



SEND Information Report 2025-2026

Approved by: Full Governing Body

Date: December 2025

Review: December 2026

Signed:

Chair: Mr. C Harris

At Reddal Hill Primary School, we have high expectations of all our children. We aim to offer excellence and choice to all of our children, whatever their ability or needs. At our school, we aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

This document is intended to give you information regarding the ways we ensure that we support all of our children, including those with SEND, in order that they can realise their full potential.

What is 'Special Educational Needs and Disability'?

- A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum.
- According to the Equality Act 2010 a person has a disability if:
 - (a) He or she has a physical or mental impairment, and
 - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

What should I do if I think my child has Special Educational Needs or Disability?

- If you are concerned that your child has a Special Educational Need or Disability (SEND), in the first instance we ask you to speak to your child's class teacher who will then liaise with our Inclusion Lead. Concerns can be discussed at parents' / carers' evenings, which are held termly, or by making an appointment to meet with your class teacher at any point throughout the school year.

How does the school know if my child needs extra support?

- All children are screened using the WellComm Language Assessment Tool and / or a class-based baseline assessment when new to our school. Following these assessments, referrals to outside agencies, with consent from parents / carers, may take place to address any concerns.

- The progress of all children is monitored regularly by class / subject teachers and the Senior Management Team, so that when a child is not making expected progress in a particular subject area, the school can quickly identify the need for additional support. This is achieved through termly assessments and pupil progress meetings.
- A meeting will be arranged to discuss your child's progress in more detail and to listen to any concerns you may have and plan any additional support that your child may receive. We will also discuss with you any referrals to outside professionals to support your child's learning if applicable.
- A letter will be given to parents / carers advising them that the child has been added to the school's Special Educational Needs register and outlining any additional support identified.

What will the School do to support my child?

All children at Reddal Hill Primary School, regardless of their need, receive Quality First Teaching.

This means:

- That the teacher has the highest possible expectations for your child and all children in their class;
- That all teaching is based on building on what your child already knows, can do and understands;
- Different teaching styles are in place so that your child is fully involved in learning in class. This may involve things like more practical learning;
- Your child's teacher will have carefully analysed your child's attainment and progress and will have identified if your child is underachieving in a particular area and needs some extra support to help them make the best possible progress.

However, at Reddal Hill we recognise that each child is unique. Therefore, each child will receive different support, depending on their specific needs.

Additional Support

The Inclusion Lead and class teacher will decide which strategies and resources are appropriate to support your child's needs.

- When the school identifies the need for additional interventions to enable a child to make expected progress, the parents / carers will be informed of the planned support and may be invited to a meeting to discuss this further.
- An individual provision map will also be created, detailing the exact support the child will receive. Our whole school provision map shows the range of interventions in place in our school, which may be used when we identify the need for additional support.

- The school will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

SEND Support

Any child identified as having a special educational need and / or disability is on the SEND register. Additional help will be given to these children to help them make progress. Where outside agencies are involved, they will provide advice to school staff about how best to support your child's needs. Some examples of ways we may support your child further may include:

- Children on the SEND register will have an 'All About Me' document written by the class teacher in consultation with parents / carers. This identifies the child's areas of needs and outlines the targets and level of support needed for the child to make progress. These are reviewed termly with the child and parents / carers.
- Your child may engage in group or individual sessions, led by a teacher or support member of staff, with specific targets to help him / her to make progress.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT) or Educational Child Psychologist (ECP). This will help the school and yourself to understand your child's particular needs more thoroughly and provide strategies for supporting your child both at home and at school.
- The specialist professional will work with you, your child, the class teacher and Inclusion Lead to understand their needs and make recommendations, which may include:
 - ❖ Making changes to the way your child is supported in class;
 - ❖ Support to set specific targets which will include their expertise; and / or
 - ❖ A group run by school staff under the guidance of the outside professional e.g. social skills group.
- We also provide a Nurture Group, Drawing and Talking Therapy and a counsellor for children with Social, Emotional or Mental Health needs.
- Governors are responsible for monitoring the effectiveness of the provision in place for children identified with SEND and meet termly with the Inclusion Lead to discuss children's progress.

Education, Health and Care Plans

Since September 2014, 'Statements' have been replaced by 'Education, Health and Care Plans' (EHCP). This child-friendly document outlines a child's special educational need and the strategies that the school needs to put in place to support them.

Only children with the most complex and significant needs will be considered for an EHCP. If you think your child needs an EHCP you will need to discuss your concerns with the school's Inclusion Lead, who will advise you about whether your child meets the criteria for an EHCP after analysing your child's needs and the level of support already provided in school.

Who will support my child in school?

- Qualified teachers
- The Inclusion Lead
- Experienced and skilled Learning Support Assistants (LSAs) and Practitioners (LSPs)
- Peer support

Who else might support my child in school?

- Sandwell Inclusion Support (Educational Psychologist, Advisory Teachers, Behaviour Support Teachers)
- The Complex Communications and Autism Team (C-CAT)
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapist (SALT)
- Hearing Impaired (HI) / Visually Impaired (VI) Therapists
- The Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Early Help Professionals

What training and expertise do staff have for the additional support my child needs?

- All of our teachers hold qualified teacher status and all staff members, including learning support staff receive regular training to best support our children with SEND.
- The Inclusion Lead attends Local Authority briefings to keep up to date with any legislative changes in SEND.
- The Inclusion Lead, Mrs. Beard and the Headteacher, Mrs. Bashir-Pugh, both have obtained a post-graduate degree in Professional Studies in Special Educational Needs Co-ordination.

How will the curriculum be matched to my child's needs?

- All teachers are aware of the needs of individual children, so that they can differentiate the learning within our curriculum to ensure that all children are able to make progress.
- Specific resources and strategies will be used to support your child and differentiation is planned for groups and individuals according to need: e.g. for a child that has Speech, Language and Communication Needs (SLCN), teachers may use aided language displays, pictures, signs or symbols to support them to understand new vocabulary.

What support will there be for my child's overall well-being?

- The well-being of all our children is our primary concern at Reddal Hill Primary School. They are supported with their Social, Emotional and Mental Health (SEMH) throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught explicitly on a weekly basis through our Relationship and Health Education (RHE) curriculum.
- Additional support from trained staff is arranged as needed for individual children, both in and out of the classroom; tailored personalised timetables and planning may be put in place for the children with the highest needs.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and receive the necessary training. Please see our Managing Medical Needs Policy.
- Children's views are sought through school council and other forums.
- We offer a wide variety of after school clubs.

What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

- Annual reports and termly parents' / carers' evenings give all parents / carers regular feedback on their child's up to date academic levels; individual reading, writing and maths targets and any behavioural, emotional or social difficulties.
- When appropriate, parents / carers may be contacted mid-term to discuss the support that the school is providing and how parents can help their child at home. This may be a phone call or a

meeting. Children's views will be obtained and when appropriate; they may attend all or part of any meeting.

- A child identified on the SEND register will also have these same opportunities with the addition of discussing and reviewing targets in the child's 'All About Me' document. Additional SEND meetings may be required throughout the year particularly when outside agencies are involved.
- If your child has an EHCP, then they will have reviews on a yearly basis to discuss the individual needs of your child, review current targets and ensure the right provision is in place.
- For some children with SEND, a home-school communication book will be used to ensure continual communication between school and home.

Who do I contact if I am not happy with the support my child is receiving?

If you have any concerns regarding your child's support or progress, **please contact the class teacher or the Inclusion Lead, Mrs. Beard initially. If you still have concerns, please contact Mrs. Bashir-Pugh, the Headteacher.**

How will my child be included in activities outside the classroom including school trips?

Your child will be allowed to attend any school club allocated to their specific year group. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the Inclusion Lead or club leader, to ensure the safety and inclusion of your child.

How accessible is the school environment?

- We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to The Equality Act 2010.
- Reddal Hill is a fully inclusive school which ensures that all children achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

How will the school prepare and support my child to join the school?

- You will be invited to look around the school and meet Headteacher and staff. Your child will also be encouraged to visit.
- We will contact any previous schools or settings that your child has attended to gather information about their needs.
- We will contact any specialist services that support your child including Health Visitors / GPs.

How will the school prepare and support my child to transfer to a new setting/school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school.:

- We will contact the school Special Educational Needs Coordinator (SENCo) and ensure he / she knows about any special arrangements or support that needs to be made for your child.
- Pre-visits with the child and support staff will be arranged if necessary. Photographs, and / or videos, of the new school will be taken. A transition book (paper or electronic) will be produced for the child to look at before starting their new school to enable them to become familiar with buildings, rooms, staff, activities, routes etc.
- We will make sure that all records about your child are passed on as soon as possible.

When moving up to the next class:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher and support staff. 'All About Me' documents will be shared with the new teacher.
- Additional support to take account of children's individual needs can be arranged, e.g. a child friendly book of photos and any additional information to support the transition from one class to another.

In Year 6:

- Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead.
- A member of staff from the secondary school settings comes to visit and meet with the children who will be attending their school. Where possible, your child will visit their new school on several occasions. Schools hold open evenings for parents / carers to attend in order to support your decision-making process about which school is the right choice for your child.
- If your child has already been identified as having a Special Educational Need and / or Disability, then the Inclusion Lead or Assistant Headteacher for Key Stage 2 will meet with the secondary school SENCo during the final term of Year 6. Details of the child's needs are shared with the new SENCo, along with details of what support has been in place at our school to help them. Our Inclusion Lead passes on information to your child's secondary school about any outside agencies that have been involved and all SEND paperwork, including documents such as

'All About Me' and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

How can I be involved in supporting my child?

You can support your child by:

- Attending parents' / carers' evenings;
- Helping them to complete their homework to a good standard and on time;
- Ensuring your child gets to school on time and with all the appropriate equipment;
- Talking to the class teacher if you have any concerns about your child;
- Providing lots of opportunities to speak and have conversations with your child;
- Read with your child regularly at home;
- Practise number skills;
- Talk to your child about their day and what new learning has been achieved.

Teachers are more than happy to share strategies to support your child at home.

How can I access support for myself and my family?

- Our school website contains a SEND section with relevant information and guidance covering a range of needs.
- By looking at the Local Authority's website <http://www.sandwell.gov.uk/send>, you will see a list of all the services available to you and your child.
- You can arrange to meet with our Inclusion Lead who will be able to offer guidance and support.

Who can I contact for further information?

- Mrs. A Bashir-Pugh – Headteacher 01384 569053 / Ann.Bashir-Pugh@reddalhill.sandwell.sch.uk (appointment to be made)
- Mrs. K Beard – Inclusion Lead – 01384 569053 / Kerry.Beard@reddalhill.sandwell.sch.uk (appointment to be made)
- Class teachers – available five days a week (appointment to be made for more formal meetings at the end of the school day)

External Support Services

- Sandwell Inclusion Support: 0121 569 2777 Email: inclusion_support@sandwell.gov.uk
- Faster Access to Sandwell Therapy Assessment (FASTA – Occupational Therapy, Physiotherapy and Speech and Language Therapists): 0121 612 2010

- SENDIASS for Sandwell families: 0121 500 4010 Website: <https://www.sandwellsendiass.co.uk/>
- Dudley SENDIASS for Dudley families: 01384 817373 Website: <https://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>
- Young Minds Parents Information Service: 0808 802 5544 Website: <https://www.youngminds.org.uk/>
- Sandwell Family Information Service: 0121 569 4914 Website: <https://fis.sandwell.gov.uk/kb5/sandwell/directory/home.page>
- You are able to view Sandwell Local Authority's Offer following this link <http://www.sandwell.gov.uk/send>