



SEND Information Report

Welcome to the Wylde Green SEND Information report. This document is a requirement for school, as outlined in the Special Educational Needs and disability Code of Practice: 0-25 years 2014. With regard to Education, this report will let parents/ carers and young people know how school will support them, and what they can expect from school and other local services in supporting your child.

There are a series of questions with answers, devised and completed in conjunction with parents/carers and children.

At Wylde Green Primary School we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

What areas of SEN needs are supported in school?

- ❖ Communication and interaction including Autistic Spectrum condition
- ❖ Cognition & Learning
- ❖ Social, Emotional & Mental Health including ADHD
- ❖ Physical & sensory

This is not an exhaustive list and pupil's may have needs in more than one of the above areas.

How will you know if my child needs extra help?

We know when pupils need help if:

- ❖ concerns are raised by parents/carers, teachers, or the pupil's previous school/ setting
- ❖ pupils are not making expected progress or not reaching age related expectations (ARE)
- ❖ pupils require adjustments/support to assist them within their assessments.
- ❖ there is a change in the pupil's behaviour
- ❖ a pupil frequently asks for help

What should I do if I think my child may have special educational needs?

- ❖ The first person to contact and discuss your concerns with is your child's class teacher. They will be able to discuss your concerns and involve Mrs Jennings – SENDCO where necessary.
- ❖ Mrs Jennings can be contacted via the school office.

Last updated: October 2025

How will I know how you are supporting my child?

- ❖ School will create a document called a one page profile (see appendix 1 for exemplar) for each pupil on our SEND list. This document will celebrate the strengths and interests of the child as well as highlighting areas of need and strategies to best support those needs. This will be created in collaboration with parents/ carers, class teacher, Mrs Jennings and Teaching Assistant (where applicable). It will be differentiated accordingly to suit the pupil's individual needs and will set individual targets. A copy of the targets will be given to parents/ carers.
- ❖ Children are supported in class through adaptations made to their learning on a daily basis, this could include additional general support from the teacher/TA or use of particular resources. This is known as universal support.
- ❖ If a pupil has needs related to more specific areas of their education or social skills, then they may be placed in a small focus group. This will be run by the teacher or teaching assistant with the support of Mrs Jennings. These groups can vary from 6 weeks intensive support on a given area of learning to 12 weeks support on a range of different targets. Reviews of these groups take place every 6 weeks by all involved to assess their effectiveness and ascertain any next steps.
- ❖ Pupil Progress Meetings are held termly. This is a meeting where the class teacher meets with the Head Teacher, Deputy Head Teacher and SENDCO to discuss the progress of the pupils in their class. This meeting is designed to share successes, highlight any potential difficulties and plan further support.
- ❖ Occasionally a pupil may need more expert support from an outside agency such as an Educational Psychologist, School Nurse, Speech Therapist, Paediatrician etc. Referral forms are completed with parents/carers and forwarded to the most appropriate agency. After assessment, and if needed a programme of support is provided to the school and parents/carers.
- ❖ There may be other opportunities for you to find out about how best to support your child throughout the school year, such as coffee mornings, drop-in sessions and parent workshops.
- ❖ From time to time, teachers and the SENCO may gather pupil voice about their experience of the support they receive in school.

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

- ❖ Teachers plan according to children's needs, differentiating work to closely match children's ability and learning styles. When a pupil has been identified with special needs their work/environment will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- ❖ At times a teaching assistant may be allocated to work with the pupil in a 1-1 or in a small focus group to target more specific needs.
- ❖ Where needed specialist equipment may be given to the pupil to help them with accessing their tasks more effectively.

How will I know how my child is doing?

- ❖ Individual reviews are held with parents/ carers each term. The children's individual targets are reviewed and new targets written in these meetings and given to parents/ carers and staff.
- ❖ You will be able to discuss your child's progress at Parents Evenings.
- ❖ Class teachers are regularly at the class room door (Reception and KS1) or on the playground (KS2) at the end of the day if you wish to raise a concern. Appointments

can be made to speak in more detail to the class teacher or SENDCO by visiting the school office.

- ❖ Children's successes are constantly celebrated in school using a variety of means; stickers, house points, postcards home, extra playtimes, privilege passes, Marvellous Me messages Head Teachers Award as well as a whole host of rewards set up by class teachers.
- ❖ If necessary we can also devise a home/school communication book for parents that require regular day-to-day updates. This would be completed in agreement with parents, teacher and SENDCO.

How will you help me to support my child's learning?

- ❖ Teachers suggest ways of supporting all children's learning throughout the year in a variety of ways: informal chats, homework, online activities, parent/ carer workshops and at parents evenings.
- ❖ Mrs Jennings may meet with you to discuss how to work with school to support your child. This would normally follow on from when a child has been assessed or discussed at their termly review.
- ❖ Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home and school.
- ❖ All pupils in school now have access to on-line learning e.g. Bug Club, Mathletics and Times Table Rockstars and will be set regular tasks to complete at home.
- ❖ Hearing your child read every day and practising spellings is a great way to help!
- ❖ There may also be other opportunities throughout the year such as coffee mornings, drop-in sessions and SEND specific parent workshops.

What is an EHCP?

An EHCP is a document issued by the Local authority that combines the education and health and social care services that are necessary to meet a child or young person's needs. An EHCP can start from birth and can last until the young person is 25 years old.

How do I get an EHCP?

If your child fails to make good progress in their mainstream school, even with additional support, an EHCP may be necessary. However, an EHCP assessment will usually only apply to children with the most complex, severe and life-long needs in a mainstream school, or children who require a specialist school or setting. Any professional working with your child can make a referral for an EHCP assessment. Parents and the child (if over the age of 16) can also make a request. The range of support that has already been provided through the graduated approach will need to be evidenced. If school feel that an EHCP is something that would be of benefit to your child this will be discussed with parents and all professionals involved.

How will you support the social, emotional and mental health development of my child?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- ❖ Members of staff such as the class teacher, teaching assistants and Learning Mentors are readily available for pupils who wish to discuss issues and concerns.
- ❖ There are a variety of groups and 1:1 sessions targeting social skills, self-esteem, emotional wellbeing and anger management running in School.

Last updated: October 2025

- ❖ Pupils who find lunchtimes a struggle are able to join our lunch club run by our teaching assistants.
- ❖ Mentoring is offered for pupils that require a little more emotional and mental health support by our Senior Learning Mentors.

How are children with medical needs supported?

- ❖ If a pupil has a medical need then a detailed Care Plan can be compiled by the school health adviser in consultation with parents/carers and Mrs Jennings. These are discussed with all staff who are involved with the pupil.
- ❖ Where necessary and in agreement with parents/carers prescribed medicines are administered in school where a signed medical form is in place.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise. The SENCO along with other staff in conjunction with parents will determine if/when involvement of any of these services is appropriate for your child and their needs.

The agencies used by the school include:

- ❖ Communication And Autism Team (CAT)
- ❖ Child Protection Advisors
- ❖ Educational Psychologist
- ❖ Beacon Behaviour Support
- ❖ Forward Thinking Birmingham (formerly known as CAMHS)
- ❖ Children's Centres/ Family Support Teams
- ❖ Pupil and School Support Service (PSS)
- ❖ Social Services
- ❖ Speech & Language therapy (Community & private providers)
- ❖ Occupational Therapy
- ❖ Paediatricians
- ❖ School Health Advisory Team (School nurses)
- ❖ CAF Team

What training are the staff supporting children and young people with SENDD having?

All staff at Wylde Green have weekly training on a variety of subjects. This includes areas such as assessment of SEND pupils, supporting SEND pupils in teaching and learning and the planning of interventions. Also staff receive training on specific named conditions such as ADHD and ASC.

Mrs Jennings is our Strategic Lead for Autism.

Mrs Ward runs our groups for children with English as an additional language

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

'School trips and educational visits can be particularly beneficial to SEN pupils helping to teach life skills, build on social skills and improve independence and self confidence.'

Last updated: October 2025

All our school trips and extra-curricular clubs are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ If a risk assessment suggests that that an intensive level of 1:1 support is required this will be provided in the first instance by school staff but a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- ❖ All extra-curricular clubs are available to SEND pupils.
- ❖ SEND pupils are actively encouraged to become involved in representing the school in school council, eco club etc.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ push button entry to school.
- ❖ disabled toilets with changing bed and shower.
- ❖ double doors in some parts of the building.
- ❖ single storey building allowing wheel chair access to all rooms
- ❖ disabled parking facilities
- ❖ Extra curricular activities are accessible for children with SEND.
- ❖ Individual tours of the school can be arranged.
- ❖ Visual timetables
- ❖ Security doors/gates
- ❖ Rainbow room (calm room)
- ❖ Flexible approaches and strategies adapting to children's individual needs
- ❖ Additional transition opportunities.

For further information about accessibility in school please refer to the Accessibility Plan available on the school website.

What steps have you taken to prevent pupils with a disability from being treated less favourably than others?

- ❖ All classrooms have different types of practical and visual apparatus to support learning and progress.
- ❖ Our reading books are book banded and linked to our phonics scheme so that they are at the right level for your child to make progress.
- ❖ We have a range of ICT equipment to support children in recording their work in different ways across the school environment.
- ❖ Classroom management and organisation accommodates children with physical, hearing or sight impairment.
- ❖ Where specialist equipment is required this will be sourced.

How are SEND pupils admitted to Wylde Green Primary School?

For children with an EHCP – SENAR deal with school admissions for these pupils and consult with schools that may be appropriate for the child's needs.

For all other pupils – School admit pupils in accordance with the Birmingham School Admissions code and follow the School Admissions policy available on the school website.

How will you prepare and support my child when joining your school or transferring to a new school?

At Wylde Green we understand what a stressful time moving schools can be. Therefore a variety of strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

On entry:-

- A planned programme of visits in the summer term for pupils starting in September including "Stay and Play" visits with parents/carers and a visit to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- If required a transition booklet can be made which provides a child with pictures of staff and outlines the school expectations and provision required.

Transition to juniors

Although not officially leaving the school children moving from year 2 to year 3 do move to the junior end of the school and this can be unsettling for some children. We therefore prepare children for this change by:

- Opportunities for year 2 children to visit the junior classrooms throughout the year (e.g. Use of the ICT suite, afterschool book fairs).
- A variety of opportunities to meet their new teacher
- A whole day visit to their new class.
- Information sharing sessions between year 2 and year 3 teachers.
- Transition booklets showing key staff, places and routines
- Class teachers are always willing to talk to parents/carers prior to a child moving to their class.
- Bespoke packages of support are available for children with additional needs including children on the Autism spectrum

Secondary transition.

- The Senior Learning Mentor works with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Jennings meets the SENDCos from the secondary schools to pass on information regarding SEND pupils.
- Children attend a transition day particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.
- Additional visits and support are available for vulnerable children including strategies such as All About me books, passports, Happy Moments Books, Social Stories, Photo books as well as practising routines
- Pass on appropriate paperwork including SEND information or Child Protection information where needed

Mid-year transition

- Currently we give all children a tour of the school with their parent/carers.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Give out an induction pack and complete necessary forms

Last updated: October 2025

- Agree the start date. In certain circumstances, such as the child not having attended school before, specific arrangements may be agreed.
- Contact the previous school for the child's records. Where there are concerns the SENDCo will be contacted by phone.

How does school support the social and emotional needs of pupils?

We ensure that staff, who know the children well, support our children socially and pastorally.

We offer a wide range of activities within school to support pupils' social and emotional development including:

- ❖ School Council
- ❖ One to one mentoring from the learning mentor
- ❖ Pastoral Team monitoring and support
- ❖ School visits (e.g NSPCC, Childline)
- ❖ Educational trips
- ❖ Links with the community
- ❖ Residential trip in Year 6
- ❖ Assemblies

Personal Social and Health Education (PSHE) is delivered as part of the curriculum across the whole school. PSHE contributes to personal development by promoting social and emotional aspects of learning. The school also participates in events such as Anti-Bullying Week.

How is the decision made about how much support my child will receive?

- ❖ The SENDCO responsible for SEND will agree the level of support needed with the child's class teacher, TA and any other outside agencies needed. This may take the form of extra individual or small group support in class or in other focus groups tailored to the pupils needs. This could also include support from an outside provider such as Speech & Language Therapy (SALT)
- ❖ During their school life, if further concerns are raised about a pupil's lack of progress or well-being then other interventions will be arranged.
- ❖ Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom and how long this will continue for. Parents will also be notified if any support ceases.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- ❖ discussions with the class teacher
- ❖ during parents evenings
- ❖ during discussions with Mrs Jennings or other professionals
- ❖ parents are encouraged to attend SEND reviews termly and give their views on support and target setting
- ❖ You may be invited to attend an SEND working party session or SEND specific parent workshop.

Who can I contact for further information?

Last updated: October 2025

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- ❖ Your child's class teacher
- ❖ Mrs Jennings – SENDCO
- ❖ Mr Hussain – Assistant SENDCO
- ❖ Mrs Kelly/Mr Roberts – Assistant Head teachers
- ❖ Mr Hamilton-Martin - Head Teacher

Appointments can be made with any of these people through the school Office. Tele: 0121 373 2691

IF you wish to make a complaint about anything regarding your child's SEN provision or needs, please refer to and follow the school Complaints procedure, available on the school website.

Birmingham Local Authority Local Offer

More information about the EHCP process and support for parents can be found on the Local Offer website at the link below.

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

Useful links

Autism West Midlands – www.autismwestmidlands.org.uk

Autism Education Trust – www.autismeducationtrust.org.uk

Contact, for families with disabled children – www.contact.org.uk

Forward Thinking Birmingham – www.forwardthinkingbirmingham.org.uk

Home-Start – www.home-start.org.uk

SEND Abbreviations

There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms:

ADD - Attention Deficit Disorder
ADHD - Attention Deficit & Hyperactivity Disorder
ASD - Autistic Spectrum Disorder
C/AT - Communication and Autism Team
COP - Code of Practice
CP - Child Protection
DCD - Developmental Co-ordination Disorder (e.g. dyspraxia)
EAL - English as an Additional Language
EHCP - Educational Health and Care Plan
EP - Educational Psychologist
FSM - Free School Meals

Last updated: October 2025

HI - Hearing Impairment
FSW – Family Support Worker
FTB – Forward Thinking Birmingham
LAC - Looked After Child
LA - Local Authority
MLD - Moderate Learning Difficulty
OT - Occupational Therapist
PSS - Pupil and School Support
QfT - Quality first teaching
SaLT - Speech & Language Therapy
SEND Special Educational Needs & Disabilities
SENCO - Special Educational Needs Co-ordinator
SPLD – Severe & Profound Learning Difficulty
SpLD - Specific Learning Difficulty
VI - Visual Impairment