

SEND Information Report

Barford Primary School



Responsibility: Headteacher

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website.

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the glossary at the end of the report.

What types of SEND does Barford Primary School provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITIONS INCLUDE
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-Sensory impairment
	Physical impairment

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENCO is Miss Bishop/ Mrs Harrison, a qualified teacher who holds, or is working towards, the mandator

Class teachers

All our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of teaching assistants, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as rapid catch up.

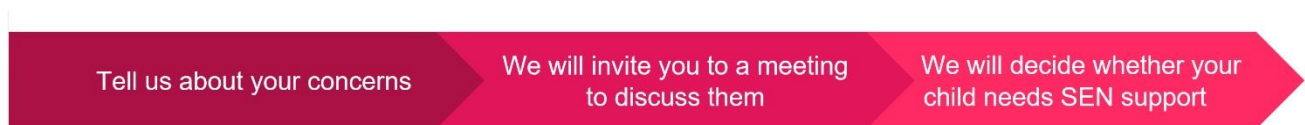
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Pupil and School Support
- Communication and autism team
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

Parents can access impartial information, advice and support through Birmingham SENDIASS. Information about local services is available through the Birmingham Local Offer.

What should I do if I think my child has a special educational need (SEND)?



If you think your child might have SEND, the first person you should tell is your child's teacher. They will pass the message on to our SENDCO, Mrs Harrison, who will be in touch to discuss your concerns. You can also contact the SENDCO directly via the main school office: • in person • via telephone on 0121 464 3765 • via email enquiry@barfordprimary.co.uk	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.
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How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, speaking and listening and mathematics.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

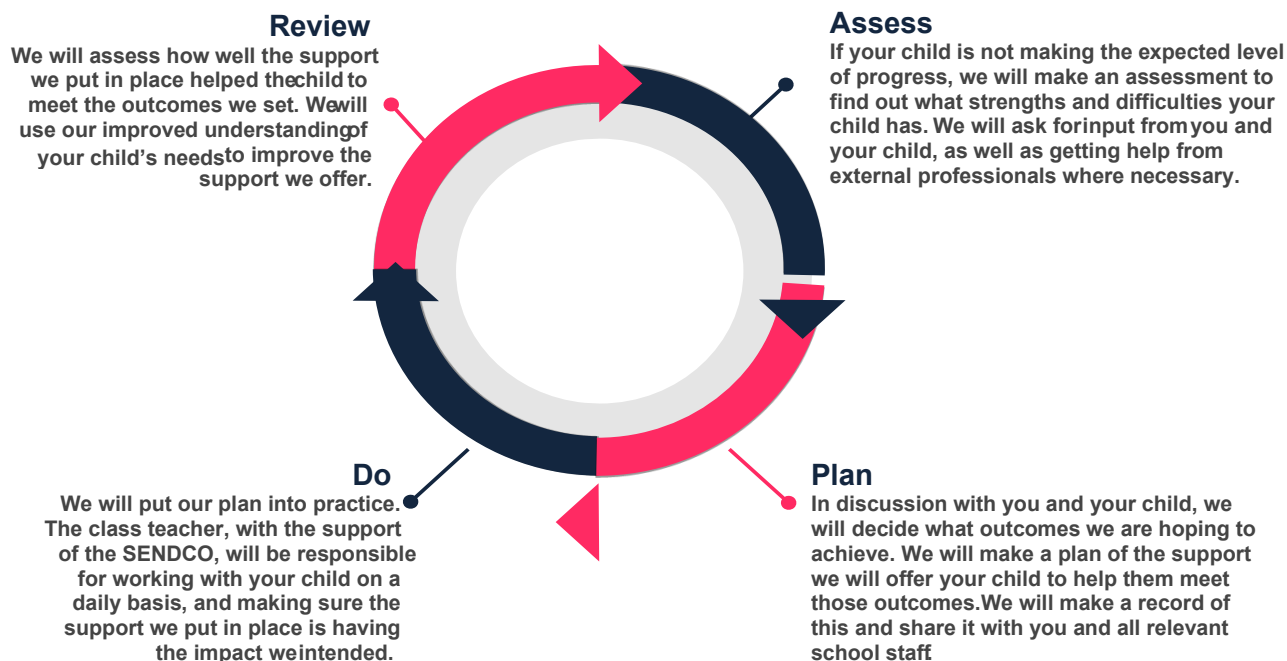
Based on all this information, the SENDCO will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide yearly updates on your child's progress.

Your child's class/form teacher will meet you 3 times a year (parents evening) to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO will hold twice yearly meetings with parents.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Appointments with class teachers can be made via the school office either in person, emailing (enquiry@barfordprimary.co.uk) or by calling 0121 464 3765. Your child's class teacher will liaise with the school SENDCO.

How will my child be involved in decisions made about their education?

We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Share their pupil voice

How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils in small groups.

We regularly review our provision against Birmingham's Ordinarily Available Guidance to ensure pupils can access high-quality inclusive teaching and support, which can be found [here](#).

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We may also provide the following interventions/ adaptations:

Adapted Teaching and Learning

Visual timetables

Social stories

Adapted teaching and learning including e.g. pre teaching or precision teaching

Speech and language activities

Speech and Language therapist assessments

Physical supports such as writing slopes or multi-sensory wobble seats

These interventions are part of our contribution to Birmingham Local Authority's local offer.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports day, school plays, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school make sure the admissions process is fair for pupils with SEND or a disability?

The school follows Birmingham Local Authority admissions policies. More details can be found on Birmingham's website (<https://www.birmingham.gov.uk/schooladmissions>) and on the authorities local offer page (<https://www.localofferbirmingham.co.uk/>) .

How does the school support pupils with disabilities?

Barford Primary School is a very inclusive school who welcomes all children into our community. We ensure that we take the relevant steps to prevent any disabled pupil from being treated less favourably than other pupils. Our facilities, which provide help to disabled pupils so that they can access our school, include care facilities, ramps and lifts.

Our school's accessibility plan covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of our young leaders e.g. school council
- We may provide additional pastoral, emotional wellbeing and mental health support through nurture approaches, Thrive practices, emotional literacy support and referrals to external agencies where appropriate.
- We run a THRIVE sessions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying of any kind.

How does the school safeguard pupils with SEND?

The school recognises that children with SEND may face additional safeguarding challenges and barriers to reporting concerns.

Staff receive training to understand these additional vulnerabilities and to ensure that pupils with SEND are listened to, supported and protected.

The Designated Safeguarding Lead (DSL) and SENCO work closely together to identify and respond to safeguarding concerns.

Safeguarding information and support are made accessible to pupils with SEND, and reasonable adjustments are made where necessary to help pupils communicate their views and concerns.

Further information can be found in the school's Child Protection and Safeguarding Policy.

How does the school support attendance for pupils with SEND?

The school recognises that some pupils with SEND may experience barriers to attendance.

Where attendance becomes a concern, we will work closely with families and relevant professionals to understand and remove barriers.

Support may include reasonable adjustments, individual attendance support plans, pastoral support, phased returns and multi-agency working where appropriate.

We aim to ensure that every pupil with SEND is able to access a full-time education wherever possible.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet when the pupil's SEND is discussed

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between schools

The SENDCO of the secondary school may come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

What support is in place for looked-after and previously looked-after children with SEND?

The school's Designated Teacher for Looked After and Previously Looked After Children works closely with the SENCO to ensure that SEND support, personal education plans (PEPs) and any EHC plans are coordinated effectively.

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision should initially be discussed with the SENCO. Where concerns remain unresolved, parents may follow the school complaints procedure via the Headteacher and Governing Body.

The school's complaints policy which can be found [here](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination> You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SENDD tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham's local offer. Birmingham Local Authority's information about the local offer on their website which can be found [here](#).

Our local special educational needs and disabilities information, advice and support (SENDDIAS) services are:

Helpful Links

[Local SENDDIAS organisations](#).

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or Sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services / Forward Thinking Birmingham / Pause
- **Differentiation / Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SENDD tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEND** – special educational needs
- **SEND** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage