



Hall Green Primary School

SEND Information Report 2026-2027

This report complies with the SEND Code of Practice (2014) and Regulation 51 of the SEND Regulations (2014) and is updated annually.

The types of SEND that are provided for:

Our school is committed to the full inclusion of all pupils who can benefit from mainstream education, ensuring they receive the support they need to succeed. There is a history of successfully including children with needs in each of the four broad areas of SEND- communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

The school recognises that children with SEND may be more vulnerable; therefore, safeguarding procedures are closely aligned with SEND provision.

Identifying and assessing SEND:

The school follows the graduated approach of *assess, plan, do, review* to ensure provision is closely matched to pupils' needs.

All staff are responsible for identifying children with special educational needs. The SENDCo will work with staff to ensure that those pupils who may need any additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Children making less than expected progress in attainment or development will be monitored more closely.

Teachers, with the SENDCo, will discuss all the available information about a child alongside national data and expectations. Discussions will also be held with the child and their parents as soon as possible to gather their views of their child's needs. Advice from outside agencies may also be sought as necessary. A child will only be moved to School Support and placed on the SEND register after full discussion and agreement with parents, ensuring they are fully involved in the process.

When a pupil is identified as having SEND, their needs will be assessed. This may involve asking for support from outside agencies such as Inclusion Support. SEN support will be planned (recorded on an All About Me Action Plan) and implemented following the results of any assessment. This support and the child's progress against the set targets will then be reviewed at least termly with parents/carers and pupil input where appropriate. Planning and review processes include the views of pupils and parents.

Further information is available in the school's Local Offer available on the school website.

School Policy:

The SEND/Inclusion Policy is available on the school website. It is reviewed by the Staff and Governors in line with the agreed cycle of review.

The school monitors the impact of all the interventions it uses to support children with SEND in relation to their individual targets and progress towards narrowing the attainment gap with their peers. This monitoring ensures that provision leads to measurable improvements in pupil outcomes, engagement and independence. Evaluation of interventions enables the school to



consider the value of each intervention in relation to individual and groups of children. Children's and parents' views are also welcomed in relation to how effectively the school's provision meets the needs of individual children.

The SENDCo regularly monitors the effectiveness of SEND provision across the school and as a result develops clear action plans to address any identified areas for improvement, with progress reported to staff, governors, and parents.

Lessons are carefully planned and adapted to meet the diverse needs of all learners, including those with SEND, ensuring every pupil can access a broad, balanced, and inclusive curriculum. All children are able to access a broad and balanced curriculum where reasonable adjustments are made as necessary for individuals. Where pupils require a bespoke curriculum, this is designed and planned for by the class teacher and SENCo and addresses any specific skill gaps the child has. Please see the Curriculum Policy on the website for further details. The Disability Equality Scheme and Accessibility Plans include details on how the environment has been adapted to meet identified needs; these are also available on the website. Children with SEND will access support within lessons as appropriate and sometimes interventions outside lessons depending on their individual needs. Their All About Me Plan will include details of any arrangements that are additional to and different from the usual curriculum. Where a pupil is not able to consistently access the classroom due to their Special Educational Needs, they may spend time in a specialist 'hub' or adapted space that is better suited to meet their needs and personal targets. A named teacher has responsibility for overseeing the provision within these rooms along with the SENCo.

The school's Provision Map includes all the interventions the school uses to support children with SEND. Interventions are available to support communication, reading, handwriting, writing, spelling, maths, family support, co-ordination, social needs, behaviour and emotional well-being. The school also delivers programmes that are provided by other agencies such as Physio and Speech and Language Therapy. A copy of the provision available can be found on the Provision Map Overview on the school website.

Pupils with social, emotional, and mental health (SEMH) needs receive tailored support through a range of interventions such as 1:1 support, nurture groups, wellbeing sessions including Lego Therapy, and access to specialist services like counselling (i.e. through Murray Hall, Reflexions) and play therapy.

SENDCo:

The SENDCo, Mrs. Kristina MacDiarmid, can be contacted directly by phone at 0121 588 2080 or via email at enquiries@hallgreenprimary.co.uk, for any queries or to arrange a meeting.

Staff Training:

Our support staff receive ongoing training in a wide range of specialist interventions to meet pupils' needs effectively, including Precision Teaching, VIP Reading Intervention, Fun Fit, and other programmes recommended by external professionals. Individual programmes from outside agencies are shared with the support staff by the professionals that have designed them or the SENCo. In the case of children joining the school who have an identified need, training is arranged as necessary to ensure staff have the skills necessary to support the child. Staff also undertake training in different areas of need such as SEMH and Speech and Communication Difficulties in response to audits of need for the school. The SENCO, alongside other senior leaders ensures there is appropriate ongoing professional development that equips staff with the necessary skills to support all pupils.

Equipment and Facilities:

Resources identified to meet the needs of children with SEND are usually funded through the school's SEN budget or through the additional funding the school receives to meet aspects of a child's EHC Plan. For more costly specialist equipment needed to support pupils, the school



actively applies for additional funding through the Local Authority Access Initiative to ensure resources are in place. The school makes any reasonable adjustments to the school building to increase accessibility, as necessary. The school is in receipt of the DfE's 'Inclusive Mainstream Fund' which further supports the development of SEN provision.

Discussions with Parents and Children:

Before a child is moved to SEN Support and placed on the SEND register, the views of parents and the child are sought. Parents are key partners in the SEND process. They are involved in all decision-making, including identification, planning, and review. Formal reviews take place at least termly, with additional meetings arranged as needed.

Staff or parents can ask to have further meetings as necessary between each termly meeting. Meetings with the SENDCo can also be arranged.

Where a child has a specific need, such as speech and language or OT, parents may be invited in for 1:1 workshops with staff to ensure strategies school use can be mimicked at home. The SENCo will seek to provide workshops and coffee mornings for parents of pupils with SEND at points throughout the year to further engage and support the collaboration between home and school.

Complaints Procedure:

The partnership with parents is particularly important aspect of provision for children with SEND and we hope that through this partnership the number of complaints will be very few. Our complaints procedure is designed to resolve concerns quickly and collaboratively, starting with discussions with the class teacher and escalating as needed to the SENDCo, Head Teacher, and finally the governing body. Parents are encouraged to raise concerns at any stage."

The complaints procedure is as follows: -

1. Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
2. Should there be continuing difficulty the class teacher would arrange a meeting with the class teacher and SENDCo within an agreed time.
3. If parents remain concerned, a meeting would be arranged with the Head Teacher within an agreed time.
4. Finally, complaints should be referred to the governing body.

Parents should feel confident that all concerns or complaints would be dealt with sympathetically at each stage. Should parents feel their complaint has not been dealt with they may approach the Local Authority.

The Role of the Governing Body:

The school Governing Body have a specific responsibility to: -

- Ensure that arrangements are in place in school to support children with medical conditions. Ensure SLT consult with health and social care professionals, pupils, parents to ensure that children with medical conditions are effectively supported.
- Ensure that there is a named Governor who has specific responsibility for the oversight of the school's arrangements for SEN and Disability.
- Ensure the necessary provision is made for any pupil who has special educational needs.
- Ensure that pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.



- Consult and work with the LA Local Offer arrangements.
- Ensure that a child with special educational needs and disabilities joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Ensure that parents are involved in the decision making process in relation to SEND provision being made of their child.

Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.f.E., 2014), the Disability Discrimination Act and the Equality Act.

Support Services for Parents of Children with SEN:

Sandwell SEND Information Advice and Support Service (SENDIASS) is able to offer advice and support to all Parents of children with SEN. Their contact details are:

Sandwell SEND Information Advice and Support Service (SENDIASS),
Greetings Green Children's Centre
Off Claypit Lane
West Bromwich
B70 9EZ

The school is happy to advise parents of support that may be available for parents with children with specific needs on an individual basis.

Transition between schools:

As a primary school the school works to support children with SEND as they join the school in Nursery or Reception, (or other times during Key Stage 1 and 2) and as they leave the school to make the move to Secondary School. The SENDCo and class teachers discuss the needs of each child with the previous/ next school or setting. Resources are organised so that they are in place for when the child joins the school. Individual transition programmes are arranged and supported by the school as necessary. Such programmes have included additional visits made by or to the children. The SENDCo invites receiving schools to Annual Review Meetings and prioritises attending these at other schools when necessary.

Local Offer:

The school publishes its Local Offer on the school website. The LA Local Offer is available on the council website www.sandwell.gov.uk.

Kristina MacDiarmid

Reviewed: July 2026

Next review due: July 2027

Glossary for SEND Information Report

1. **SEND (Special Educational Needs and Disabilities):** Refers to a range of conditions that require additional support for pupils to succeed in their education.



2. **SEN Support:** A category of support provided to pupils with identified special educational needs, which may include additional help in the classroom or specialised interventions.
3. **EHCP (Education, Health, and Care Plan):** A legal document outlining the educational, health, and social care needs of a pupil with significant SEND, detailing the support required.
4. **MARF (Multi-Agency Referral Form):** A document used to refer a child or young person to various agencies for support, often in cases where multiple services are needed.
5. **CIN (Child in Need):** A term used to describe a child who is not receiving adequate care and support, and may require additional services to ensure their wellbeing.
6. **Early Help Assessment:** A process to identify the needs of a child or family early on, allowing for timely support before issues escalate.
7. **SENDCo (Special Educational Needs Coordinator):** The staff member responsible for overseeing the school's SEND provision and ensuring appropriate support for pupils with SEND.
8. **Inclusion:** The practice of ensuring that all pupils, regardless of their individual needs, have access to the same educational opportunities and are integrated into mainstream education.
9. **Adaptation:** The process of tailoring teaching methods and materials to meet the diverse learning needs of all pupils, including those with SEND.
10. **SEMH (Social, Emotional, and Mental Health):** A category of needs that encompasses challenges related to emotional well-being and social interaction.
11. **Nurture Groups:** Small, supportive groups designed to help pupils with social and emotional difficulties develop their skills and confidence in a safe environment.
12. **Wellbeing Sessions:** Activities aimed at promoting mental health and emotional resilience among pupils, often involving strategies for relaxation and coping.