



Special Educational Needs Information Report

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What is in a Special Educational Needs Information Report?

The Special Educational Needs Information Report describes how a school provides support for students with Special Educational Needs. The questions we will answer include:

- The types of Special Educational Needs that are provided for
- Policies for identifying children and young people with Special Educational Needs and assessing their needs
- Arrangements for consulting parents of children with Special Educational Needs and involving them in their child's education
- Arrangements for assessing and reviewing children and young people progress towards outcomes
- The approach to teaching children and young people with Special Educational Needs
- How adaptations are made to the curriculum and the learning environment of children and young people with Special Educational Needs
- The expertise and training of staff to support children and young people with Special Educational Needs
- Evaluating the effectiveness of the provision made for children and young people with Special Educational Needs
- How children and young people with Special Educational Needs are enabled to engage in activities available with children and young people in the school who do not have Special Educational Needs
- Support for improving emotional and social development
- How the school involves other bodies, including health and social care bodies, local authority support services and other organisations.
- Arrangements for handling complaints from parents of children with Special Educational Needs about the provision made at the school

The kinds of Special Educational Needs that are provided for

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

- **Communication and interaction** - for example, autistic spectrum disorder (ASD), speech and language difficulties (SLCN)
- **Cognition and learning** - for example, learning difficulties, dyslexia and dyspraxia
- **Social, emotional and mental health (SEMH) difficulties** - for example attention deficit hyperactivity disorder (ADHD), anxiety
- **Sensory and/or physical needs** - for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with Special Educational Needs and assessing their needs

We aim to identify pupils who are not making expected progress as soon as possible and additional support is put in place to try to improve learning. Class teachers will make regular assessments of all pupils and identify children whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional development.

It should be noted however, that slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.

We plan support actions though:

- Termly progress meeting between teachers and the Senior Leadership Team
- Quality first teaching where teachers will adapt the learning to support the child.
- Communication with parents to ensure there is a shared understanding of their child's needs.

When deciding whether special educational provision is required, we will start with

- the desired outcomes (including the expected progress and attainment)
- the views and wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

What happens if my child still is not making expected progress?

- The class teacher will meet with the Special Educational Needs Co-ordinator to discuss the child's needs.
- There will be a review of interventions so far and initial concerns discussed.
- A decision will be made as to whether a child requires "additional or different from" provision for their needs to be met and progress made.
- Parents are then invited to attend a meeting to discuss the need for special educational provision and share their thoughts and views about their child.
- The child's views (if appropriate) will also be sought. In consultation with parents, the child will be placed on the Special Educational Needs register at Special Educational Needs Support Level.

Will I be involved with decisions about my child?

St George's Church of England Primary School is fully committed to a meaningful relationship with parents of children with Special Educational Needs. As a school, we will endeavour to ensure parents are as fully involved as possible about decisions about their child. We will provide them with the information and support necessary for their thoughts and views to be considered and valued. We do this by:

- Always making parents feel welcome and actively listening to their aspirations, wishes and concerns for their child. We will aim to instil confidence and build meaningful partnerships.
- The Special Educational Needs Co-ordinator aims to operate an "Open Door" policy and is available for meetings by appointment
- Signposting parents to wider support, information and services pertinent to their child's Special Educational Needs needs by ensuring they know how to access Birmingham's Local Offer.
- The school will endeavour to support and guide parents with their child's learning and development at home.
- Class teachers will endeavour to develop positive relationships with parents and communicate any concerns regarding pupil's progress at the earliest opportunity
- Child's small step targets will be shared with parents termly, with the previous targets being reviewed and new targets set which identify how to support the child and their learning. The parents can then support their child at home.

Will my child be involved in decisions about their support?

St George's Church of England Primary School recognises that all pupils have the right to be involved in making decisions about their education and learning and exercising choice.

We aim to develop pupils' skills in communicating their needs (self-advocacy) to support them successfully as they transfer to new phase of their education.

The school will do this in the following ways:

- Self-knowledge: Working with parents and the young person, we will support pupils to understand their strengths, needs and successful approaches to learning, We will encourage them to have the confidence to voice their hopes, aspirations and concerns.
- Wherever possible, at an age-appropriate time, pupils with Special Educational Needs will be encouraged to make decisions about future support they feel they need to help their learning
- All staff will actively listen to and address any concerns raised by the children themselves.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review

The class teacher will work with the Special Educational Needs Co-ordinator to carry out an analysis of pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and expertise of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and the interventions, and their impact on the pupil's.

Supporting pupils moving between phases and preparing for adulthood

Starting Reception

We visit previous settings to learn about children and to ensure transfer to our school is as smooth as possible.

Parents and children are invited to attend our induction programme in the summer term before they start school in September.

We offer to visit children in their home setting prior to starting school.

Moving to the next class (transition)

When children transfer from one class to another, or move to another school, we ensure:

- Transfer of all written records about your child
- They have opportunities to visit their new classroom/school to meet their new teacher/teachers
- additional individual arrangements are put in place to if needed, such as extra visits or a transition mentor

We will work closely with any other school or specialist setting to ensure a smooth transition if your child joins or leaves St George's Church of England Primary School.

Our approach to teaching pupils with Special Educational Needs

The class teacher always remains responsible and accountable for the progress and development of all children in their class.

Quality First Teaching (QFT) is always seen as the first step in responding to pupils, who may have Special Educational Needs. QFT is high quality, inclusive teaching for all pupils in a class.

QFT includes differentiated and personalised learning to support Special Educational Needs pupils in class and ensures all children and young people can progress in their education and wider development.

We use cycles of Assess, Plan, Do and Review:

- **Assess:** to find out how your child is getting on
- **Plan:** targets and interventions or strategies to support
- **Do:** put the plans in place
- **Review:** Check to see how well the plan worked. This can involve starting the cycle again with assessment.

Adaptations

Targeted Support

We make the following adaptations to ensure that all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting resources and staffing
- Using recommended aids, such as assistive technology, coloured overlays, visual timetables, larger font, etc;

Differentiating our teaching for example, giving longer processing time, pre-teaching vocabulary, reading instructions aloud etc.

Specific Interventions

Communication and Interaction

Colourful Semantics

Talk Boost

Wellcomm

Cognition and Learning

IDL

Phonics Rapid Catch-up

Precision Teaching

Social, Emotional and Mental Health

Brick Club

Sensory and/or Physical

Sensory Circuits

Specialist Support

A few children may have specific barriers to their learning that cannot be overcome through Quality First Teaching and intervention groups and may need extra specialist support from a professional outside of school. We call this **Specialist** Support.

If you, your child's teacher or the Special Educational Needs Co-ordinator have identified your child as needing specialist support:

- You would be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission to the school to refer your child to a specialist service.

This will help the school better understand your child's particular needs and be able to support their learning in school. The specialist will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is taught in class
- A programme of work to use in school
- A group set up by the professional and run by the school staff

Education Health and Care Plans (EHCP)

A few children have an EHCP. This type of support is available for children whose learning needs are severe, complex or lifelong. This means that your child needs a high level of individual or small group teaching support which cannot be provided from the school budget. Usually, your child will also need specialist support from a professional outside the school.

An EHCP is a legal plan which grants the pupil and family additional funding to help support their learning in school. Usually, the funding is given to school to use and implement in the best way to support the individual.

You can find more information about [EHCP's](#) from our school Special Educational Needs Co-ordinator or via the [Local Offer](#).

Securing equipment and facilities

Children with Special Educational Needs are closely monitored and when a need is identified, the class teacher and Special Educational Needs Co-ordinator work together to identify resources available to meet their needs. The Special Educational Needs Co-ordinator and the Head Teacher monitor the allocation of resources across the school, identifying areas of need and support provided in each year group.

Deciding on support a child receives

When deciding about the support a child receives, the school will also take the following criteria into account:

- School must be able to afford the support through its delegated budget
- Amount of support is dependent upon which interventions are being used for each child.

Accessibility (see accessibility policy for detail)

Our school continues to improve its accessibility features and has the following special facilities:

- All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.
- 1 disabled toilet
- Ramp access to playground

Evaluating the effectiveness of Special Educational Needs provision

We evaluate the effectiveness of provision for pupils with Special Educational Needs by:

- Reviewing pupils' individual progress towards their small step targets each term
- Reviewing the impact of intervention after a fixed period, ranging from 6 weeks to 1 term
- Using pupil voice
- Monitoring by the Special Educational Needs Co-ordinator
- Learning walks
- Using standardised assessments to measure progress
- Holding annual reviews for pupils with EHCPs

Enabling pupils with Special Educational Needs to engage in activities available to those in the school who do not have Special Educational Needs

We have an inclusive policy whereby all children are expected to join in all activities in and out of school.

We will provide the necessary support to ensure that this is successful.

After school provision, activities outside the classroom and school trips are accessible to all children including those with Special Educational Needs.

No pupil is ever excluded from taking part in activities because of their SEN or disability.

Additional risk assessments will be carried if needed.

Complaints about Special Educational Needs Provision

St George's Church of England Primary School is committed to working in close partnership with all members of the school community.

The school places great value on the role which parents and carers can play in supporting children's learning.

Staff and The Local Authority Board actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible.

It is hoped that most concerns will be settled amicably at this stage. However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaint procedure.

Complaints about Special Educational Needs provision in our school should be made to the class teacher and/or Special Educational Needs Co-ordinator in the first instance.

They will then be referred to the school's complaints policy. The school's complaint policy outlines the formal process which will be involved when initial attempts to resolve the issue are unsuccessful and the person raising the complaint remains dissatisfied and wishes to take the matter further.