



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

**SEND Information Report
and Local Offer
(2021-22)**

Contents Page

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1. An introduction to SEND at King Edward VI Handsworth Wood Girls' Academy
 2. The SEND Team
 3. Categories of SEND we support
 4. How we identify, assess and monitor SEND students
 5. Measuring SEND progress and outcomes
 6. Our approach to teaching SEND students
 7. Arrangements for consulting SEND students and their parents
 8. External agencies with whom we collaborate
 9. Transition for SEND students
 10. Complaints/concerns about SEND provision

APPENDICES

1. Key note in relation to COVID-19 (September 2021 onwards)
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1. An introduction to SEND at King Edward VI Handsworth Wood Girls' Academy

Scholarship, Character and Community are the underlying values for all at King Edward VI Handsworth Wood Girls' Academy. Consequently, we strive to ensure that our SEND (**S**pecial **E**ducational **N**eeds and **D**isabilities) provisions are delivered by knowledgeable specialists (internal and external) who instil discipline in all of our SEND learners and allow them to fully access a curriculum that promotes goodness for everyone.

The information below acts as a guide but the things we do may vary and actual support will get based on the specific needs of each student. All students at King Edward VI Handsworth Wood Girls' Academy have support in the academy through quality first teaching that ensures a broad curriculum is made accessible to them. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, change to teaching styles as well as varying levels of adult support. Our SEND vision is simple: SEND is a gift, not a hindrance, hence it should be and will be celebrated at King Edward VI Handsworth Wood Girls' Academy.

To note: King Edward VI Handsworth Wood Girls' Academy's Local Authority is Birmingham, hence the local offer for Birmingham can be found at the following locations:

<https://www.localofferbirmingham.co.uk>

However, we also support SEND learners whose named Local Authority is Sandwell, hence the local offer for Sandwell can be found at the following location:

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Furthermore, King Edward VI Handsworth Wood Girls' Academy's SEND policy can be found at:

<https://www.hwga.org.uk/the-academy/academy-profile/academy-policies/>

Our SEND policy, SEND Information Report and Local Offer and response to the SEND Code of Practice Reforms (DfE, 2015) are all in-line with the requirements of:

- Part 3 of the Children and Families Act 2014;
- The Special Educational Needs and Disability Code of Practice 2014 and 2015;
- The Special Educational Needs and Disability Regulations 2014;
- The Equality Act 2010.

This policy should also be read in conjunction with the following King Edward VI Handsworth Wood Girls' Academy policies: Admissions Policy, Behaviour Policy, Accessibility Plan, Assessment Policy, Equal Opportunities Policy, Safeguarding Policy, SEND Policy, Home Learning Policy and Parental Concerns and Complaints Policy.

Scholarship – Character- Community

King Edward VI Handsworth Wood Girls' Academy - SEND Information Report

These policies can be found at:

<https://www.hwga.org.uk/the-academy/academy-profile/academy-policies>

2. The SEND team

The SEND team is led by King Edward VI Handsworth Wood Girls' Academy's SENCO (Miss Saira Saeed – Assistant Headteacher – Welfare and Inclusion (DSL & SENCO)) who is a fully qualified SENCO with a number of additional key qualifications that inform her SENCO practices, including:

- Level 2 in Medication Management
- Level 3 DSL (Designated Safeguarding Lead)
- DT LAC status (Designated Teacher for Looked After Children)

SMHL (Senior Mental Health Lead)

- NPQSL (National Professional Qualification in Senior Leadership.)

She can be contacted via the academy main reception or academy email as follows:

Telephone: 0121-554-8122

Email: ssaeed@hwga.org.uk

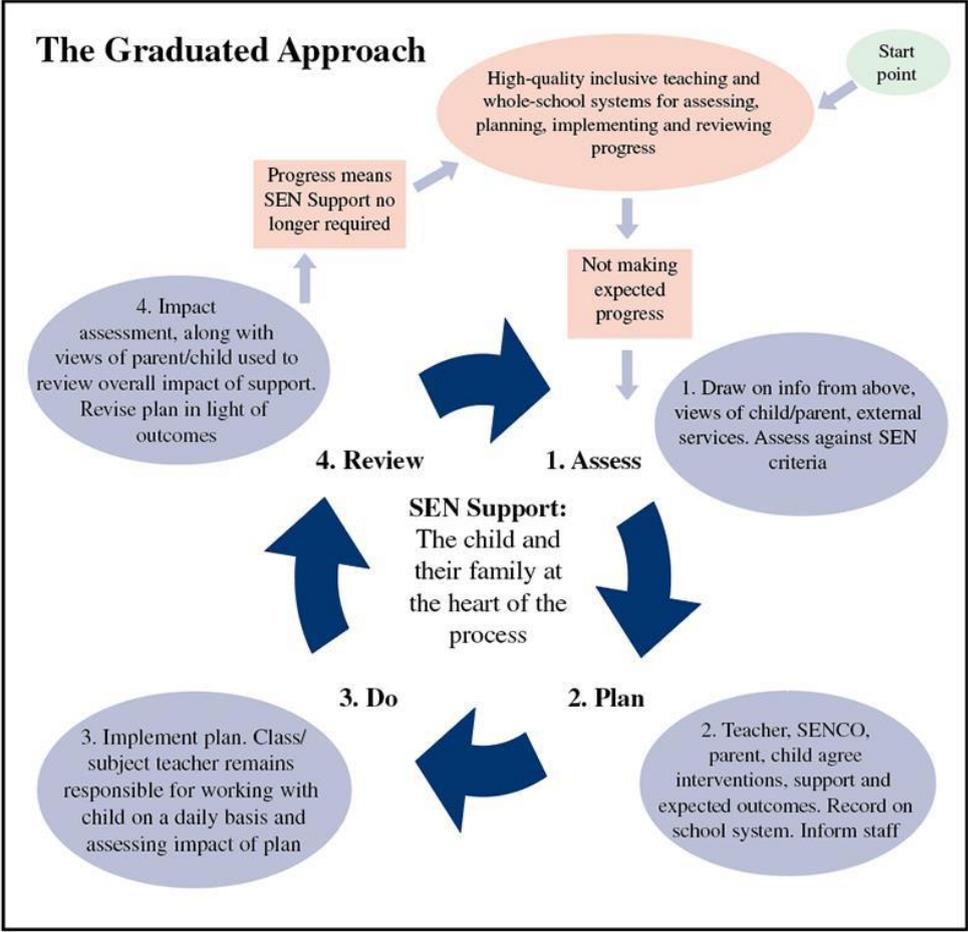
The SEND team consists of a number of an experienced Deputy SENCO, Senior Mentors and Level 3 Teaching Assistants (TAs) who work closely with key SEND students across the academy. The wider SEND team consists of the safeguarding team, the pastoral team and the academy teaching and learning team who all work closely with the SENCO in order to inform ongoing SEND provisions at King Edward VI Handsworth Wood Girls' Academy.

3. Categories of SEND we support

King Edward VI Handsworth Wood Girls' Academy has a comprehensive response to the graduated approach, as advocated in the SEND Code of Practice (DfE, 2015), which enables us to support students with a range of needs as summarised below:

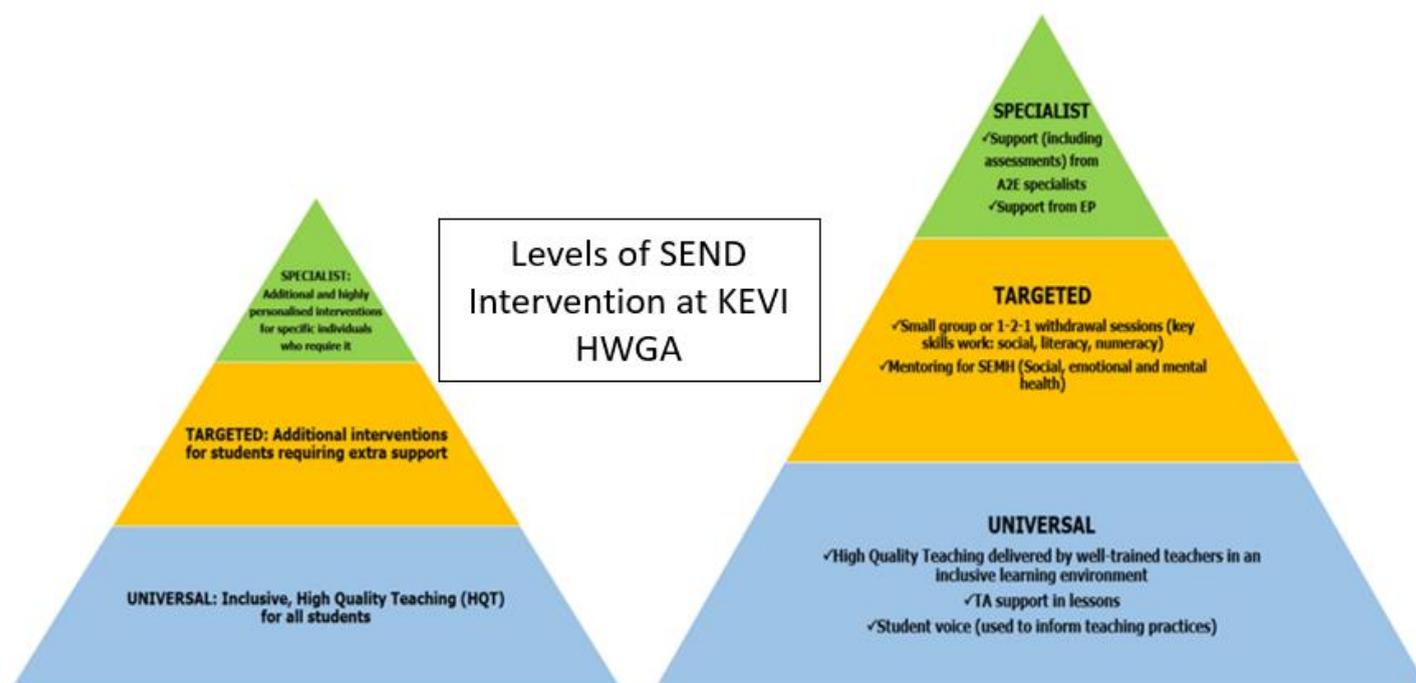
Categories of SEND supported at King Edward VI Handsworth Wood Girls' Academy			
1. Communication and Interaction	2. Cognition and Learning	3. Social, Emotional and Mental Health	4. Sensory and Physical
-ASC (Autism) including Aspergers -Delayed and disordered development (both physical and cognitive)	-Learning difficulties (mild, moderate or severe.) -Specific learning difficulty: Dyslexia. - Specific learning difficulty: Dyscalculia. - Specific learning difficulty: Dysgraphia. - Specific learning difficulty: Dyspraxia.	-ADHD (Attention Deficit Hyperactivity Disorder) -ADD (Attention Deficit Disorder) -ODD (Oppositional Defiant Disorder) -CD (Conduct disorder) -Emotional and behavioural difficulties -Anxiety or depression -Attachment disorder	-Hearing impairment. -Visual impairment.

King Edward VI Handsworth Wood Girls' Academy has a comprehensive response to the graduated approach 'Assess-Plan-Do-Review' (see diagram below), as advocated in the SEND Code of Practice (DfE, 2015). The SEND team work collaboratively with all stakeholders at every stage of the graduated approach keeping the best interests of the SEND learner at the centre of every decision made.



This collaborative approach then allows the best level of SEND intervention to be chosen and implemented for the SEND learners. Students' progress is tracked at each assessment point and the level of progress they are making (in conjunction with other evidence) aids the intervention choices for a SEND learner. If they continue to make slow progress despite receiving interventions then they are assessed further and – if required – external support is sort to identify the needs of the SEND learner before appropriate interventions are implemented at the relevant level (Universal, Targeted or Specialist – see diagram on next page.)

Levels of SEND Intervention at KEVI HWGA



The Local Authority provides funding for SEND students, which is used to support and enhance the high quality of teaching at King Edward VI Handsworth Wood Girls' Academy. It helps to ensure there are sufficient resources for students requiring special educational provision. The support offered is matched to the needs of individual students with SEND and is evidenced-based. The amount of support required for each student to make good progress will be different in each case. In very few cases, a very high level of resource is required; usually for students with an EHCP (Education, Health and Care Plan) or an SSPP (SEND Support Provision Plan.) In this case the academy requests the relevant SEND funding from the Local Authority, which can then be used to make SEND provision as bespoke as possible for the relevant students. The academy has clear and transparent processes in place for request additional (including Exceptional Special Needs Funding – ESN), hence parents of SEND learners will be involved in this process if it is required for their child.

4. How we identify, assess and monitor SEND students

Occasionally children experience a delay in their learning and may not make expected progress for a variety of reasons. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Where children are not making expected progress, professional discussions within school will take place. Parents will be informed of progress regularly through the reporting cycle.

We recognize that progress and attainment can also be affected by factors other than special educational needs such as:

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- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Social deprivation factors
- Being a Looked After Child
- Being a child of a serviceman/woman

Whilst the above may affect progress and attainment, they do not fall within the categories of special education needs.

The SEND Code of Practice (2015) describes the four broad categories of special educational needs as:

- 1 Communication and interaction
- 2 Cognition and learning
- 3 Social, mental and emotional health
- 4 Sensory and /or physical

If a member of staff or parent suspects a child as having a special educational need that falls into one of the categories above they should contact the Special Educational Needs and Disabilities Co-ordinator (SENCO). The SENCO will observe the child, and complete appropriate assessments. The SENCO will then follow a graduated approach to SEND support. The SENCO will contact the parents so they are involved from the outset of the identification and assessment systems.

The systems in place for identifying and assessing SEND learners at King Edward VI Handsworth Wood Girls' Academy are robust and collaborative, as advocated in the SEND Code of Practice (2015.)

A student can be identified in a variety of ways including:

- By a parental concern;
- By the student themselves via student voice;
- By a staff member via the academy SEND referral system on the academy's secure portal;
- By an external agent (such as an Educational Psychologist or Sensory Support Teacher);
- By information is shared by a student's previous academy/academy;
- By information shared by the local authority.

Similarly, students can be assessed using a range of strategies including:

- Observations (formal/informal) both in and around the academy;
- Information obtained via student, staff and parent voice;
- Specialist assessments carried out by external professionals (Educational Psychologist, Sensory Support Teacher, Medical Staff, PSS, SALT, OT etc);
- Whole-academy tests and assessments carried out by faculties;
- Skills-specific assessments carried out by the SEND Team.

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Monitoring provision effectiveness and impact at King Edward VI Handsworth Wood Girls' Academy

The SEND provision at King Edward VI Handsworth Wood Girls' Academy is regularly monitored using an array of methods including:

- Reviewing any targets set to see if the student's attainment is on track or requires further support;
- Liaising with class teachers via round-robins;
- Liaising with TAs who have delivered Universal and Targeted provisions;
- Formal assessment cycles as per the academy assessment policy;
- Liaising with the parents of SEND learners (Parent Voice);
- Liaising with the SEND learners (Student Voice);
- Using the academy's tracking system to review progress made by SEND learners;
- Asking for external professionals (where necessary) to work with the child or young person to check the progress being made;
- Senior leadership and extended leadership will carry out regular learning walks to monitor the effectiveness and impact of High Quality Teaching within the academy.

The findings of the above methods are amalgamated and fed back to the respective individuals in-line with the SEND CoP's (2015) Assess-Plan-Do-Review cycle, as monitoring is an ongoing process at King Edward VI Handsworth Wood Girls' Academy.

5. Measuring SEND progress and outcomes

The SEND Code of Practice (2015) describes 'adequate progress' as:

- Progress which is similar to that of peers starting from the same baseline
- Matches or betters the child's previous rate of progress
- Closes the attainment gap between the child and his/her peers
- Prevents the attainment gap growing wider

All King Edward VI Handsworth Wood Girls' Academy students – including those with SEND – are tracked using the academy's assessment cycle and data tracking systems. Students are also assessed within lessons by their class teachers via regular formal assessments. Moreover, if they are receiving additional SEND interventions (ie Targeted or Specialist level in addition to Universal level) then they are also assessed at the start and end of these interventions in order to measure the impact of these on their progress. Notably, SEND student progress measures include a thorough comparison with the progress of their non-SEND peers, in order to ensure there is no (or very little) difference between the two groups.

A number of colleagues track the progress of SEND learners at different levels: SLT links for assessment, the SENCO, Middle leaders and class teachers. SEND learners and their families are regularly involved in this process through the student and parent voice process. Student progress is also shared with SEND learners in class, whilst their families receive this information via progress meetings, telephone, as well as online.

Scholarship – Character- Community

Regular and thorough data analyses are undertaken after every assessment period within the academy and their findings are used to inform the SEND team's next steps. The SENCO, data manager, Assistant Head overseeing data and the Headteacher collaboratively oversee the overall progress of SEND students across the curriculum.

As part of our standard teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this alone will not imply that the student has a special educational need.

If following this standard provision, improvements in progress are not seen, the academy will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards if the student is identified as having SEND, then they will be placed on the SEND register and receive SEND provision. Parents will be invited to all planning and reviews of this provision; parents will also be actively supported to contribute to assessment, planning and review. In addition to this, parents of students with an Education, Health and Care Plan will be invited to attend and contribute to an Annual Review, which will also include other agencies involved with the student. Information will be made accessible for parents.

6. Our approach to teaching SEND students

"High quality teaching, differentiated for individuals is the first step in responding to students who have or may have SEN.

(SEND Code of Practice January 2015 6.37)

The King Edward VI Handsworth Wood Girls' Academy SEND team always strives to uphold our values of 'Scholarship, Character and Community.' We are keen advocates of SEND children and ensure that they are given every opportunity to collaborate with their peers, given the respect they deserve and given equal access to a broad and rich curriculum in order to allow them to reach their full potential. Consequently, all teaching staff fully engage with the SEND Code of Practice; hence, endeavour to make their respective curriculum content accessible to all SEND students, regardless of their learning barriers. Staff at King Edward VI Handsworth Wood Girls' Academy take pride in ensuring that our SEND learners can access, participate in and engage with the same aspects of academy life as our non-SEND learners.

We are proud to have HPL at the crux of our teaching, as High Performance Learning advocates high aspirations and achievements for **all**; something that underlies our SEND policy and practices. All teaching staff at our academy enable our SEND learners (in-line with their non-SEND peers) to demonstrate and develop their advanced cognitive performance (ACP) characteristics. To further advocate and encourage them, all SEND learners have a personalised SEND profile that aids teaching staff in their curriculum delivery; these profiles entail HPL targets for our SEND learners based on these ACPs. These ACPs allow (and empower) our SEND learners to engage in activities in-line with their non-SEND peers:

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King Edward VI Handsworth Wood Girls' Academy - SEND Information Report



	META-COGNITION The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to another.		BIG PICTURE THINKING The ability to work with big ideas and holistic concepts.		INTELLECTUAL PLAYFULNESS The ability to recognise rules and bend them to create valid but new forms.
	SELF REGULATION The ability to monitor, evaluate and self-correct.		ABSTRACTION The ability to move from concrete to abstract thought very quickly.		FLEXIBLE THINKING The ability to abandon one idea for a superior one or generate multiple solutions.
	STRATEGY PLANNING The ability to approach new learning experiences by actively attempting to connect them to existing knowledge or concepts and hence determine an appropriate way to think about the work.		IMAGINATION The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge.		FLUENT THINKING The ability to generate ideas.
	INTELLECTUAL CONFIDENCE The ability to articulate personal views based on evidence and where necessary defend them to others.		SEEING ALTERNATIVE PERSPECTIVES The ability to take on the views of others and deal with the complexity and ambiguity.		ORIGINALITY The ability to conceive something entirely new.
	GENERALISATION The ability to see how what is happening in a particular instance could be extrapolated to other similar situations.		CRITICAL OR LOGICAL THINKING The ability to deduct, hypothesise, reason and seek supporting evidence.		EVOLUTIONARY AND REVOLUTIONARY THINKING The ability to create new ideas through building on existing ideas or diverting from them.
	CONNECTION FINDING The ability to use connections from past experiences to seek possible generalisations.		PRECISION The ability to work effectively within the rules of a domain.		AUTOMATICITY The ability to use some skills with such ease that they no longer require active thinking.
			COMPLEX AND MULTI-STEP PROBLEM SOLVING The ability to break down a task, decide on a suitable approach, and then act.		SPEED AND ACCURACY The ability to work at speed and with accuracy.

Ensuring equality for SEND learners at King Edward VI Handsworth Wood Girls' Academy

The academy also aims to ensure that it continues to provide equal opportunities to all by ensuring that:

- ✓ SEND students achieve their full potential via teaching that has HPL at its core;
- ✓ SEND students are given equal access to enrichment opportunities including educational visits;
- ✓ discrimination is challenged diversity is celebrated across all areas of the curriculum;
- ✓ parental involvement is high across all equalities groups;
- ✓ incidents of racism, racial harassment, or bullying or harassment related to any other equalities issues are dealt with firmly and sensitively;

Ensuring the academy day is made accessible to children and young people with SEND

We at King Edward VI Handsworth Wood Girls' Academy pride ourselves on our broad and balanced curriculum – teachers implement HPL practices in order to adapt their curriculum in order to make it accessible to our SEND learners. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

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As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the following improvements continue to be developed:

- ✓ work on physical environment to improve safety for visually impaired (high visibility markings on steps, posts, entrances and exits, improved lighting etc);
- ✓ SEND training (in-house and external) for staff on an array of learning difficulties, sensory impairments and the SEND Reforms;
- ✓ ongoing efficient communication of students' various learning needs, hence requirements, to staff;
- ✓ a focus on increasing the provision of assistive technologies - including access to laptops/PCs – in order to aid access to the curriculum for SEND learners;
- ✓ a meticulous and fluid system for assessing, applying for and implementing Exam Access Arrangements for the relevant student cohorts.

Securing equipment and facilities to support children and young people with SEND at King Edward VI Handsworth Wood Girls' Academy

Specialist SEND equipment and facilities will be considered on an individual basis where appropriate, as and when the need arises. Where it is deemed appropriate and is required, the SEND team – under the guidance of the senior SEND staff – will take the appropriate actions necessary to secure access to it. Furthermore, support from external professionals will be sought if requisite to obtaining the necessary equipment/facilities.

Securing expertise and training of staff in relation to children and young people with SEND, as well as specialist expertise

All teachers and learning support assistants have been fully briefed on the needs of students in the academy. When a training need is identified, we will ensure that we locate and secure the services of an expert provider (internal or external) who is able to deliver the necessary training.

7. Arrangements for consulting SEND students and their parents

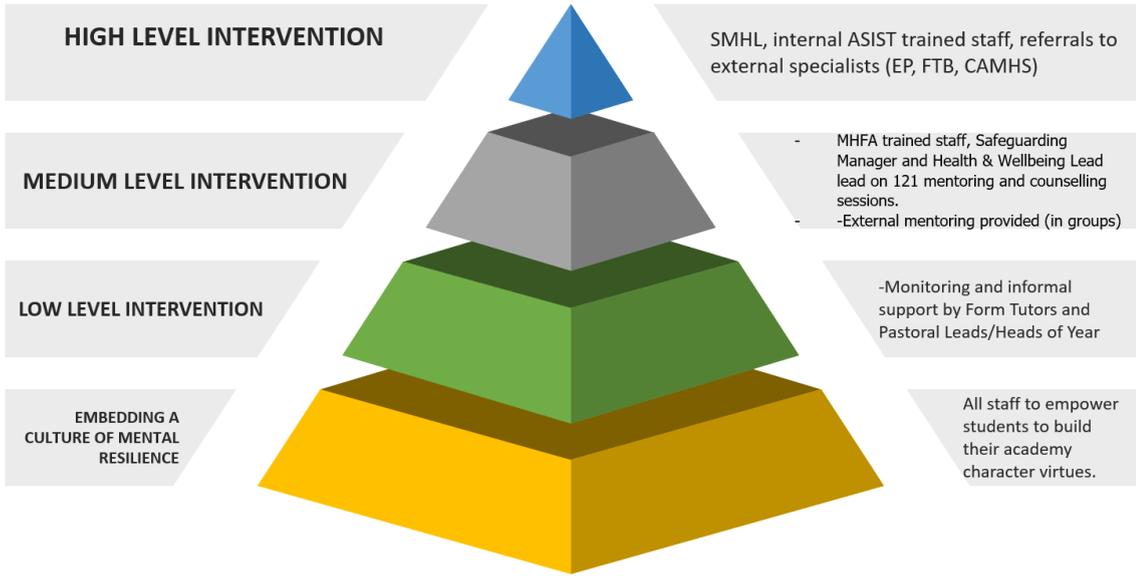
Person-centred collaboration: Working with SEND learners at King Edward VI Handsworth Wood Girls' Academy

The SEND team, akin to the whole academy ethos, has an 'open-door' policy whereby the families of SEND learners can request meetings (phonecalls or face-to-face) with the SENCO as and when required. In addition to regular parent and student voice sessions, both SEND learners and their families are invited to review meetings when they occur. The frequency of these meetings will reflect the level of the SEND learner's needs; students with a EHCP will have a higher frequency of review meetings than students who have a less significant level of SEND.

When a student has been identified as having special educational needs because special educational provision is required for them, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. This will include the creation of a SEND profile in collaboration with the student that will be shared with staff; this will help them meet the respective SEND student’s learning needs. Students will be consulted through a conversation with the SENCO or a member of the SEND Team. The SEND Team will also hold regular student conferences in order to collect and – where necessary – action student voice feedback collated from all SEND learners at the academy.

Furthermore, in order to ensure that the social, emotional health of our SEND learners is prioritised, the SENCO is also the academy Senior Mental Health Lead. This ensure that Mental Health provisions include **all staff** so that SEND learners social and emotional health is supported at every level of our academy Mental Health Pyramid of Need. This is because our approach to the social, emotional and mental health is proactive as opposed to reactive:

Mental Health Provisions – Pyramid of Need at KEVI HWGA



Person-centred collaboration: Working with parents at King Edward VI Handsworth Wood Girls’ Academy

King Edward VI Handsworth Wood Girls’ Academy keenly advocates the forging and fostering of effective partnerships with SEND learners and their parents (SEND Code of Practice, 2015), hence welcomes the views of both; we always endeavour to keep parents of SEND students fully involved in their child’s education.

Should parents have any concerns/questions about the needs of their child then they should contact the SENCO in the first instance.

At King Edward VI Handsworth Wood Girls' Academy, we believe that clear communication and mutual respect promote positive relationships between staff and parents. Consequently, all parents of students at King Edward VI Handsworth Wood Girls' Academy are invited to discuss the progress of their children at regular Progress Meetings. Moreover, we are happy to arrange meetings outside of these times.

Regarding EHCP students, the academy has a rigorous annual EHCP review system – as per statutory guidance – to ensure that parents of EHCP students are fully informed and involved at every stage of this review process (as outlined on the Birmingham SEND Local Offer website and its Sandwell equivalent.)

8. External agencies with whom we collaborate

We at King Edward VI Handsworth Wood Girls' Academy are proud to call ourselves an inclusive academy and in light of this continue to foster positive working relationships with an array of external agencies and organisations. These very relationships allow us to either enhance the support we provide to our SEND learners and their families

or arrange and secure additional support from these organisations when the need arises. Some of the most notable agents/agencies are:

- Pupil and School Support (PSS);
- Qualified Teacher of the Visually Impaired (QTVI);
- Habilitation Specialist for the Visually Impaired;
- Qualified Teacher of the Deaf (ToD);
- Communication and Autism Team (CAT);
- Educational Psychologist (EP);
- CAMHS (Child and Adolescent Mental Health Services);
- Forward Thinking Birmingham;
- Physical Difficulties Support Service (PDSS);
- Speech and Language Therapist (SALT);
- Occupational Therapist (OT);
- Birmingham Children's Hospital Paediatric Team;
- Birmingham School Health Service;
- Birmingham School Nurse Team (including the Immunisation Team.)

Useful links to learn more about some of these agencies

Birmingham Specialist SEND Support Services:

<https://localoffer.birmingham.gov.uk/advice/parents/services/>

Birmingham School Health Service: <https://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/birmingham-academy-health-advisory-service/>

Forward Thinking Birmingham: <https://www.forwardthinkingbirmingham.org.uk/services>

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9. Transition for SEND students

We work closely with the educational settings attended by our SEND learners before they transfer to us (or after they leave us if they are post-16 students) in order to seek the information that will make the transfer as seamless as possible.

Secondary academy choices

Extensive primary liaison work is carried out during Year 5 with our local feeder primary academies in order to ensure that any student who should be attending King Edward VI Handsworth Wood Girls' Academy chooses it.

Summer Term - Year 6

All students who have successfully applied to King Edward VI Handsworth Wood Girls' Academy attend the academy for an induction day. Students identified as SEND have extra meeting time in order to liaise with the SEND Team. Students also participate in Summer Camp during the Summer holidays, which allows them to further familiarise themselves with the academy environment and staff.

Autumn Term – Year 7

In September, students who have special needs are supported by the highly skilled SEND team. Students feel safe and included into life at King Edward VI Handsworth Wood Girls' Academy. As this can also be an anxious time for parents who are sending their child to a secondary academy, we have a Year 7 Settling in Evening during the first Autumn half-term. This evening allows students and their parents to meet with their form tutors, as well as the SENCO.

Years 7 – 11

Students on the SEND register have at least one SEND profile a year, as well as – where applicable – an annual EHCP review. We will ensure that all SEND profiles and EHCPs are reviewed using a person-centred approach so that the necessary views and requirements of SEND learners and their parents are shared with key staff who work with them.

Post-16

Students on the SEND register have at least one SEND profile a year, as well as – where applicable – an annual EHCP review. Year 11 SEND learners will all have their transition paperwork prepared and relayed to their post-16 providers when required. Furthermore, all Year 11 SEND students will receive additional support regarding the post-16 placement application processes.

FE

Our Sixth Form students will receive pertinent Careers guidance and FE guidance (including UCAS support.)

10. Complaints/concerns about SEND Provision

The SEND team at King Edward VI Handsworth Wood Girls' Academy strives to ensure that all SEND learners receive the most appropriate and effective provision whilst at the academy. However, if parents are concerned about any area of SEND provision at King Edward VI Handsworth Wood Girls' Academy then they can contact the SENCO at any time. Contact details for the SENCO are below:

Assistant Headteacher – Welfare and Inclusion (DSL & SENCO): Miss Saira Saeed

Telephone: 0121-554-8122

Email: ssaeed@hwga.org.uk

If the SENCO is unavailable at the time of a parental call, then parents are asked to leave a message with the following details and the SENCO will return your call within one working day or sooner, depending on their availability:

- Parent/carer name
- Name and form group of student
- Message briefly outlining the concern being raised
- Parent/carer contact number

If the concern raised cannot be dealt with over the phone, then a mutually agreed meeting will be arranged between the SENCO and the parent. This meeting will take place in a private meeting room/office and will be recorded for the benefit of the student SEND file. A follow-up meeting will also be arranged (if required.)

We at King Edward VI Handsworth Wood Girls' Academy pride ourselves on our professionalism and commitment to inclusion. Consequently, we will always ensure that any concerns are dealt with swiftly and to the utmost satisfaction of the parent/carer and SEND learners involved.

Appendices

Appendix 1:

Key note in relation to COVID-19 (September 2021 onwards)

This SEND Information report is subject to change in light of regular and ongoing announcements regarding COVID-19 made by both Birmingham City Council, Sandwell Council and the Government.

SEND students who are deemed vulnerable by the DfE - hence eligible to attend school during a lockdown – will be given the opportunity to attend. On site, their needs will be met as best possible in light of the status quo at that time. If any eligible EHCP students are unable to attend school despite having the opportunity to do so, their educational provision will be closely supported as best possible in light of the status quo at that time.

All SEND students (including K code students who receive SEND support but do not have an EHCP) will have their access to a broad and balanced curriculum led and delivered by the academy.

Government updates can be found at: <https://www.gov.uk/coronavirus/education-and-childcare>

Birmingham City Council updates can be found at: <https://www.birmingham.gov.uk/blog/school-nb>

Sandwell Council updates can be found at:
https://www.sandwell.gov.uk/info/200295/schools_and_learning