WAVERLEY
STUDIO COLLEGE

SEND INFORMATION REPORT

Waverley Studio College Offer

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This report provides detailed information about or arrangements for identifying, assessing and making provision for students with Special Educational Needs and Disabilities (SEND); it should be read in conjunction with the Local Offer for Birmingham (SEND Code of Practice: 2015, 4.34)

At Waverley Studio College, we are committed to creating an inclusive learning environment where every student is valued, supported and encouraged to achieve their full potential. We recognise that students have a wide range of individual strengths and needs, and we work closely with families, staff and external agencies to ensure appropriate support is in place. This SEND Information Report outlines how we identify and support students with SEND, the provision available within the college, and how we promote equality of opportunity, independence and successful outcomes for all learners.

1. Waverley Studio College Mission Statement

At the heart of the college's approach is a clear commitment to preparing young people for successful futures through high-quality education, personalised support and meaningful opportunities for personal development.

Waverley Studio College's mission statement is *to prepare learners for the world of work (through unlocking talent, creating futures and changing lives)*.

2. Waverley Studio College Aims

The college aims to achieve its mission through three key principles:

- Aspiration – raising students' aspirations and helping them be the best they can be
- Basics – developing good manners, behaviour and effort
- Competencies – developing students' character through community involvement and the curriculum

3. The Inclusion Team at Waverley Studio College

- SENCO: Ms P. Gohir (Assistant Principal Inclusion)
- Associate SENCO: Mr M. Oyarzo
- HLTA: Ms M. Patel

4. How to contact the Inclusion Team

The Inclusion team can be contacted via the main school telephone number or via email:

Telephone: 0121 566 6622

Email: enquiry@waverleystudiocollege.co.uk

5. What type of SEND needs do we provide for?

Waverley Studio College is committed to ensuring that students with Special Educational Needs and Disabilities (SEND) can access a broad, balanced and aspirational curriculum. In line with the SEND Code of Practice (2015, 6.9), the college makes reasonable adjustments to remove identified barriers to learning and enable all students to participate fully in college life.

The college recognises the four broad areas of special educational need identified within the 2015 SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning (including moderate learning difficulties)
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical

At Waverley Studio College, provision is tailored to the individual needs of each student, recognising that every learner's strength, challenges and aspirations are unique. Students do not need to have an Education, Health and Care Plan (EHCP) to receive additional support, and all interventions are planned and delivered in response to identified needs.

Students who require provision that is substantially 'different from' and 'additional to' that ordinarily available to all students, but who do not have an EHCP, will be recorded on the SEND Register under the category of 'SEND School Support'.

6. How do we identify students requiring additional support or intervention?

We identify students' needs as early as possible to ensure that appropriate support and provision can be put in place promptly.

Identification from Transition Information

Information gathered during the admission and transition process is used to help us understand each student's individual needs and plan appropriate support from the outset. On entry to the college, teachers assess students' strengths, abilities and areas of need through a range of approaches, including classroom observation, discussion with students and families, and formal assessment where appropriate.

Identification by Parents & Carers/School Staff/External Agencies

Student progress and wellbeing are regularly monitored through both formal and informal assessment processes. Where concerns are raised by parents or carers, college staff or

external professionals, these are carefully considered and discussed. If it is identified that a student may require additional support or provision, a Student Support Referral is completed to enable further assessment and appropriate intervention. Following the referral, the Inclusion Team will review the available evidence, including progress and attainment data, teacher feedback, lesson observations and any other relevant information. This holistic assessment process helps to identify any barriers to learning and ensures that appropriate support and provision can be put in place to meet the student's individual needs.

7. What support is available to support with accessing formal examinations?

Examination Access Arrangements

Throughout a student's time at Waverley Studio College, teachers use a range of formal and informal assessment methods to monitor progress, attainment and individual learning needs. This ongoing process enables staff to identify strengths, address potential barriers to learning and ensure that appropriate support is provided at the earliest opportunity.

Where appropriate, examination access arrangements may be implemented to support students in both internal assessments and external examinations. These arrangements are designed to remove barriers to learning and assessment, enabling students to demonstrate their knowledge, understanding and skills on an equal basis with their peers, without compromising the integrity of the assessment process.

When evidence demonstrates that access arrangements are necessary and reflect a student's normal way of working, an application may be submitted to the Joint Council for Qualifications (JCQ) for approval. Once arrangements have been approved, parents and carers will be informed in writing of the support that will be provided and how it will be implemented to support the student's success.

Access arrangements may include:

- Extra time
- A reader
- Access to a smaller or quieter room
- A scribe or the use of a laptop/computer
- Adapted examination materials
- Practical assistance or specialist resources

All access arrangements are implemented in accordance with current JCQ regulations and are based on a student's normal way of working within the educational setting.

8. How do we involve parents/carers in their child's education?

Working in Partnership with Parents and Carers

At Waverley Studio College, we recognise that parents and carers play a fundamental role in supporting their child's education, development and wellbeing. We are committed to building strong, collaborative relationships with families to ensure that students with Special Educational Needs and Disabilities (SEND) receive the support they need to thrive and achieve their full potential.

We value the unique knowledge, experiences and insights that parents and carers bring, and we believe that open communication and effective partnership working are key to identifying needs, planning support, monitoring progress and reviewing outcomes. By working together, we can ensure that each student receives the most appropriate provision and is supported to achieve their individual aspirations.

We work in partnership with parents and carers by:

- Involving them in discussions about their child's strengths, needs, and aspirations.
- Consulting with them whenever significant changes to provision or support are being considered.
- Providing regular updates on progress, attainment, wellbeing, and the impact of interventions.
- Inviting them to attend review meetings and contribute to decision-making regarding their child's education.
- Encouraging ongoing communication between home and college to ensure a consistent approach to supporting the student.
- Offering opportunities to visit the college during the school day, by prior arrangement, to discuss concerns or observe support where appropriate.

We are committed to maintaining a welcoming and responsive approach, ensuring that parents and carers feel listened to, informed and actively involved throughout their child's educational journey. Through effective collaboration between home, college and, where appropriate, external agencies, we aim to secure the best possible outcomes for every student.

9. Communication and Information Sharing

Parents and carers of students receiving SEND Support will be contacted regularly through a range of methods, including:

- Review meetings
- Telephone conversations
- Email correspondence

- Parent Consultation Evenings
- Face-to-face meetings where appropriate

Information shared may include:

- Academic progress and attainment
- Attendance and punctuality
- Behaviour and engagement in learning
- Social, emotional and mental health needs
- Progress towards SEND support plan targets
- Effectiveness of interventions and support strategies
- Preparation for adulthood, careers and transition planning where appropriate

10. Reviewing SEND Provision

Students receiving SEND Support will have their provision reviewed at least termly. These reviews provide an opportunity for students, parents/carers and staff to discuss:

- Progress made since the previous review
- Current strengths and areas of need
- The effectiveness of support and interventions
- Desired outcomes and next steps
- Any adjustments required to provision

Parents and carers are encouraged to share their views and contribute to the planning and review process.

11. Education, Health and Care Plans (EHCPs)

For students with an Education, Health and Care Plan (EHCP), progress towards agreed outcomes is monitored on an ongoing basis and reviewed formally through the statutory Annual Review process, which takes place at least annually. The purpose of the review is to evaluate the student's progress, consider the effectiveness of the provision outlined within the EHCP, and determine whether any amendments are required to ensure that the plan continues to meet the student's needs and aspirations.

In addition to the Annual Review, interim review meetings may be held throughout the academic year to discuss:

- Progress towards EHCP outcomes
- Academic attainment and personal development

- Attendance and behaviour
- Readiness for learning and engagement
- Emotional wellbeing, confidence and self-esteem
- Preparation for future education, employment and independent living

Annual Reviews are person-centred and place the views, wishes and aspirations of the young person and their family at the heart of the discussion. Parents, carers and students are invited to contribute their views in advance of the meeting and to participate fully in the review process. Where appropriate, advice and reports may also be sought from education, health and social care professionals involved in supporting the student.

Review meetings may involve the SENCO, Associate Assistant SENCO, HLTA, Learning Coach, subject teachers, senior leaders and, where appropriate, external professionals who are working with the student. Parents/Carers will be informed in advance of who will be attending. Following the review meeting, recommendations are submitted to the Local Authority, which will consider whether the EHCP should remain unchanged, be amended, or cease to be maintained. Parents and carers will be informed of any decisions in accordance with statutory timescales.

12. Who Should Parents Contact?

At Waverley Studio College, we are committed to fostering strong, positive partnerships with students, parents, carers and professionals to ensure that the needs of students with Special Educational Needs and Disabilities (SEND) are identified and supported effectively. Open communication and collaborative working are central to our inclusive approach and help to ensure that students receive timely, appropriate and well-coordinated support.

The first point of contact for any SEND-related queries, concerns or requests for information is the Associate SENCO. Working closely with the student's Learning Coach, subject teachers and, where appropriate, internal and external professionals, the Associate SENCO coordinates the assessment, planning, implementation and review of support to ensure that identified needs are addressed effectively and without unnecessary delay.

We value the contributions of parents and carers and recognise the important role they play in their child's education and development. Through regular communication and ongoing collaboration, we aim to develop a shared understanding of each student's strengths, needs and aspirations. By working in partnership with families and professionals, we strive to provide a consistent, supportive and person-centred approach that enables every student to participate fully in college life and achieve their full potential.

13. How do we involve students in the plans for their education?

At Waverley Studio College, we believe that students should play an active and meaningful role in decisions relating to their education, support and future aspirations. We value the views, experiences and perspectives of all students and recognise that listening to student voice is fundamental to ensuring that provision is personalised, effective and responsive to individual needs.

In line with our commitment to inclusive practice and high-quality teaching and learning, students are encouraged to develop independence, self-advocacy and a greater sense of ownership over their educational journey. We support students to recognise their strengths, understand their individual needs and contribute confidently to discussions about the support and strategies that help them to succeed.

For students with Special Educational Needs and Disabilities (SEND), their views are actively sought and carefully considered throughout the Assess, Plan, Do, Review cycle, as outlined in the SEND Code of Practice. Students are encouraged to participate in discussions about their needs, progress, outcomes and future goals, ensuring that their voice remains central to the planning, implementation and evaluation of support.

Where appropriate, students are involved in review meetings, annual reviews and transition planning, enabling them to share their aspirations, reflect on their achievements and identify the next steps in their learning and personal development. By promoting meaningful participation and encouraging students to express their views, we aim to build confidence, resilience and the skills needed for success in education, employment and adult life.

A range of approaches may be used to gather student views, including:

- Individual discussions and review meetings
- Regular check-ins with a trusted adult
- Written feedback and questionnaires
- Verbal feedback and reflection activities
- Student self-assessment and target-setting
- Pictorial or visual methods of communication where appropriate

The methods used to gather student views are tailored to each individual's needs, communication style and personal preferences, ensuring that every student has meaningful opportunities to express their thoughts, contribute to discussions and have their voice heard. This person-centred approach helps to ensure that students are represented accurately and can participate as fully as possible in decisions that affect their education and wellbeing.

Student feedback plays an important role in informing decision-making, shaping support plans and evaluating the effectiveness of interventions and provision. By working collaboratively with students, parents and carers, college staff and external professionals where appropriate, we seek to develop a shared understanding of each student's needs and aspirations. Through

this partnership approach, we aim to ensure that every student feels valued, included and empowered to achieve their full potential, both within college and beyond.

14. How do we teach students with SEND?

Waverley Studio College is committed to providing an inclusive learning environment where all students can access a meaningful and ambitious education. High-quality teaching, adaptive classroom practice and personalised support help to ensure that students are able to engage fully with the curriculum and make progress towards their individual goals.

A Higher-Level Teaching Assistant (HLTA) is strategically deployed to provide targeted support for students who may experience barriers to learning. This support is designed to enable students to access the curriculum effectively while promoting independence and confidence. Students are also provided with appropriate resources, strategies and reasonable adjustments, helping them to develop the skills, resilience and self-advocacy needed for success both in education and beyond.

15. How is the learning environment adapted for students with SEND?

The accessibility of the learning environment is reviewed annually and detailed within the college's Accessibility Plan. Through ongoing evaluation of facilities, resources and provision, every effort is made to ensure that students can access and participate fully in all aspects of college life, regardless of need or disability.

A range of adaptations and facilities are available across the college site to support accessibility and promote independence, including:

- Lift access in both teaching buildings, enabling access to all learning areas.
- Accessible toilet facilities located across all three buildings on the college site.
- Designated accessible parking spaces for students, staff, and visitors.
- Accessible shower and changing facilities.

These provisions help to remove physical barriers to learning and participation, ensuring that students with Special Educational Needs and Disabilities (SEND) can access the curriculum, wider college activities and support services on an equitable basis. By maintaining accessible facilities and responding proactively to individual needs, the college seeks to create an environment in which all students feel safe, included and able to achieve their full potential.

16. How do we support student's emotional and social development?

At Waverley Studio College, we recognise the importance of supporting the whole child and understand that social, emotional, and mental wellbeing are fundamental to successful

learning. Alongside high-quality teaching, we provide a range of pastoral and inclusion support to promote students' personal development, resilience, and wellbeing.

The Inclusion Team works closely with the Pastoral Team to identify and respond to students' individual social, emotional, and behavioural needs. Where additional support is required, targeted interventions may include:

- Regular mentoring sessions and check-ins with a trusted adult.
- Individualised support and intervention within the Nurture Room.

Where appropriate, the college works in partnership with external agencies and professionals, such as the Educational Psychology Service, to ensure students receive specialist advice and support tailored to their needs. Through this collaborative approach, we aim to remove barriers to learning and enable all students to thrive both academically and personally.

17. How do we assess progress of students with SEND?

Students with SEND follow the same assessment procedures and policy as the rest of the students. All students are encouraged to work towards personal targets in different subjects and act on feedback from teachers, HLTA and their peers to make progress. Students will be assessed in a variety of ways relevant to the different subject areas and topics. These methods could include:

- Verbal assessment
- Written Assessment
- Speaking and Listening
- Practical assessment
- Performance based assessment

18. How do we review the impact and effectiveness of interventions we offer?

We regularly review and evaluate the support provided to students with SEND to ensure it is having a positive impact on their progress, wellbeing and engagement in learning. We work closely with students, parents and carers, teaching staff, and the Higher-Level Teaching Assistant (HLTA) to gather feedback and ensure that support remains effective and responsive to individual needs.

A range of information is considered when evaluating provision, including academic progress, attendance, participation, behaviour and student voice. This helps us to identify what is working well and where adjustments may be needed. Support strategies and interventions are reviewed on a regular basis and adapted where appropriate to ensure they continue to meet the student's changing needs.

For students receiving additional SEND support, clear outcomes and targets are identified and monitored through the college's Provision Map system. This enables relevant staff to access

up-to-date information, implement agreed strategies consistently, and work collaboratively to support student success.

Through ongoing monitoring, review and partnership with families, we aim to ensure that every student receives timely, personalised support that enables them to achieve their full potential both academically and personally.

19. How do we enable expertise and training of staff for supporting students with SEND?

At Waverley Studio College, we are committed to ensuring that all staff have the knowledge, skills, and confidence to meet the needs of students with SEND. A comprehensive programme of professional development is delivered throughout the academic year, with SEND forming a key part of our ongoing staff training. Training is tailored to the needs of both students and staff and is delivered by experienced internal practitioners as well as external specialists and agencies where appropriate.

We recognise that developing an inclusive learning environment requires continual reflection and learning. Staff receive regular updates on effective SEND practice, specific learning needs, adaptive teaching strategies, and approaches that help remove barriers to learning. This ensures that students benefit from high-quality, inclusive teaching across all areas of the curriculum.

The Inclusion Team meets weekly to discuss student progress, review support strategies, share expertise, and ensure a consistent approach to meeting individual needs. In addition, whole-staff briefings take place three times each week, providing opportunities to communicate important updates, share key information about students, and ensure staff are equipped to respond quickly and effectively to emerging needs.

Staff are encouraged to engage in collaborative professional learning through lesson drop-ins, peer observations, and the sharing of effective classroom practice. The Provision Map system further supports this by providing staff with access to students' support plans, recommended strategies, and intervention outcomes, enabling a consistent and informed approach across the college.

Through ongoing professional development, collaboration, and the sharing of best practice, Waverley Studio College strives to ensure that all staff are equipped to provide high-quality support, enabling students with SEND to fully access the curriculum, achieve their potential, and thrive within the college community.

20. How do we prepare students for the transition to a new key stage or for leaving school?

At Waverley Studio College, we understand that moving to a new school can be an exciting but sometimes anxious time for students and their families, particularly for those with additional needs. We are committed to ensuring that transition arrangements are carefully planned, personalised, and supportive, helping students feel confident, prepared, and ready to succeed.

For students with an Education, Health and Care Plan (EHCP), the transition process may begin as soon as Waverley Studio College is named as the student's next educational setting. Early planning allows us to gather information about a student's strengths, needs, interests, and the support that has been successful in their current setting.

Working closely with students, parents/carers, primary schools, and other professionals, we develop individualised transition arrangements that are tailored to each student's needs. These may include:

- Additional visits to the college to help students become familiar with the environment, key staff, and daily routines.
- Meetings with members of the Inclusion Team to discuss support arrangements and answer any questions.
- Opportunities for parents/carers to meet with staff and share information about their child's needs, aspirations, and any concerns regarding transition.
- Liaison with current schools and external agencies to ensure that effective support strategies are understood and continued.
- Support and guidance from the Careers Lead where appropriate, helping students to understand the opportunities available to them and begin planning for their future aspirations.

Throughout the transition process, we place great importance on building positive relationships with both students and families. Our aim is to ensure that every student feels welcomed, valued, and fully supported as they join the Waverley Studio College community. By working collaboratively with families and other professionals, we strive to make the transition as smooth and successful as possible, enabling students to settle quickly, develop confidence, and thrive both academically and personally.

21. Who else is involved in helping to meet the needs of students with SEND?

At Waverley Studio College, we recognise that some students with SEND may require support from a range of professionals to ensure their needs are fully understood and met. We work closely with

a variety of external agencies and specialist services to provide coordinated, holistic support that enables students to achieve their full potential both academically and personally.

The Inclusion Team collaborates with parents/carers, staff, and external professionals to identify the most appropriate support for individual students. This multi-agency approach helps us to gain a deeper understanding of students' needs and ensures that effective strategies and interventions are put in place both within the college and beyond.

Depending on a student's needs, we may seek advice, assessment, or direct support from a range of external agencies, including:

- Educational Psychologists
- Language, Learning and Strategic Support Service (LLSS)
- Early Help Services
- Social Workers
- Speech and Language Therapists
- Occupational Therapists
- Health Professionals and Mental Health Services
- Education Welfare and Attendance Services
- Other specialist education, health, and social care professionals

These professionals may provide assessments, recommendations, specialist interventions, staff training, or ongoing support to help remove barriers to learning and promote positive outcomes for students. Their involvement allows us to develop a clear understanding of a student's strengths, needs, and aspirations, ensuring that support is personalised and effective.

We place great importance on working in partnership with families throughout this process. Parents and carers are kept informed and involved in decisions regarding referrals, assessments, and support plans, helping to ensure a collaborative approach that puts the needs of the young person at the centre of all decision-making.

Through strong partnerships with external agencies, Waverley Studio College is able to provide a comprehensive network of support, enabling students with SEND to access the right help at the right time and flourish both within college and in preparation for adult life.

22. What if I have a complaint?

At Waverley Studio College, we value the importance of strong communication and positive partnerships between home and college. We encourage parents and carers to contact us whenever they have questions, concerns, or would like to discuss their child's progress, wellbeing, or support arrangements. Working together helps us to ensure that every student receives the most appropriate support and has the best possible opportunity to succeed.

In the first instance, parents and carers are encouraged to contact their child's Learning Coach, who will be able to discuss day-to-day concerns and coordinate support where appropriate. Members of the Inclusion Team are also available to provide advice, guidance, and information relating to SEND provision, assessments, interventions, and additional support available within the college.

We are committed to listening to and working collaboratively with families, recognising that parents and carers play a vital role in understanding and supporting their child's needs. We aim to address any concerns promptly, openly, and constructively to achieve the best outcomes for our students.

Should a parent or carer wish to make a formal complaint, this will be managed in accordance with the Waverley Studio College Complaints Procedure, which is available on the college website. The procedure outlines the steps involved and ensures that all concerns are considered fairly, transparently, and respectfully.

We welcome ongoing dialogue with families and are committed to maintaining an open, supportive, and collaborative approach to meeting the needs of all students, including those with SEND.

23. Local Offer Website?

Waverley Studio College is part of the Birmingham City Council local authority and is committed to working in partnership with families to ensure that students with SEND receive the support they need to achieve their full potential.

Birmingham City Council provides a comprehensive Local Offer, which brings together information about the services, support, and opportunities available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. The Local Offer helps parents, carers, and young people understand what support is available across education, health, social care, leisure, training, and employment services within the local area.

The Local Offer includes information on:

- Education and SEND support services
- Education, Health and Care Plans (EHCPs)
- Health and wellbeing services
- Social care support
- Travel assistance and independent living
- Activities, leisure opportunities, and short breaks
- Preparing for adulthood, training, and employment pathways
- Advice, guidance, and support for parents, carers, and young people

We encourage parents and carers to access the Birmingham Local Offer as a valuable source of information and guidance. It can help families understand their rights, access available services, and find additional support both within school and across the wider community.

Further information can be found through Birmingham City Council's SEND Local Offer website or by contacting the Local Offer Team at **localoffer@birmingham.gov.uk**. The Inclusion Team at Waverley Studio College is also available to provide advice and signpost families to relevant services and support where required.

24. Other agencies and stakeholders with whom we work to support our SEND Provision?

- Educational Psychology Service
- Local authority SEND support services
- NHS partners (SALT, Vision and Auditory impairment Teams)
- Birmingham Virtual School (Looked After and Previously Looked After Children)
- Birmingham Children's Support Service
- Occupational Therapists
- Learning Language Support Services
- ASD (Autism) Team