



Solihull Academy - Apollo Centre

SEND Information Report 2026-2027

Our SENDCo is Andrea Turnbull.

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Andrea completed the National SENDCo Award in 2018.

At Apollo, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive the support they need to achieve positive outcomes and successfully engage in education.

Our provision aims to:

- Support pupils with identified and emerging SEND needs, particularly those with Social, Emotional and Mental Health (SEMH) needs, who are at risk of permanent exclusion from mainstream primary school.
- Identify and assess individual needs through ongoing assessment, enabling tailored interventions and appropriate support to be put in place.
- Provide a bespoke, nurturing and therapeutic learning environment that promotes inclusion, wellbeing, emotional regulation and access to learning.
- Remove barriers to learning by implementing reasonable adjustments, targeted interventions and personalised support strategies.
- Work collaboratively with families, schools and external agencies to ensure pupils receive coordinated support and a successful transition back into mainstream education or to an appropriate alternative provision.
- Develop pupils' confidence, resilience, independence and self-regulation so that they are better able to access education and achieve their potential.

Apollo is a short-term intervention placement which aims to support pupils with SEMH needs who are at risk of permanent exclusion from their mainstream primary school. We also support the transition of pupils accessing 6th day provision. Through our flexible, nurturing and therapeutic approaches, we aim to ensure that all pupils have access to early help and intervention, enabling them to return successfully to mainstream education or move on to an appropriate provision with effective strategies in place.

Ultimately, our intent is to support every child who comes to us on their journey to become confident, healthy and regulated individuals, ensuring that pupils with SEND can access learning, make progress and experience success both during their placement and beyond.

What kinds of Special Educational Needs are provided for at Apollo?

Apollo provides support for pupils across the four broad areas of Special Educational Need and Disability (SEND) as identified in the SEND Code of Practice:

Communication and Interaction - Children and young people may experience difficulties with speech, language and communication, including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Difficulties understanding and using language
- Social communication difficulties

Cognition and Learning- Children and young people may require support with learning, processing and understanding information, including:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia
- Difficulties with memory, attention and processing skills

Social, Emotional and Mental Health (SEMH) Children and young people may experience challenges affecting their emotional wellbeing and behaviour, including:

- ADHD
- Anxiety and emotionally based school avoidance
- Attachment and relational difficulties
- Low self-esteem and confidence
- Behavioural difficulties linked to underlying emotional needs
- Mental health needs such as depression or trauma-related responses

Sensory and/or Physical Needs Children and young people may have a disability or sensory impairment that requires additional support, including:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disabilities
- Medical needs requiring reasonable adjustments to access education

Apollo works closely with families, schools and external professionals to ensure that provision is tailored to meet each pupil's individual needs, enabling them to engage successfully in education and achieve positive outcomes.

How do we identify Special Educational Needs and/or Disabilities?

At Apollo, we have a robust transition and assessment process to ensure that all pupils' needs are identified as early as possible and that appropriate support is put in place from the outset.

Prior to a pupil joining Apollo, we meet with the referring school and review all available information, including previous interventions, assessments, SEND records, professional reports and provision already accessed. It is an expectation that schools share detailed information about any identified or emerging SEND needs, alongside strategies that have been implemented and their impact.

Pupils who have already been identified as having SEND by their referring school are placed on the SEND register during the transition process. Where a pupil has an Education, Health and Care (EHC) Plan, the SENDCo will review the provision specified within the plan and attend annual review meetings where appropriate to ensure that Apollo can effectively deliver the required support.

Following admission, pupils undertake a bespoke transition programme which may include baseline assessments in English and Maths. These assessments help us identify strengths, areas of need and any barriers to learning, enabling us to plan targeted support and interventions.

We identify additional needs through:

- Information received from referring schools, parents/carers and external agencies.
- Review of previous SEND support plans, assessments and EHC Plans.
- Baseline assessments and ongoing teacher assessments.
- Monitoring of academic progress, attendance, behaviour and engagement.
- Observation of pupils within the classroom, social and unstructured environments.
- Discussion with pupils and their families regarding strengths, needs and aspirations.

Medical needs are identified and reviewed through liaison with healthcare professionals, including the School Nurse, GP, CAMHS/SOLAR and other specialist services. Where required, support from health services such as occupational therapy, physiotherapy or sensory support services is coordinated to ensure pupils can access education successfully.

Apollo works closely with SENTAA (Special Educational Needs Teaching, Assessment and Advice) to ensure that pupils receive appropriate support and intervention. Where appropriate, referrals will be made and assessments completed to identify specific needs, inform planning and support successful outcomes for pupils.

We adopt a whole-school approach to Speech, Language and Communication Needs (SLCN). Staff receive training to develop communication-friendly learning environments and strategies that support the development of speech, language and communication skills across the curriculum. Where additional or specialist support is required, appropriate referrals will be made in collaboration with families and external professionals.

Where further assessment is needed, we work with a range of external agencies, including Educational Psychology, Specialist Inclusion Support Services (SISS), Autism and SEMH specialist teachers, CAMHS/SOLAR. Referrals for specialist assessment and advice are coordinated by the SENDCo where appropriate.

Through ongoing assessment, collaboration and review, we ensure that pupils' needs are identified accurately and that provision is adapted to help every child access learning, make progress and achieve positive outcomes.

What adaptations are there to the learning environment at Apollo?

Apollo provides a highly supportive, therapeutic and nurturing learning environment designed to meet the needs of pupils with Social, Emotional and Mental Health (SEMH) needs and other additional needs. Adaptations are tailored to individual pupils and include:

- Small group teaching and personalised learning to ensure pupils can access learning at an appropriate level and pace.
- A graduated and nurture-based approach grounded in the six principles of nurture, promoting emotional wellbeing and readiness to learn.
- Communication-friendly classrooms that support pupils with Speech, Language and Communication Needs (SLCN), alongside targeted interventions where required.
- A daily soft start programme, including breakfast club, sensory circuits, colouring, reading, board games and other calming activities to support self-regulation before learning begins.
- A dedicated sensory room which provides pupils with a safe environment to regulate emotions, develop self-regulation skills and manage sensory needs.
- Access to a quiet space where pupils can take time to reflect, regulate and reduce anxiety when needed.
- Forest School provision, offering outdoor learning opportunities that support wellbeing, resilience, confidence and personal development.
- Individualised support informed by Boxall Profile assessments, ensuring interventions and learning approaches are tailored to each pupil's strengths and areas of need.
- Therapeutic and co-regulation approaches, including Team Teach strategies, which recognise behaviour as communication and prioritise de-escalation, positive relationships and emotional regulation.
- Access to specialist support, including the Educational Psychologist, Play Therapist, Cognition and Learning Specialist Teacher, SENTAA and SISS SEMH Team, where appropriate.
- Personalised planning through Pupil Passports, behaviour support plans, co-regulation plans and individual transition plans to ensure pupils receive consistent support across all environments.

Apollo's learning environment is designed to be inclusive, relational, therapeutic and responsive, enabling pupils to feel safe, regulated and ready to engage successfully in learning

How do we involve parents and carers?

At Apollo, we believe that parents and carers play a vital role in supporting their child's development and educational success. We work hard to build strong, positive relationships with families from the very beginning of a pupil's placement and throughout their time with us.

We involve parents and carers through:

- A comprehensive transition process, ensuring families are involved from the earliest stages of a pupil's placement.
- Regular communication regarding their child's progress, wellbeing and achievements.
- Access to our Family Support Worker, who provides guidance, practical support and helps families access additional services where appropriate.
- Participation in review meetings, including TAC meetings, SEND reviews and EHC Plan reviews where applicable.
- Sharing assessment outcomes, strengths, areas of need and intervention progress to ensure a collaborative approach to support planning.
- Opportunities to engage in school life through events such as craft mornings, classroom visits and celebration activities.
- Ongoing updates through Tapestry, enabling parents and carers to see and celebrate their child's successes and experiences in school.

As a nurturing provision, we aim to work with the whole family. The National Nurturing Schools Award assessment recognised that Apollo provides "a wealth of whole-family support" and that staff strive to "get to know the whole family" in order to provide holistic support. Parents described Apollo as "inclusive, nurturing, supportive and holistic" and reported that the school had supported their family "from every angle."

We value parents and carers as partners and are committed to ensuring they feel welcomed, listened to and actively involved in decisions relating to their child's education and wellbeing. This was recognised through Apollo achieving the highest "Enhancing" judgement for parental engagement within the National Nurturing Schools Award assessment.

How do we assess and review young people's progress towards their outcomes?

At Apollo, pupils' progress is closely monitored and formally reviewed every half term in line with whole-school assessment points. Following each review, support and interventions are adapted to reflect the progress being made and to ensure that provision continues to meet individual needs.

Progress is assessed using a range of measures, including:

- Baseline and exit assessments.
- Teacher assessment and classroom observations.
- Reading, literacy and numeracy assessments, including monitoring of reading ages.
- The Boxall Profile, which is used to identify and measure social, emotional and behavioural development.
- PIVATS assessments, where appropriate, to measure small-step progress.
- Strengths and Difficulties Questionnaires (SDQs).
- Intervention outcomes and engagement data.

Learning plans, which are linked directly to Boxall Profile assessments, are reviewed every six weeks. This enables staff to evaluate progress towards individual outcomes, celebrate successes and identify any adjustments required to support continued development.

The progress of pupils receiving interventions is carefully tracked by the member of staff delivering the intervention. Where evidence suggests that an intervention is not having the desired impact, it will be reviewed and adapted accordingly.

Parents and carers are actively involved in the review process and are invited to attend review meetings. They receive regular updates regarding their child's progress, targets and support plans. We also work collaboratively with external agencies, ensuring that information is shared transparently and that progress towards outcomes is reviewed jointly where appropriate.

Through regular assessment, review and collaboration with families and professionals, we ensure that each pupil's provision remains personalised, responsive and focused on achieving positive academic, social and emotional outcomes.

What is the Apollo approach to teaching young people with SEND?

At Apollo, we recognise that every child is unique and therefore adopt a highly personalised, nurturing and therapeutic approach to teaching pupils with SEND. Our provision is built around understanding pupils' individual strengths, needs and barriers to learning, enabling us to tailor support and achieve the best possible outcomes.

Our approach is underpinned by a graduated response and the Six Principles of Nurture. We believe that positive relationships, emotional wellbeing and a sense of safety are essential foundations for learning. Teaching is therefore adapted to meet pupils' individual social, emotional, mental health and learning needs.

Key features of our approach include:

- A bespoke curriculum that balances academic learning with social, emotional and behavioural development.
- Individualised learning plans informed by assessment, including Boxall Profile outcomes and SEND needs.
- High levels of adult support, with staff adapting teaching strategies, resources and expectations to meet individual needs.
- A strong focus on emotional regulation through co-regulation strategies, soft starts, sensory provision and therapeutic support.
- Small class sizes and a nurturing environment that enables pupils to develop confidence, resilience and positive relationships.
- Targeted interventions based on identified needs, including Boxall interventions, literacy and numeracy support, speech and language strategies, play therapy and SEMH interventions.

- Specialist support from external professionals where appropriate, including the Educational Psychologist, SISS SEMH Team, Cognition and Learning Specialist Teacher and Play Therapist.
- Ongoing assessment, review and adaptation of provision to ensure pupils continue to make progress towards their academic, social and emotional outcomes.

As part of the SAPMAT approach, we are bespoke, inclusive, relational, therapeutic and aspirational. We believe that strong relationships are the cornerstone of successful learning and strive to ensure that every pupil feels valued, understood and able to achieve success. Our ultimate aim is to support pupils to become confident, healthy and regulated individuals who are able to successfully access their next educational placement.

Where can the Local Authority's SEND Local Offer be found?

The Local Authority's SEND Local Offer can be accessed through the Solihull SEND Local Offer website: <https://www.solihull.gov.uk/localoffer>

The SEND Local Offer provides information for children and young people with special educational needs and/or disabilities (SEND) and their families. It outlines the services, support and provision available across education, health and social care within Solihull, including support for children and young people with and without an Education, Health and Care Plan (EHCP). The Local Offer also includes information about services provided by voluntary, community and independent organisations.

At Apollo, families are signposted to the Solihull SEND Local Offer to access further information, advice and support available within the local area.

Apollo encourages parents and carers to raise any concerns regarding Special Educational Needs and Disabilities (SEND) as soon as possible so that issues can be resolved quickly and collaboratively.

What is the complaints process?

The first point of contact for any SEND concern should be the SENDCo, Andrea Turnbull, who can be contacted via the school office on 0121 709 5420 (Option 4) or by email at apolloenquiries@sa.sapmat.org.uk

If a parent or carer feels that their concern has not been resolved satisfactorily, they should contact the Director of Apollo to discuss the matter further. If concerns remain unresolved, parents and carers may request that the matter is considered through the Trust's formal complaints procedure.

For concerns relating to the Local Authority's SEND provision, advice can be sought from the SENDCo regarding the appropriate routes for raising concerns with relevant Local Authority services.

Further information can be found in the SAPMAT Complaints Policy, available on the Trust website: www.solihullacademy.org.uk.

Available support includes:

Solihull SENDIAS (Family Action), which offers free, impartial and confidential information, advice and support to parents, carers and young people regarding SEND, education, health and care processes.

Telephone: 0121 516 5173

Email: solihullsendias@family-action.org.uk

Solihull Local Offer, which provides information about SEND services available across education, health and social care, including specialist support services, educational psychology and local community resources.

Solihull Parent Carer Voice (SPCV), an independent parent carer forum which works with local services to improve outcomes for children and young people with SEND and provides opportunities for families to share their experiences.

Solihull SEND Support Group, a community-based support network offering workshops, training events, peer support and advice for families of children with SEND, including those without a formal diagnosis.

In addition to external support services, Apollo provides families with access to our Family Support Worker, who offers ongoing guidance, practical support and regular communication throughout a pupil's placement. Parents and carers are encouraged to attend review meetings, TAC meetings and SEND reviews and can contact the school at any time to discuss their child's needs and progress.