



## ERDINGTON HALL PRIMARY SCHOOL

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT - SEPTEMBER 2025

The information in this document describes our provision for learners with a **Special Educational Need or Disability (SEND)** and reflects **Birmingham's Local Offer** which can be found on;

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

At Erdington Hall Primary School, a Summit Learning Trust Academy, we strive to ensure that all learners 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 needs. This report is intended to give you information regarding the ways in which we ensure that we support all of our learners, including those with special educational needs and disabilities. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our learners.

### WHO IS THE BEST PERSON TO TALK TO IN SCHOOL ABOUT MY CHILD'S ADDITIONAL NEEDS?

At Erdington Hall, the teacher who coordinates Special Educational Needs and Disabilities support and provision is **Miss Susie Charlton** our Special Educational Needs and Disability Coordinator (SENDCO) and Assistant Principal. She works in collaboration with the Summit Learning Trust Director for Inclusion: **Ms Christa Vines-Harris**.

**Miss Charlton** is a member of our Inclusion Team who work together to ensure that all learners needs are identified and appropriately catered for.

If you wish to talk to or meet with **Miss Charlton** then please ask at the main office or call 0121 464 3122 and they will make an appointment for you. Alternatively, you can email [enquiry@erdingtonhallprimary.org.uk](mailto:enquiry@erdingtonhallprimary.org.uk) and your message will be forwarded on. Her SENDCo days are usually **Monday, Wednesday and Thursday**.

### HOW DO WE IDENTIFY AND ASSESS A SPECIAL EDUCATIONAL NEED?

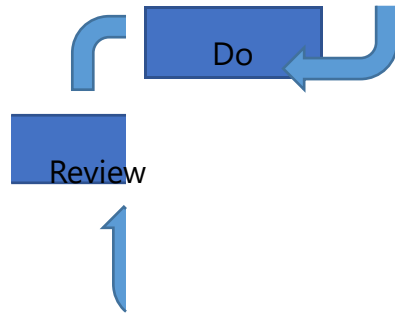
In school, we use a variety of ways to assess whether a child may have a special educational need. Some of these ways include:

- In class and social time observations
- School assessment and progress data / results from end of key stage assessments
- Information from parents and carers
- Information from the child
- Outcomes from specialist assessments, observations, advice and direct input from members of the school's extended support services (with parent / carer consent). These are usually carried out in school.
- Information from previous schools or settings
- Questionnaires and evaluation tools used as a part of a targeted intervention.

Once a learner is identified as having a special educational need, a person-centred approach is taken and graduated cycle is followed.

The child's needs will first be assessed, then support will be planned for, carried out and then regularly reviewed. At the review any necessary changes will be made.





### **Wave 1 (Universal Support)**

This includes high quality teaching, which takes into account the learning needs of all learners in the classroom. It requires teachers to create an inclusive learning environment for example with tasks and activities which are scaffolded and additionally resourced. Learning is chunked into small manageable steps and progress closely monitored.

### **Wave 2 (Universal Plus / Targeted Intervention/School Support)**

This includes specific, additional and time-limited interventions that target gaps or a delay in a learner’s development. The support is designed to accelerate a learner’s progress from their starting *point*. *Often the intervention is delivered to support a small group of learners with similar learning, language, or personal development needs.* Learners in receipt of a wave 2 intervention are identified as having “SEN support”.

### **Wave 3 (additional needs / specialist intervention – SEND Support Provision Plan/ Education Health Care Plan)**

#### SEND Support Provision Plan

This includes specialist provision for a minority of learners where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Learners receiving a wave 3 intervention and / or access to specialist external support (on a 1:1 / small group basis) are identified as having high focused “SEN support”.

The school may work with outside agencies, parent/carers and the learner to create a SEND Support Provision Plan (SSPP). The plan outlines what is important for the child now and in the future. It also details a child’s strengths, interests and areas of need. It has long and short term targets with accompanying strategies, resources, and provision are also noted in the

plan. The plan is usually reviewed on at least a termly basis with progress and next steps clearly noted.

In some cases, and only with outside agency approval, additional high needs top up funding can also be applied for at this stage. This is to source support which exceeds our universal and targeted provision.

*For further information about **SEND Support Provision Plans**, please visit:*

<https://www.localofferbirmingham.co.uk/professionals-and-education-settings/sen-support/>

### Education Health Care Plan

Learners may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan (EHCP) being applied for, agreed, and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within a child's Support Plan. Short- and long-term outcomes are then discussed at a Team Around the Child meeting with all views gathered and recorded. This process usually takes at least two academic terms to fully evidence unless there are extenuating / special circumstances.

*For further information regarding **Education Health Care Plans**, look for the [EHCP Guidance Booklet - Local Offer Birmingham](#) which can be found at:*

<https://www.localofferbirmingham.co.uk/education-health-and-care-plan/guidance-leaflet/>

A small minority of learners may receive support and provision via an Education Health Care Plan (EHCP). The holistic and person-centred plan clearly details the areas of SEND a learner has, the support they require and the short/long term desired outcomes being worked towards. The plan is reviewed at least once a year and at this point views are gained from the child, their parents/carers, teachers, and external professionals involved in their care and education. The impact of provision is also reviewed along with: academic progress, attendance, behaviour, health and social care requirements and any short-term targets partially / fully met. For most learners with an EHCP progress will have been made and their needs will continue to be appropriately met. For some learners, their needs may require a more specialist approach requiring additional adult support, personalised resources, higher needs funding or for an alternative placement to be explored (in agreement with the wishes of the child, their parents/carers and other professionals involved).

## **ENHANCED LEARNING PROVISION**

At Erdington Hall primary school we have a short-term Enhanced Learning Provision (ELP). The intensive, small group provision is designed for learners in key stage 1 and lower key stage 2 who have been identified as having either emerging or escalating complex learning and / or speech, language and communication needs. Placements in the ELP are limited, time-bound and all learners accessing the specialist support must meet the academy-based criteria, along with parent/carer consent. The provision follows the graduated response supporting learners to either gradually re-integrate into their mainstream class or support a statutory assessment of their needs. This may lead to a change of educational setting. The academy works closely with parents/carers and external agencies throughout the child's ELP placement to ensure a holistic, team around the child approach is taken and regularly reviewed when determining appropriate support, short/long term outcomes and next steps.

## **WHAT ARE THE SEND NEEDS AT ERDINGTON HALL?**

At Erdington Hall we are fully committed to empowering our learners through an inspiring and exciting curriculum which provokes ambition and offers support.

The table below outlines just some of the difficulties a child with Special Educational Needs and Disabilities (SEND) may experience. We know that some children will have difficulties in one or more of the areas noted and we will always do our best to meet their needs.

Cognitive and learning needs	Children who find learning, thinking, and understanding more challenging than most other learners.	Some children might:
		<ul style="list-style-type: none"><li>• Take longer to learn important skills such as language, literacy and numeracy</li><li>• Find it hard to understand how to use letter sounds to read and spell words</li><li>• Need more time to think about their answers before verbalising or writing them down</li><li>• Struggle to remember things they have just learnt or be able to make connections between different concepts / topics</li></ul>

	<ul style="list-style-type: none"> <li>• Find it challenging to transfer information from one context to another i.e., home / school, maths / science, class / playground</li> <li>• Need questions or instructions given to them in very short steps and in a simple form</li> <li>• Need to see (visualise) what they are learning about and use additional resources to help them learn.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and interaction needs</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication</p>	<p>Children who find it difficult when interacting and communicating with other people and managing change.</p>	<p>Find it difficult to form / make particular letter sounds</p> <ul style="list-style-type: none"> <li>• • Have word finding difficulties thereby: omit words, jumble words, give one/ two-word answers, use incomplete sentences, use the same words (have limited vocabulary)</li> <li>• Encounter difficulties when starting and maintaining a conversation with both familiar / unfamiliar people</li> <li>• Speak with little / no intonation or expression</li> <li>• Find it difficult to stay on topic</li> <li>• • Require help with making and keeping friends</li> <li>• Struggle to follow rules made by someone else</li> <li>• Withdraw from social situations</li> <li>• Misread social cues, gestures and non-verbal language</li> <li>• Struggle with change of routine</li> <li>• Find it hard to say things they are thinking or feeling</li> <li>• Find it difficult to understand what other people mean when they are talking</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social, emotional, and mental health needs</p>	<p>Children who find it difficult to manage / regulate their emotions and responses.</p>	<ul style="list-style-type: none"> <li>• Need support in understanding rules and routines</li> <li>• Find it hard to stay focused / sit still for short periods of time</li> <li>• Need support with regulation</li> <li>• Struggle to take turns, actively listen</li> <li>• Find it hard to understand how they / others are feeling</li> <li>• Require instructions to be short and simple</li> <li>• Need high levels of reassurance and praise</li> <li>• Find it hard to voice how they are feeling</li> <li>• Need help in making and keeping friends</li> <li>• Struggle to trust others</li> <li>• Encounter difficulties when trying to manage their feelings</li> <li>• Find it hard to move on from situations</li> <li>• Demonstrate inappropriate age-related behaviours</li> <li>• Be highly emotionally / reactive to reasonable everyday requests and routines</li> <li>• Find it difficult to demonstrate age-appropriate levels of resilience</li> <li>• Overly attach themselves to peers and / or adults</li> <li>• Be in the process of dealing with trauma / significant change in their personal circumstance</li> </ul>
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<b>Physical or sensory needs</b>	Children who have a hearing or visual impairment, a physical disability or medical condition and require; support and or/ adaptations/ or reasonable adjustments to be made.	<ul style="list-style-type: none"> <li>• Experience difficulties in hearing what others in the classroom or school setting are saying and require specific aids</li> <li>• • • Have reduced sight and require individual adaptations</li> <li>• Have difficulties with their fine / gross motor skills</li> <li>• Have difficulties with navigating / walking around all areas of the setting</li> <li>• Have difficulties with using equipment and resources without adaptations / alternatives / support</li> <li>• Find it difficult to manage their own care / personal needs</li> </ul> <p>Have special dietary requirements linked to a medical condition Have underdeveloped social and or skills as a result of their medical / sensory needs</p> <ul style="list-style-type: none"> <li>• Lack confidence and / or independence</li> </ul>
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**WHAT ARE THE INTERVENTIONS / PROVISIONS AVAILABLE TO SUPPORT OUR LEARNERS WITH SEND?**

The list below is an *example* of the various wave 2 and 3 provisions available to our learners as part of the graduated approach:

<b>Cognition &amp; Learning</b>	<b>Communication &amp; Interaction</b>
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<p>Direct Phonics  Paired Reading  Precision Teaching  Word Wasp  Reading Pen  Cued Spelling  Corrective reading groups  Colour Overlay  Access to ICT for extended writing /  Reading and spelling Apps</p>	<p>Lego Therapy  Speech and Language group  Nurture group  Social communication group  Use of symbols to aid communication  Attention Autism  Sensory Circuits  Intensive Interaction  Guidance / input from the Communication &amp;  Autism Team</p>
<p>In class support from a Teaching Assistant</p>	<p>Guidance / input from a Speech and Language Therapist</p>
<p><b>Social, Emotional &amp; Mental Health</b></p>	<p><b>Physical / Sensory</b></p>

<p>Learning breaks</p> <p>Lunch club</p> <p>Personalised target setting and reward systems</p> <p>Access to sensory resources/ quiet areas</p> <p>A workstation in class</p> <p>Lego Therapy</p> <p>Friends for Fun / Friends for Life</p> <p>Pastoral support</p> <p>Mentoring</p> <p>Use of Zones of Regulation</p> <p>Use of emotions visuals</p> <p>Therapeutic support</p> <p>My Happy Mind programme</p> <p>Access to an Educational Psychologist</p> <p>Input from Beacon Behaviour Support</p>	<p>Individual resources / aids as guided by specialist sensory support teams</p> <p>Enlarged text</p> <p>Seating Plan</p> <p>Reasonable adjustments made to timetable</p> <p>Motor skills programme</p> <p>Fine Motor skills programme / resources</p> <p>Sensory circuits</p> <p>Guidance / input from the Hearing Support Team</p> <p>Guidance / input from the Visual Support Team</p> <p>Guidance / input from Physical Difficulties Support Service</p> <p>Guidance / input from Physiotherapists</p> <p>Guidance / input from Occupational Therapists</p>
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For further information on the **specialist support** that can be found in Birmingham, please visit: <https://www.localofferbirmingham.co.uk/send-support-and-information/specialistsendsupport-services/>

## **HOW CAN PARENTS & CARERS BE INVOLVED WITH THEIR CHILD'S LEARNING AND PROGRESS?**

Erdington Hall Primary School operates a working in partnership approach which means parents/carers can contact the school whenever they have a query and time will be made for them. The school will schedule meetings and consultations for parents/carers to meet with key staff to discuss their child's progress and the graduated approach. The school holds details of local and national support groups and can signpost parents/carers to them. Parents/carers' views and contributions listened to and valued. Parents/carers know their children best and have a great deal to contribute.

We aim to regularly involve parents/carers in the education of their child through a variety of different ways including:

- Regular meetings with class teacher, support staff and our SENDCO at target setting meetings
- One Page Profile review meetings
- Home reading and communication logs
- Information on the school website
- Signposting to parent groups in the locality
- Support Plan and Education Health Care Plan planning and review meetings
- Workshops / support groups / coffee morning for parents / carers of children with SEND
- Sharing of strategies and approaches to help home to school transitions

**WHAT TRAINING DO THE STAFF IN SCHOOL HAVE IN RELATION TO LEARNERS WITH SPECIAL EDUCATIONAL NEEDS?**

In our school we believe that all staff should be involved in supporting pupils with special educational needs therefore we make sure that all staff receive ongoing professional learning opportunities to best meet the needs of current and future cohorts. This includes regular revisiting of universal support, the safeguarding of children with SEND and training specific to the needs of our immediate cohort.

**WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEND AT ERDINGTON HALL PRIMARY SCHOOL?**

<b>Agency or Service</b>	<b>Who they work with</b>	<b>Referral process</b>
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<p><b>Communication and Autism Team (CAT)</b></p>	<p>Children who are being assessed for or already have a diagnosis of autism or communication difficulties.</p> <p>They will also provide support for families of children with autism.</p>	<p>With parent / carer consent the SENCO can make a referral to CAT for their advice, support, or direct input for a learner with autism. Sometimes this may extend to family or peer group support.</p>
<p><b>Educational Psychology Service (EPS)</b></p>	<p>An Educational Psychologist (EP) may be asked to assess, observe, work with or provide advice regarding a child with complex developmental needs. This may be cognitively, socially, or emotionally.</p>	<p>With parent / carer consent the SENCO can make a referral to the school's allocated EP. Should a statutory assessment of a child's special educational needs be appropriate EP involvement is usually required throughout the graduated approach and evidence gathering stages.</p>

<p><b>Language and Learning School Support (LLSS previously PSS)</b></p>	<p>Children who are working significantly below their age-related expectations (in reading, writing, language, numeracy) and / or experiencing difficulties with their working memory.</p> <p>Children who may have a specific learning difficulty such as dyslexia, dysgraphia or dyscalculia.</p> <p>A Pupil and School Support teacher will also work with staff in school offering support, advice and training about specific interventions.</p>	<p>A Pupil and School Support teacher regularly visits Erdington Hall. A learner can be referred for individual assessment and targeted support with parent/carer consent.</p>
<p><b>Physical Disability Service (PDSS)</b></p>	<p>Children with a physical disability, impairment or medical need which impacts on their ability to access school facilities / environment in school – requiring adaptations and reasonable adjustments.</p>	<p>After parent / carer consent has been gained a referral to the service can be made for advice and / or direct input. Sometimes a medical service may have already involved PDSS as part of a child’s paediatric support.</p>

<b>Sensory and Physical Support Team (SPST)</b>	<p>Children with a hearing, visual or multisensory impairment that require adaptations and / or reasonable adjustments to be made to the physical environment and / or curriculum.</p>	<p>Learners are usually referred following a medical diagnosis, however with parent / carer consent a school referral can be made for advice and / or direct input.</p> <p>Wider out of school support, activities and groups can be signposted through this service.</p>
<b>Speech and Language Therapist (SALT)</b>	<p>Children with an expressive and/or receptive language disorder.</p>	<p>The school has weekly access to a Speech and Language Therapist. With parent / carer consent a child can be assessed and supported through targeted / specialist interventions to develop their speech, language and communication skills. Often parents / carers are involved with this process so that approaches can be adopted at home.</p>
<b>School Nurse</b>	<ol style="list-style-type: none"> <li>1) Children with emerging or diagnosed medical, health, personal care needs particularly where medication or regular monitoring is required to ensure healthy development.</li> <li>2) Children with a Care Plan.</li> </ol>	<p>Erdington Hall have an allocated School Nurse who regularly visits school. Parent / carers are informed of drop in sessions and all school referrals will be made once parent / carer consent has been gained and concerns / observations shared.</p>

<p><b>Occupational Therapy (OT)</b></p>	<p>Children with fine motor, gross motor physical difficulties that require specific / tailored support.</p> <p>Children with visual perception difficulties.</p> <p>Children with sensory processing difficulties.</p>	<p>Learners are usually referred by a paediatrician however with parent / carer consent school can make a referral to this service for; advice, to request an assessment or direct involvement with a learner.</p>
<p><b>Family Support Worker (FSW)</b></p>	<p>Children and families that may need support in the home or as a family.</p> <p>Families who will benefit from having a named person to support them and who can signpost them to further support.</p> <p>Families who will benefit from support and advice around diagnoses, where to access support and what services are available going forward.</p>	<p>Erdington Hall have a school based FSW who is in school once a week. With parental consent families can be referred via any member of the Inclusion Team.</p>

**HOW DO WE KNOW THAT PROVISION IS EFFECTIVE?**

We use a wide range of strategies to check learner progress, including:

- Reviewing individual targets from a [continuum](#), One Page Profile, Support Plan or Educational Health Care Plan
- Using the school’s assessment data to see how much progress a learner has made in relation to their starting point, targets and against age related expectations

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- The results of any tests the learner has taken in school, as part of an intervention or as a result of a specialist assessment (carried out by an external agency / specialist)
  - Observations
  - Talking to adults in school who have worked with the learner
  - Talking to parents/families
  - Talking to the child
  - Reports from external professional's working with / monitoring the development of the child

### **HOW DO WE MEASURE PROGRESS OF YOUR CHILD IN SCHOOL?**

All learner's progress, including those with special educational needs, is tracked using the school's assessment system. Learners are assessed regularly using teacher live marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. At Erdington Hall, and across Summit Learning Trust we also use Birmingham's Language, Literacy and Maths [toolkits](#) which support teaching, learning and assessment. The toolkits provide a continuum of national curriculum and Early Years Foundation Stage statements which help to track the small steps of progress some learners make. The targets which are set from these toolkits are formally reviewed three times a year. This helps the school to monitor the impact of high-quality teaching and interventions.

### **HOW WILL WE INVOLVE YOUR CHILD IN THE DECISIONS ABOUT THEIR EDUCATION?**

We aim to involve all children in our school in the evaluations and implementation of their own education. For children with Special Educational Needs we use a variety of strategies to support this including:

- Involving a learner in creating and reviewing their One Page Profile
- Learner attendance/contribution at target review meetings
- Person Centred Approaches / tools used for annual EHCP reviews and Support Plan meetings
- Self / peer assessment at the beginning and at end of learning activities
- Having a range of resources available for learners to use and chose from when necessary
- Ensuring learners work with a range of different partners
- Ensuring a learner has a designated / trusted adult to go to if they need help
- Membership of the School Council
- Reviewing of Medical Alert Cards / Care Plans

- Creating and following visual timetables
- Prompt cards to promote independence
- Personalised work stations (as recommended by external professionals)

## **TRANSITION: HOW WE SUPPORT LEARNER'S WHEN THEY ARE MOVING ON TO ANOTHER CLASS OR SCHOOL?**

We aim to make times of transition as easy as possible for the children in our school.

### When starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions
- Speak to or meet with staff at the child's previous school or setting
- Provide the child with a transition book that has photographs of the key staff and areas around school (if appropriate)
- Read reports from people who have worked with the child
- Arrange additional visits so that the child becomes familiar with our school setting, staff and peers.

### When moving to a new year group we:

- Introduce the child to their new teacher individually
- Provide the child with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays (where required)
- Talk to the child and their family so we can answer any questions they may have about the new school year.

### When moving to a new school we:

- Talk to key staff at the new school about things that help the child to learn well, stay safe and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child requires (take photographs of key places and meet key people if possible)
- Talk to the child and their family so that we can answer any questions they may have about the new school
- If appropriate, staff from the new setting may visit the child in our school

- May request that a child continues with particular routine, intervention, type of support
- May request that a child joins a nurture group, has access to a mentor or TA during the transition phase
- May request that a child has access to a 'buddy' or is in the same group as a child they currently work well with.

At Erdington Hall we recognise that for some children all transitions / changes to daily routines or expectations may raise anxiety levels. We will always endeavour to minimise change, preempt change and support unexpected situations where feasible working with the child and / or family, both pre and post events. We encourage parents/ carers to also alert school to any transitions / changes outside of school which may impact on the day ahead for a child so that school can discretely and sensitively monitor and support a child if needed.

### **WHAT IS THE SCHOOL POLICY FOR SEND?**

Erdington Hall Primary School follows the Summit Learning Trust SEND policy. This can be found on our website at:

<https://summitlearningtrust.org.uk/ourtrust/statutoryinformation/policies-statements/>

### **HOW IS THE GOVERNING BODY INVOLVED WITH SEN PROVISION?**

Our SEND Governor **Arylene Croydon** regularly visits Erdington Hall to find out about the help learners with SEND need in order to access the curriculum and to participate fully in the life of the school.

At Erdington Hall our SEND Governor is the link between the Governing Board and the Academy in relation to learners with SEND. It is their role to; help raise awareness of SEND issues at meetings, give up-to-date information on outcomes and provision within the Academy, encourage effective home to school communication with parents/carers, ensure SEND policy is linked to school improvement and hold senior leaders to account for their implementation and review of SEND policy.

### **WHAT CAN YOU DO IF YOU ARE NOT HAPPY WITH THE PROVISION YOUR CHILD IS RECEIVING?**

We take your concerns seriously and will act upon these on an individual basis.

In the first instance we would always ask that you raise your concerns with your child's class teacher. Should you have any specific questions / queries thereafter regarding your child's support or provision do contact **Miss Charlton** our SENCO via the main reception.

If you are unhappy about the resolution of your concern or if it is of a more serious nature, then this should be raised with the **Mrs Jenni Downes** our Principal.

More guidance regarding the school's complaints procedure can be found on the school's website or can be requested from our school reception.

### **SPECIAL EDUCATIONAL NEEDS INFORMATION, ADVICE AND SUPPORT SERVICES**

In Birmingham, parents and families can receive support from Special Educational Needs Information, Advice and Support Services - SENDIASS, who will advise and support parents with children who have special educational needs.

The service is impartial, confidential, accessible and free, and can help with a range of subjects, including:

- Assessment processes for education, health and care plans
- Information about the support available in nurseries, schools and colleges
- Social care and health issues that relate to education
- Individual casework and support in preparing for and attending meeting
- Advice and representation through appeals and complaints processes, if appropriate.

#### **Birmingham SENDIAS Service**

Telephone: 0121 303 5004

E-mail: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

Website: <https://www.localofferbirmingham.co.uk/what-is-send/what-is-sendiass/>