SEND Information Report
2026-2027
Raddlebarn Primary & Nursery School

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Introduction

This report describes the support provided for pupils with Special Educational Needs (SEN) at Raddlebarn Primary and Nursery School. We are dedicated to delivering an inclusive education that responds to individual needs and enables every pupil to achieve their full potential.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report.

What is the role of the SENCO?

The Special Educational Needs Co-ordinator's (SENDCo) responsibilities include:

• Overseeing the day-to-day operation of the school's SEND policy.

• Co-ordinating provision for children with SEND.

• Liaising with and advising fellow teachers.

• Overseeing the records of children with SEND.

• Liaising with parents/carers of children with SEND.

• Contributing to the in-service training of staff.

• Liaising, on transition, so that support is provided for all pupils as they prepare to transfer.

• Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

• Co-ordinating and developing school-based strategies for the identification and review of children with SEND.

• Making regular visits to classrooms to monitor the learning progress of children identified as having SEND.

Who is the Special Educational Needs Coordinator (SENDCo)?

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Needs Coordinator (SENDCo).

The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents, carers and other external agencies.

The SENDCo plays an important role with the headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children and young people with SEND.

The SENDCo is Alyson Merrifield. You can contact her via email at Sendco@radlbarn.bham.sch.uk

This information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

What are the contact details for raising concerns?

If parents and care givers have concerns relating to their child's learning or inclusion then please discuss these with their class teacher initially. This then may result in a referral to the school SENDCo.

Parents and care givers may also contact the SENDCo or Headteacher directly if they feel this is more appropriate.

Headteacher email: enquiry@radlbarn.bham.sch.uk
SENDCO: Alyson Merrifield - SENDCo@radlbarn.bham.sch.uk

What are the kinds of special education needs for which provision is made at Raddlebarn Primary School and Nursery?

The SEND Code of Practice identifies four broad areas of Special Educational Need, which encompass a range of needs and difficulties:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The code states that, many children and young people have needs that fit clearly within one of these areas. Others may have needs that overlap two or more areas, while for some the exact nature of their needs may not be immediately clear.

At Raddlebarn, we currently support pupils across all four areas of need identified in the SEND Code of Practice. As outlined in the Code of Practice, pupils' needs are often complex and may be in more than one area. At present, the most common areas of need within our school are Social, Emotional and Mental Health (SEMH) and Cognition and Learning (CL). Sensory and/or Physical needs remain the least common; however, we continue to develop our provision and expertise to effectively support pupils within this area.

We offer a wide range of provision and interventions to meet the diverse needs of pupils with SEND. As a school, we are proud of the inclusive practices and targeted support in place for all pupils. This offer supports Birmingham City Council's approach to supporting children with SEND under their Ordinarily Available Guidance: https://www.localofferbirmingham.co.uk/information-for-send-professionals/birmingham-ordinarily-available-guidance/

At Raddlebarn, an increasing number of children are identified on the Social, Emotional and Mental Health (SEMH) register. We place a strong emphasis on the early identification of needs and timely intervention, recognising that early support is vital to positive outcomes for children's wellbeing and development. Staff receive training at different points of the year via our external teams e.g. CAT, LLSS, EP and Community Nurses and the SENDCo updates staff on changes to our ordinarily available offer and graduated approaches. This training equips staff with the knowledge and skills needed to effectively support children's mental health and emotional wellbeing. Where appropriate, children are supported through external services such as Forward-Thinking Birmingham (FTB), The Children's Trust and the STICK team.

We give particular consideration to children from our most vulnerable groups and closely monitor those displaying signs of emotional or mental health

difficulties, ensuring appropriate support is put in place promptly. While the pandemic has ended, we continue to recognise and respond to the lasting impact of COVID-19 on children's mental health, particularly for those in the early stages of their school journey.

In line with **Section 69 (2) of the Children and Families Act 2014** we regularly address and review arrangements for the admission and implementation of facilities we provide, to help disabled pupils to access the school environment and curriculum. We do this on an individual pupil by pupil basis, with the support of our external agencies to ensure they receive an equitable and inclusive education. School have an accessibility plan that can be read in conjunction with this report.

Our approach is responsive and tailored to the individual needs of our pupils, ensuring that all children feel supported, safe and able to thrive.

What are the school's policies for the identification and assessment of children attending the school?

At Raddlebarn, high-quality first teaching forms the foundation of our inclusive practice and is supported by additional interventions identified through ongoing professional dialogue across the school. Our provision management approach is informed by regular pupil progress meetings and consistent consultation with parents, enabling close monitoring of all pupils' progress and early identification of any emerging needs.

Where concerns are identified, staff work collaboratively to determine appropriate next steps. This may include seeking specialist assessments through internal systems or, where appropriate, external agencies such as the Speech and Language Therapy Service, Educational Psychology Service, Learning, Language and Strategic Support team or the Communication and Autism Team. These discussions reinforce our high expectations for quality first teaching and ensure that learning is adapted and personalised to meet the needs of all pupils. We also place great importance on discussing aspirations with every child.

All teachers are responsible for the progress and wellbeing of every child in their care, including those with special educational needs and disabilities. Parental concerns are welcomed, discussed, recorded, and acted upon

promptly. The class teacher and SENDCo monitor pupils closely, following the graduated response approach in line with local authority guidance and the Assess, Plan, Do, Review cycle.

If a child is not making expected progress, a period of targeted intervention may be implemented. Interventions are carefully planned and monitored, typically reviewed after six weeks, although some may be shorter in duration depending on the child's needs. Following review, decisions are made about next steps, which may include further intervention, adjustments to provision, or discontinuation of support if sufficient progress has been made.

Where a child requires more targeted support, an Individual Support Profile may be put in place and the child added to the SEND register. For some children, needs may be ongoing throughout their time at school. In cases where a consistently high level of support and resources are required to access the curriculum, the school may implement a Specialist Support Provision Plan (SSPP) or request an Education, Health and Care Plan (EHCP) from the Local Authority.

Parents are fully supported and kept informed throughout this process through close liaison with the school's Inclusion Team.

How do the school monitor Progress of pupils with SEND?

Pupil progress is reviewed at regular intervals throughout the academic year. Class teachers are accountable for ensuring that all pupils, regardless of ability or need, make good progress. The SENDCo along with Senior Leaders, have responsibility for monitoring and analysing the progress of pupils with SEND, with this information reported to the school's governing body as part of ongoing accountability and oversight.

Following pupil progress meetings, the SENDCo works collaboratively with class teachers and support staff, including SEND teaching assistants, to identify and plan appropriate interventions aimed at accelerating progress and reducing gaps in attainment. While some pupils may not require additional academic support, they may be identified as benefiting from targeted provision to support areas such as attention, emotional regulation, or sensory needs, delivered through a range of evidence-informed strategies.

The level and duration of support provided is carefully matched to individual need. Some pupils may require short-term, targeted intervention, while others may need more intensive and sustained support over time. This graduated and responsive approach has proven effective in meeting the diverse needs of our pupils.

What are the adaptations to the curriculum and learning environment at Raddlebarn Primary School?

The school offers a wide range of targeted interventions delivered by trained teachers and teaching assistants. Some interventions are based on nationally recognised programmes, while others are bespoke and have been developed in-house to meet the specific needs of individual pupils or groups. Where an appropriate intervention is not already in place, staff may design and implement tailored provision to ensure pupils' needs are effectively met.

A number of teaching assistants are trained in precision teaching and work closely with Speech and Language Therapists to screen pupils and deliver targeted speech and language interventions. In addition, staff across the school are trained to deliver the WellComm programme, working in collaboration with the Inclusion Leader and Speech and Language Therapy Service to support communication and language development.

The school environment is accessible and inclusive, with wheelchair access throughout the building. Adaptations to learning spaces are made where required to meet the needs of individual pupils. A range of strategies and resources are used to support learning and, where needed, adaptations to support communication for individual pupils. All classrooms are dyslexia-friendly to ensure an inclusive learning environment for all pupils.

Assistive technology is used where appropriate to support access to learning, and the school works closely with external professionals to implement recommendations following specialist assessments, including the purchase of equipment where possible. All classrooms include a designated quiet area, and sensory provision is available where needed. This includes sensory spaces within classrooms, as well as a designated quiet and safe space for pupils with social and emotional needs and a dedicated sensory activity accessible when required.

What processes are used to monitor interventions, and how is their effectiveness measured?

Monitoring and Impact of Interventions

At the start of each intervention programme, teachers collaborate within their year group to set clear, measurable targets for each pupil. This is done using Birmingham SEN Toolkit, focusing on attainment in speaking and listening, reading, writing and maths. At the conclusion of the intervention, pupils are reassessed to evaluate progress and the overall impact of the support.

This information is shared with class teachers and the SENDCo, enabling the school to determine which interventions are most effective in supporting pupil progress. Parents are informed of their child's progress during parents' evenings and/or SEND review meetings, ensuring transparency and ongoing communication. The quality of intervention support is monitored regularly by the SENDCo. Outcomes and impact data are also reported to governors and the Senior Leadership Team as required.

Staff Training and Expertise

The SENDCo and Senior Leaders provide ongoing professional development to staff, including training delivered through INSET sessions, The National College, and partnerships with external organisations. Training focuses on the diverse needs of our pupils, adaptive teaching techniques, and evidence-based intervention strategies. Ofsted (June 2024) observed the positive impact of these approaches in classrooms across the school.

Current priorities include developing interventions for pupils with social, emotional, and mental health needs, supporting children with new diagnoses of Autism and ADHD, and responding to an increasing number of pupils with complex medical needs. Staff have received targeted training to ensure all pupils can access the curriculum safely and effectively.

Therapeutic support is also available within school, with programmes delivered by the pastoral and Teaching Assistant Team in collaboration with the SENDCo and Senior Leaders. These groups are planned at the start of each term to meet identified needs.

Staff at Raddlebarn Primary School and Nursery possess a wide range of qualifications and expertise, allowing them to support pupils with SEND

effectively. Staff strengths are carefully considered when deploying support to maximise impact. Professional development and current research acquired by staff includes:

- Reframing PDA (Declarative language)
- Autism Spectrum Condition awareness
- Positive behaviour management strategies/restorative approaches
- Understanding attachment theory
- Cued Spelling
- C-Sense Environment Audit (via Occupational Therapy Service)
- Sensory Circuit training
- Team Teach Behaviour Support
- Trauma-informed practice
- Adaptive teaching techniques
- TACPAC (Communication through touch and music)

All staff, including lunchtime supervisors, have access to the National College for ongoing continuing professional development.

The current SENDCo gained her NPQ SENDCo qualification in September 2026 with University City of London and Birmingham City Council.

The Inclusion Team for the school include the Head Teacher, SLT and Pastoral lead.

We also work with the following agencies to provide support for pupils with SEND:

Communication and Autism Team (CAT)

Language, Learning and Strategic Support Team (LLSS)

Educational Psychologist (EP)

PST (Physical Support Team prev. PDSS)

Local Authority Speech and Language (SLT)

SENAR

Occupational Therapist Team

ADHD Nurses

School Nurse

Community Paediatrician Team

SSOS (Special Schools Outreach Service)

How will equipment and facilities be provided to support pupils/students at Raddlebarn Primary?

The SENDCo is responsible for ensuring that any additional resources required by pupils with SEND are ordered and available. A good supply of commonly used resources is also maintained in school. The school follows the guidance of external agencies, such as Occupational Therapy, to ensure that children's individual needs are supported appropriately.

Resources frequently used to support pupils include:

Fine/gross motor and posture difficulties (e.g., Dyspraxia):

- writing slopes
- different types of scissors
- wobble/wedge cushions
- Therabands for sensory feedback.

Concentration/behavioural difficulties (e.g., ADHD):

- fiddle toys
- concentration screens
- personalised timetables
- chewable jewellery (**As advised by** Occupational therapy or CAT team).
- Sensory circuits

Specific learning difficulties (e.g., Dyslexia):

- Easi-grip pencils and pencil grips
- tinted overlays

- alphabet strips
- a variety of practical maths equipment
- sound buttons for recording sentences.
- Precision teaching interventions.
- Nurture intervention space for profound learning difficulties.

Additional equipment can be ordered as required to meet specific needs.

For pupils with more complex physical difficulties, specialist equipment, such as hi-lo changing beds or standing frames, can be sourced through the school's links with SSOS (Special Schools Outreach Service) and the Physical Disabilities Support Service/ Physical Support Team.

Providing opportunities for physical activity and regular movement breaks, particularly beneficial for children who require additional sensory input or active learning time.

With the introduction of OPAL resources, the outdoor environment now offers a wide range of activities to suit all pupils' needs. These include spaces for active play, singing or shouting, quiet reflection, fine and gross motor development, and sensory exploration, ensuring that every child can access activities that support their wellbeing and learning.

What processes are in place to include parents in supporting their child's learning and development?

At Raddlebarn Primary, we believe that parents of children with SEND play a vital role in supporting their child's learning, development, and wellbeing both in and out of school. We work hard to build strong, collaborative relationships with parents to ensure they are fully involved in their child's education.

Throughout the year, school plan workshops and drop-ins by our external agencies to inform parents.

The school's SENDCo and pastoral team are available before and after school for parents to discuss any questions or concerns. Through these arrangements, we ensure that parents are actively consulted, fully informed, and engaged in supporting their child's progress and the planning of personalised interventions.

What are the arrangements for consulting young people at Raddlebarn Primary about, and involving them in, their education?

Pupil Voice and Participation

At Raddlebarn, we encourage all pupils, including those with SEND, to be independent learners and to develop a resilient, "can do" attitude. We actively seek children's views on how they feel their learning environment could be improved, ensuring that their voices are heard and valued across the school.

School Council

The school has a well-established School Council, with each class nominating one boy and one girl each term. Nominations are made by peers, ensuring the process is inclusive and open to all pupils. Teachers monitor participation to ensure that every child has the opportunity to take part during their time at school. The School Council meets monthly with a member of the pastoral team to discuss school issues and contribute to planning and decision-making.

Children's Safeguarding Board (CSGB)

Raddlebarn has an active Children's Safeguarding Board, with members selected through an application and interview process. The board provides a voice for pupils, presenting their work to Governors and in assemblies. Members also engage with the wider community, including the local Police Community Support Officer, to promote safety and wellbeing across the school.

Pastoral Support

Our SENDCo and team of trained Teaching Assistants provide targeted in-class support for named pupils who require additional assistance, as well as specialist group therapies. These sessions give pupils the opportunity to share their thoughts, feelings, and experiences, which are then fed back to staff and, where possible, incorporated into their learning and pastoral support.

How do we work with external agencies and Organisations?

At Raddlebarn Primary, we recognise that collaboration with external agencies is essential in meeting the needs of pupils with SEND and in supporting their

families. The SENDCo is responsible for coordinating this provision and ensuring that children receive the appropriate support.

The school maintains strong links with a range of health services to support children with specific medical or developmental needs. Over the past year, we have received advice and support from:

- Occupational Therapy
- Speech and Language Therapy
- Sensory Inclusion Service
- Children and Adolescent Mental Health Service (Forward Thinking Birmingham)
- Paediatric Consultants
- Physical Support Team
- Educational Psychology Service
- School Nurses
- Early Intervention Services
- Children's Services
- Language and Learning Strategic Support Team

Staff at Raddlebarn work closely with Children's Services to ensure that all pupils are well supported both in and out of school. Our pastoral team maintains regular contact with these agencies to promote the welfare of our pupils and to ensure they are ready to learn and thrive.

The Learning, Language and Strategic Support team provides assessment and advice to help us meet the needs of individual pupils, while the Educational Psychology Service offers targeted support, particularly for children experiencing anxiety or other social, emotional, and mental health challenges.

The SENDCo also actively participates in termly SEND Network Meetings and Early Years Steering Groups, ensuring that the school remains informed of best practice and local authority initiatives.

Through these partnerships, Raddlebarn Primary ensures a coordinated, multi-agency approach to supporting pupils with SEND, promoting their academic progress, emotional wellbeing, and overall development.

What do Raddlebarn Primary do to support transitions to other phases/schools?

At Raddlebarn Primary School and Nursery, we recognise that transitions, whether to a new class, key stage, or school, can be particularly challenging for children with SEND. We take seriously our role and responsibility, whilst in their primary phase of education, of preparing pupils with special educational needs, for adulthood and independent living. We work closely with pupils and families to ensure these changes are managed smoothly and any potential difficulties are addressed.

Transition at the Start of a New School Year

At the beginning of the academic year, we hold a transition afternoon at the end of the summer term in July. During this session, children meet their new teachers and classmates, explore their new classrooms, and participate in fun, engaging activities. This opportunity is also offered to children joining us from other schools, helping them to feel settled and confident ahead of September.

Moving from Nursery to School

Children progressing from our nursery are already familiar with the school environment, as they regularly use shared spaces such as the school hall for lunch. Reception teachers hold a transition day in the summer term, allowing children and parents to meet their new teacher, explore the classroom, and have lunch together.

For children joining us from other nurseries or schools, tours can be arranged during school hours by appointment, providing families with a realistic view of daily school life. In some cases, the SENDCo and Reception staff may also carry out home visits. Additional visits to the classroom may be arranged for children who would benefit from extra support prior to starting, particularly for those with specific physical or medical needs. These visits allow for risk assessments, preparation of appropriate resources, and staff training where necessary.

Transfer from a Different Primary School

When a pupil moves from another primary school, all relevant records are transferred to Raddlebarn. For children with SEND, the SENDCo reviews these documents and shares relevant information with the child's new class teacher. Parents are invited to meet with the SENDCo and class teacher to discuss any specific concerns, ensuring that we can provide the most appropriate support from the start.

Transition to Secondary School

We carefully plan the transition of pupils leaving Year 6 for secondary school. Most secondary schools offer a standard transition day, but for children with SEND, we can arrange enhanced transition visits to support confidence and readiness. Many secondary schools now provide additional sessions specifically for pupils with SEND. We also liaise closely with admissions teams to ensure that every child has a confirmed school placement for September, supporting parents with appeals and providing documentation where necessary. This starts early in Spring term, with school completing Birmingham City Council 'Every Child Deserves A Good Start 2025' a co-ordinated approach between pastoral SENDCo and class teacher.

Transition to a Special School

In some cases, a mainstream school may not fully meet a child's needs. If a child has an Education, Health and Care Plan (EHCP), a transfer to a local special school may be considered. This decision is made collaboratively with the family, the school, the Local Authority, and relevant external agencies. While places at special schools are limited, this option is explored when it is in the best interests of the child's development.

Who do I talk to if I think my child has special educational needs?

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Alyson Merrifield.
The SENDCo is a qualified teacher who is responsible for supporting members of staff, parents and pupils in meeting the additional needs of all pupils. The SENDCo has received specialised training in co-ordinating SEN across the school.

The SENDCo is available to share the progress of your child at SEND review meetings. If you have a concern about your child's learning, then the SENDCo will be happy to talk to you. However, please speak to your child's class teacher first as they may be able to support your child's learning.

Our governor responsible for SEND is Rev. Alex French

How will information about my child's progress be shared?

Your child's development will be reviewed at regular meetings, which you will be invited to attend. During these meetings, we will work together to create goals and provide clear information about your child's progress and achievements. We value your opinions and urge you to participate in these meetings by sharing pertinent information because you are the one who knows your child the best. The SENDCo can be contacted to set up a meeting if you have concerns about your child at other times.

Our Partnership Approach

At Raddlebarn Primary school, we believe in collaborative approach where you are fully involved in decision making. We will listen to and value your views about the education of your child. You can expect to be consulted regularly about your child's targets and progress. School will also try to involve your child in decisions about their learning through: pupil views, circle time sessions and child friendly targets on individual target plans.

We will work collaboratively with yourselves to identify your child's needs through regular discussions, Team around the Child (TAC) meetings and phone calls to put in place the right support that suits your child.
You can expect to be involved in the educational development of your child through; Parent and child workshops, class and school assemblies, meetings, SEND parent forum meetings, coffee mornings and special events. Our school has an open-door policy and this means that you are always welcome to make an appointment to speak to your child's teacher or the SENDCo.

To give your child the best possible education, we currently employ the services of a range of specialist professionals, such as:

- Language, Learning and Strategic Support - https://www.localofferbirmingham.co.uk/pupil-and-school-support/about-the-service/

- Educational Psychology - https://www.localofferbirmingham.co.uk/birmingham-educational-psychology-service/about-the-service/
- Communication and Autism Team - https://www.localofferbirmingham.co.uk/communication-and-autism-team/who-are-the-communication-and-autism-team/
- Sensory Support Service – https://www.localofferbirmingham.co.uk/vision-support-team/ and https://www.localofferbirmingham.co.uk/hearing-support-team/
- Physical Difficulties Support Service - https://www.localofferbirmingham.co.uk/physical-difficulties_support-service/
- Speech and Language Therapy Service - https://www.bhamcommunity.nhs.uk/childrens-slt
- SENDIASS - https://www.birminghamsendiass.co.uk/

We will always inform you and seek your permission for the involvement of these professionals. We will always explain the purpose of involving other people and share feedback with you. Please contact the SENCo for further information and contact details should you require them.

This SEND information report supports the 'Local offer' set out by Local Authority Birmingham City Council. The 'Local offer' provides information and advice on a wide range of services across Birmingham that support parents and their families. You can contact them via their website; https://www.localofferbirmingham.co.uk/