks, or as soon after that time frame should interventions require a longer time to provide outcomes
- Through student voice work
- Monitoring by SLT including the Lead Practitioner for Inclusion and SEND
- Through discussions with parents and external agencies
- Holding annual reviews for students with EHC plans and SEN Support Provision Plans
- Monitoring by the Trust Executive Leadership Team through Quality Assurance days twice a year.

What facilities do you have to support students with special educational needs or disabilities?

The school is set across several floors with ramp and lift access available throughout the school site. Our site is fully wheelchair accessible with wide corridors and a wheelchair accessible toilet on each floor. We have excellent outdoor facilities that are highly accessible and offer a range of different physical and sensory experiences. All before school, break times, lunch times and after school dismissals are supervised by the senior leadership team who go above and beyond to ensure our students are safe. We also offer students the option of accessing the 'Hub' at different points through the day, if they need a quiet space with adult supervision. We have interactive whiteboards in every classroom with individual ipads available throughout the day to support access to the curriculum.

For students with a SEND Support Provision Plan or EHCP with funding, we will purchase equipment that is specified in their plan to ensure their needs can be met. We consult with specialist advisors to help us support pupils with sensory impairments and employ alternative communication methods accordingly within the means available to the school. The school is also able to provide reading pens, reading rulers, timers, writing slopes, fidget toys and sensory resources.

You can access the school Accessibility Plan here:

<http://www.pahigh.co.uk/images/keyinfo/ourschool/policies/accessibility.pdf>.

Do you have staff with specialist training or 'experts' to support you?

The school has a Lead Practitioner for Inclusion and SEND and a Deputy Lead Practitioner for Inclusion and SEND. They are responsible for ensuring the best possible provision is put into place for all students with SEND in order for them to achieve outstanding outcomes. They can be contacted via the school office enquiry@pahigh.co.uk. The school has a Strategic Leader for behaviour and attitudes who is supported by Pastoral Heads of Year. They support students with all aspects of their pastoral. The Welfare Team also includes Senior Inclusion Support Workers who provide in class support to students with EHCP's or SEN Support Plans, as well as providing targeted support for students on the SEN Support database.

All staff will have training in Asthma, Epilepsy, Diabetes, allergy and anaphylaxis (including the administration of the adrenaline auto-injector) in the Autumn term and they will have access to all Inclusion & SEND training modules offered through the PACT PLD programme. All staff be offered access to making sense of Autism training within their first year at the school. All staff have received training on high quality teaching and ordinarily available provision. Specific staff will receive specialist training in a particular area as needed.

We have a Welfare Team who have received training to support students with SEND and deliver interventions to meet individual needs. The school has an Occupational Therapy champion who can advise staff on how to support pupils with physical difficulties. We aim to ensure that all students who have Special Educational Needs and Disabilities are supported to the best of the school's ability within the resources available.

The school has an Autism resource base where all staff have received additional, bespoke training focusing on Autism and the needs of the pupils who access the resource base. These staff are highly skilled in supporting pupils with Autism and can support mainstream colleagues where needed.

All staff attend sessions where we have in-house training and also use external agencies to provide specialist, strategic and targeted training for our student's needs. We also have designated slots during staff training days for building SEN awareness. The weekly bulletin is used to provide snippets of information for staff about a particular strategy, type of need or specific pupil. Our Lead Practitioners for Inclusion attend networks, briefings, webinars and courses to ensure they are up to date with current practice. Where possible we share and access resources across other schools within the Trust, constantly working to keep all staff up to date and aware through bulletins, staff shared documents and briefings. The school accesses a number of external support agencies, such as;

Agency or Service	Who they work with
Educational Psychology Service Dr Anita Soni	Students with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training
Language, Learning and Strategic Support Team(LLSS) Emma Foster	Provide school staff with advice on teaching strategies and resources, individual and whole school training to support pupils with difficulties in language, literacy and Maths. Individual assessments of pupils who are not making progress in language, literacy and maths and advice on next steps.

Speech and Language Therapy Service (SaLT)	Students who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programme in clinic.
Communication and Autism Team Deborah Parker Kathryn Tovey	Students with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.
Sensory Support Service Sharon Poxon (HI) Shingai Brazendale (VI)	Students with visual or hearing impairments. Provide school with advice regarding resources and strategies to support students with sensory impairments
Physical Difficulties Support Service Samantha Brampton	Students with gross motor skill difficulties. Provide school with advice regarding resources and strategies to support children with physical difficulties.
Occupational Therapist (OT) Daniel Waldron West Midlands SLT	Students with sensory needs or needs that affect their day to day life. Provide school with advice regarding behaviour and engagement in tasks.
School nurse Louise Proudlock	Support with all individual care plans and advice on complex medical needs. Individual appointments for parents/carers or students to discuss health needs.
Speech and Language Therapy West Midlands SLT Hifzah Kauser (NHS)	The NHS team support the school to embed a whole school graduated approach to speech, language and communication needs in addition to working with pupils who have been identified as needing a programme of support. West Midlands SLT is a privately funded service designed to deliver high quality speech and language support for pupils in the resource base and pupils with speech and language provision specified in their EHCP.
Health professionals	Provide advice and support for staff working with individual students with health needs. Core service School Nurse Occupational therapist Physiotherapist Child Development Centre
Forward Thinking	Students with specific mental health issues e.g. anxiety/ depression.

We also have a designated lead teacher who supports students that are Looked After Children (LAC). Where pupils are both looked after and also SEND, the SENCO and LAC lead will liaise to ensure they are being fully supported across the academy including access to tutors outside of school.

How do you support the wellbeing of students with special educational needs or disabilities?

The school offers a wide variety of pastoral support for students who are encountering emotional, social and behavioural difficulties. We have a Welfare Team who are available for students who wish to discuss issues and concerns. The Welfare team run a variety of well-being groups targeting social skills, self-esteem, emotional well-being and anger management. Students who find unstructured times difficult will be able to have a pass to access the Hub.

A student's well-being incorporates support with social, emotional, mental and pastoral aspects of school life. All students with SEND are supported by their form teacher. The class teacher is the first person to contact if there are any problems. Form teachers get to know the students and their needs well, encouraging them to do their best, monitoring their progress, celebrating their successes, and listening to their concerns.

At Prince Albert High School, we expect high standards of behaviour and conduct. We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which

allows students to reach their true potential. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Any incidents of bullying will be dealt with immediately, recorded and monitored by the pastoral team. The school values students' views and opinions and has an active student council. On a daily basis, students are able to discuss their views or feelings with their class teacher, Pastoral Head of Year, Senior Inclusion Support workers or SLT. For pupils with Special Educational needs, the Welfare team operate an 'open door' approach.

What happens if a student needs specialist equipment, services or support?

Specialist facilities in the school include accessible toilets on each floor, a personal care facility and accessible changing facilities. The Welfare department has a range of resources available for students to use to support their learning including writing slopes, sensory ear defenders, fiddle toys, coloured overlays, reading rulers and reading pens. Where a student needs specialist equipment or support, PA High will liaise with the necessary providers to ensure that the equipment is available. Where equipment might be out of a school's remit for example Hearing Aids, or glasses, parents/carers are expected to provide this for their child. We have immediate access to some resources for example inhalers and adrenaline auto-injectors. Where equipment or support is required it is always sought with high urgency and given as soon as possible by the responsible experts.

When support from a specialist outside agencies is required, this is discussed with the student and their parents. Written consent is obtained and the Lead Practitioner for Inclusion submits the referral. Students are seen during the next planned visit from that specialist service. If more urgent input is required, it may be possible to arrange an additional one off visit.

Other needs that may require a referral are completed by the Inclusion or safeguarding team as appropriate and parents are signposted to the Birmingham Local Offer and SENDIASS service.

How will I know if my child is doing well in school?

At PA High, we try to keep parents up to date with how their children are doing in school as often as possible. We will often send praise postcards home, positive phone calls, emails or phone calls from teachers and SLT. Parents of pupils in the resource base may also see the staff at the start and end of the day.

Parents of students with SEND are offered a termly SEN review phone with the form teacher, resource base teacher or Deputy Lead Practitioner for Inclusion. Parental views are recorded as part of this process. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Lead Practitioner for Inclusion may also signpost parents of pupils with SEN to the Local Authority SENDIASS service where specific advice, guidance and support may be offered.

We also have regular parents' consultation meetings where parents are able to see how their child has been performing in subjects, attendance and areas for development by speaking to each member of staff that teaches their child to discuss any strategies that can also be implemented at home and to resolve any queries they might have. Students are encouraged to attend with their parents/carers as their input is essential in voicing their own desires, goals and issues.

Attendance is monitored daily as phone calls are made to the parents of absent students. Parents/carers are encouraged to call and speak to their child's form teacher or the Pastoral Head of Year if they have any concerns with their child's attendance.

If a student's progress is of concern, then teachers will use additional scaffolding or adaptations to help ensure the student can access the curriculum in the first instance. A phone call, letter or email may be sent home to advise parents/carers of this and request a meeting if necessary to discuss the concerns. The Lead Practitioner for Inclusion & SEND monitors the attainment and attendance of all SEND students regularly to ensure that early intervention is effective. They will make changes where necessary and support class teachers in implementing additional strategies to support the student.

At Prince Albert High School there is a continuous cycle of planning, teaching, and assessing. This ensures that progress is monitored on a regular basis so adaptations can be made to support students as necessary. Teachers scaffold and adapt the learning for all students where possible, and personalise further for specific students. Any students who are working significantly outside of the expected range will receive support in line with recommendations from specialists, and where it is reasonable to do so.

Whilst the list below is not definitive, we use the graduated approach to make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by specific intervention groups, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing as appropriate to meet the needs of our learners.

- Using recommended aids, such as ipads, reading pens, coloured overlays, specific pens and pencil grips, tangles, fiddle toys as required.
- Adapting our teaching, for example, giving longer processing times, providing key vocabulary, reading instructions aloud, sensory breaks, movement breaks etc

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the Lead Practitioner for Inclusion & SEND, throughout the year for any reason.

How are students with medical needs supported?

At Prince Albert High School, we aim to ensure that all students can be fully involved in all aspects of school life, regardless of any medical conditions they may have. If a student requires medication in school, we are usually able to support with administering this medication. If a student requires medication during the school day, parents/carers should speak to the school office and complete the relevant paperwork. On a day-to-day basis the Welfare Team oversee the administration of any medication.

If a student has a complex medical need, parents/carers should discuss this with the Lead Practitioner for Inclusion, who will work with parents/carers, the school nurse and any other medical professionals involved to compile an individual health care plan. These plans are shared with all staff who are involved with the student. If special arrangements or facilities are required to support a student's medical needs, parents/carers should speak to the Lead Practitioner for Inclusion who will arrange for the special arrangements to be made. Full details of how we support students with medical conditions can be found in the policy on the school website.

All staff have regular training regarding conditions and medication affecting individual pupils so that all staff are able to manage medical situations. There are a number of first aid trained staff in school.

Do you have out of school activities that students can do?

At PA High we focus on getting the best for our students. All school activities and school trips including out of hours clubs, off site visits including residential visits and on site wow experiences are available and accessible to all students. Students are never excluded from a school activity unless parents specifically request that they don't take part. Risk assessments are carried out and procedures are put in place to enable all children to participate. For off site visits, where appropriate, we will access support from the Physical Difficulties Support Service and our outdoor activities consultancy service, Edvisguidance.co.uk. Where students or parents/carers are anxious about participating in a particular activity or if a health and safety risk assessment suggests that an intensive level of 1:1 support is required, the school will discuss the most appropriate support with the parent/carer.

We offer a range of out of school activities including:

- Sports Clubs
- Sports fixtures
- Choir
- Homework club

How do you support students moving on to their next school or setting?

A number of pupils who join PA High School in year 7, will have attended PACT Primary schools. All PACT Lead Practitioners for Inclusion and SEND work closely together so the Lead Practitioner for Inclusion and SEND at PA High School will have detailed information on the student before they start at PA High School. Students who attend a PACT Primary school will often visit PA High School during year 5 and year 6. Staff from PA High School will visit students in Y6 at PACT Primary schools to ensure they know the children well before they start year 7.

In the summer term, the Lead Practitioner for Inclusion & SEND will contact the primary schools (outside of PACT primary schools) of pupils who will be joining PA High School in year 7 to gather pupil-specific information. They will request that the SEN file is transferred. At the end of the summer term all pupils who are due to start in year 7 are invited to attend their secondary school for an induction day. Pupils with complex SEND who would benefit from an enhanced transition will be invited to attend some extra transition sessions, run by the Welfare Department, to further prepare for them for the transition to secondary school. Parents will be invited to attend one of these sessions to meet with the Welfare Department and discuss their child's needs. Should more detailed discussions be required parents will be invited to attend an additional meeting at a time to suit them. We will make every effort to ensure the Lead Practitioner for Inclusion and SEND or another member of staff from the Welfare Department attends any review meetings they are invited to by the feeder primary schools, particularly for students with EHCP's

When a student with an identified SEN or disability transfers mid year or outside of year 7 transition, the family will be invited into school to outline their child's needs. Additional information from the student's current school may be sought including assessment information from the Access to Education Toolkits at this stage. The Lead Practitioner for Inclusion and SEND will also contact the previous school to find out what strategies and support were in place for the pupil. They will also request that the SEN file is transferred.

If pupils join PA High School mid year, they will have an initial familiarisation visit before starting and a member of SLT or their Pastoral Head of Year will meet with their parents to determine whether a phased start would be beneficial. All new starters will be allocated a buddy in their form group and/or set to support them.

If students with SEND transfer to a different secondary school, the Lead Practitioner for Inclusion and SEND will make contact with the new school to share information and transfer the SEN file.

How are the Academy Committee and Board of Trustees involved in supporting families of students with Special Educational Need and Disabilities?

The school has a designated representative with responsibility for SEND who sits on the Academy Committee and who liaises with the Lead Practitioner for SEND and Inclusion to ensure that the Academy Committee are informed about provision, progress and well-being of our children with SEND. The Academy Representative for SEND completes a learning walk every term with the Lead Practitioner for Inclusion & SEND and presents a report to the Academy Committee following the walk.

The Deputy Headteacher for PACT Inclusion reports to the Board of Trustees every term via the Welfare and Safeguarding committee to inform them about the provision, progress and well-being of our students with SEND. This report does not refer to individual students and confidentiality is maintained at all times. The Board of Trustees agree priorities for spending within the Inclusion budget with the overall aim that all students receive the support they need in order to make progress.

If you have concerns about how school deals with your child regarding any SEN issues you can discuss these with the Lead Practitioner for Inclusion and SEND or the Head of School.

What should I do if I disagree with what you're doing or I want to make a complaint?

The PACT complaints procedure is outlined in the PACT complaints policy, which can be found on the school website. Concerns and complaints about SEND provision should be addressed to the Lead Practitioner for Inclusion & SEND, Head or Trust Strategic Leader for Inclusion who will acknowledge and respond to parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the complaints procedure.

The SEN Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given this information on request and will be supported through the process if required.

Who should I contact for more information?

- The form teacher
- The subject teacher
- Lead Practitioner for Inclusion
- Pastoral Head of Year
- Mr Rigby or Mr Ahmed (Deputy Headteacher)
- Mr Patel (Head)

Appointments can be made through the school Office.

Where can I find more information about what support is available for children and young people in the local area?

The Birmingham local offer website contains information about the services and support that is available to pupils with Special Educational Needs and Disabilities and their families. It can be accessed here <https://www.localofferbirmingham.co.uk/>

If you don't want to talk to anyone but simply want to read more about what is available, the website below will be extremely useful:

<https://www.birminghamchildrenstrust.co.uk/families-and-carers>

The SEN Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given this information on request and will be supported through the process if required.

Review

This report will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.