

SEN Information Report

September 2025

At Forestdale Primary School we **believe** every child is given the best opportunities to **aspire** in their learning and to **excel** in their standards. This is reflected in the school value words which we expect all staff and children to demonstrate.

Forestdale Primary has signed up to school provision as outlined here:
[Click Here](#) to view Birmingham's Local Offer

Under the new Special Educational Needs and Disability Code of Practice (September 2014) our school is will provide SEN information with reference to:

- Appropriate and Effective Teaching and Learning
- Open and Honest Communication
- A Partnership Approach

Click on the Questions below to find out more!

Q1 Who are the best people to talk to at Forestdale about my child's difficulties with learning / Special Education Needs or disability ?

Our school has a SPECIAL EDUCATIONAL NEEDS AND DISABILITY coordinator; we usually call her the SENDCo, her name is Mrs Billingham.



The best way to contact our SENDCo is through calling the school office on 0121 464 8659 select option 4. Alternatively you could contact her on the following email address lbillingham@forestdale.bham.sch.uk



We also have a Pastoral Manager, Mrs Halpin. She works closely with the children to support them where necessary, she also supports parents. She can be contacted on 0121 464 8659 option 3 or is out on the gate at 8.40 and 3.15 daily.

Q2: What kinds of different SEND does our school provide for?

The identification of SEND need will always be discussed with parents and appropriate outside agencies.

Cognition and Learning - Children and young people who find learning, thinking and understanding harder than most other pupils. Some of the things children and young people with these difficulties might find difficult are:

- Taking longer to learn important skills.
- Finding it difficult to remember things such as the important words for reading and times tables.
- Finding it hard to understand how to use letter sounds to read and spell words.
- They may need more time to think about their answers.

Communication and Interaction - Children and young people who find it difficult with interacting with the people and world around them. Some of the things children and young people with these difficulties might find difficult are:

- Talking to other adults and or children and young people, especially when in a group.
- Talking about a topic they haven't chosen to talk about.
- Making friends or keeping friends for a long time.
- Following rules made by someone else.
- Dealing with changes in the way they usually do things.
- Dealing with noises, smells or other sensations around them.
- Saying the things they are thinking.
- Understanding what other people mean when they are talking.

Social, emotional and mental health difficulties - Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the things children and young people with these difficulties might find difficult are:

- Following rules set by others.

- Sitting still for very long.
- Listening to and following instructions.
- Understanding how they are feeling.
- Making friends.
- Dealing with their difficulties in a way that does not cause harm to themselves or others.
- Taking responsibility for the things they do.

Sensory and/or physical needs - Children and young people who have a disability that may make it difficult for them to manage their everyday life without change or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs. Some of the things children and young people with these difficulties might find difficult are:

- Hearing what others in the classroom or school setting are saying.
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them.
- Moving around without the aid of a walking aid or wheelchair.
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support.
- Taking medication without adults helping them.
- Walking up the stairs so will have access to stair lifts.
- Using normal toilets they will have access 2 disabled toilets

Q3 What are the different types of support available for children with SEND at Forestdale?

- Teachers change what they are teaching or the way they teach to help the child or young person learn more with the rest of the class.
- Extra support can be given in a small group by an adult to help the child or young person learn the things they are finding difficult.
- Extra support can be given to the child or young person by an adult for short times during the day in the form of a variety of interventions.
- Individual support plans are developed and reviewed termly. These are called Emotional, Social and Physical Development Care Plan (ESPD).
- Advice from a specialist support teachers or other professionals will be called upon if required.
- Access to the sensory room if appropriate.
- If they have physical difficulties, accessing school through the doors will be helped by ramps at the front of the building and expanding doors as they travel through corridors.

- **Q4: How can I be involved with my child's learning and progress?**

Our school has an open door policy, ensuring we are always approachable so parents feel involved in the education of their child. This is done in a variety of ways including:

- Review meetings with the person who best knows the child, usually the class teacher, (and support staff where relevant) and the SENDCo. Outside agencies will be invited if appropriate.
- Target setting so parents can see what their child is working on next.
- If appropriate home/school books to communicate with parents important information and vice versa.
- Curriculum updates on the website to inform parents of what will be going on during the term.
- Class newsletters half termly to share what the children will be learning.
- Home reading logs.
- Information on the school website.
- Parents' evenings.
- Parent workshops
- Signposting to parent groups.
- Parents' views Annual Review documents.

• **Q5: How will the school let me know if they have any concerns about my child's learning in school?**

If class teachers have concerns about a child, they will discuss this with the SENDCO. They will then discuss the concern and plan what needs to happen next. They will then contact you to discuss their concerns. The SENDCO will then arrange for appropriate referrals to be made and the correct identification of their special needs.

Times you can discuss your concerns are -

- Liaison with class teacher in the first instance.
- Scheduled Parents' Evenings.
- Termly and Annual Reviews.
- Discussion about progress either informal or formal through scheduled meetings.
- Open Door Policy of School.
- Contacting the SENCO advice service.

All children's progress, including those children or young people with special educational need, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests.

In Birmingham we also have access to the Birmingham Language and Literacy, and Maths toolkits which support assessment when a child or young person is making small steps of progress. When appropriate this helps the school to monitor how well interventions are working to ensure we are providing support to help the child progress. The progress each child is making is discussed at pupil progress meetings with the class teacher and Senior Leadership.

- **Q6: What examples of provision are available at Forestdale for pupils with SEND?**

In our school we make provision for pupils with cognition and learning needs, children with social, emotional and mental health difficulties and children with sensory and/or physical needs through a variety of interventions.

We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including reasonable changes to the physical environment, changes to teaching styles as well as levels of adult support.

Each class teacher plans for provision within their class through intervention planning each half term. The progress within those interventions is monitored by the SENDCo and reported to governors.

- **Q7: Who are the other people providing services to children with SEN in this school?**

In our school if we feel a pupil needs more specialist help we can work with the following people:

EP

An **Educational Psychologist** is concerned with helping children or young people who are experiencing problems within an **educational** setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual clients or groups, advising: teachers.

The EP can be contacted through school.

PSS

A referral to **Pupil School Support** helps children and young people with cognition and learning difficulties to progress and achieve to the best of their abilities. Work can be with individuals and advising and training staff.

PSS can be contacted through school.

CAT

A referral to the **Communication and Autism Team** provides specialist support to children and young people with an Autistic Spectrum Disorder or for children on the pathway to diagnosis.

SALT

Links with the NHS **Speech and Language Therapy** team helps children and young people with speech and language difficulties to progress and achieve to the best of their abilities.

We also subscribe to NHS traded services Speech and Language which we can refer children needing additional support to.

City of Birmingham School - behaviour support (COBS)

We can make referrals to **COBS** if a child has concerning behaviour.

SENDIASS

The Specialist Educational Needs and Disability Information and Advice and Support Service (SENDIASS) exists to provide advice and information to parents and pupils in Birmingham. This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.

To contact SENDIASS...

Telephone - 0121 303 5004

For further information

birminghamgov.uk/sendias

- **Q8: How do we know that provision is effective?**

Attainment of all SEND children and progress made from there baseline at the end of each year.

We also use ...

- Attendance data.
- Point to point entry and exit data from Intervention.
- Feedback from Child, Teacher, Teaching Assistant, SENDCO, parents and outside agencies involved.

- **Q9: How are the staff in school helped to work with children with SEND and what training do they have?**

In our school we believe that all staff should be involved in supporting pupils with special educational needs, disabilities and medical needs so we make sure that staff have training to help them do this.

Staff training needs are reviewed on a regular basis and whenever a need arises. Recent training has included Epipen, ASD level 1, Counselling, Epilepsy, Diabetics, Asthma, Dyslexia Friendly classrooms, Team Teach etc.

As well as this various staff have been trained for different aspects of special educational needs including; Counselling, Precision Teaching, Person Centred Review facilitation, National SENCO award, ASD level 2, drawing and talking and Speech and Language.

- **Q10: How will the teaching be adapted for my child with SEN?**
 - Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
 - Trained support staff can adapt the teachers planning to support the needs of your child where necessary.
 - Specific resources and strategies will be used to support your child individually and in groups.
Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

- **Q11: How will we measure the progress of your child in school?**

Attainment of all SEND children and progress made from there baseline at the end of each year.

We also use ...

 - Attendance data.
 - Point to point entry and exit data from Intervention.
 - Feedback from Child, Teacher, Teaching Assistant, SENDCO, parents and outside agencies involved.

- **Q12: How will we involve your child in decisions about their education?**

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

 - Involve child or young person in setting their own targets where appropriate.
 - Self-assessment during learning activities.
 - Having a range of equipment available for the child or young person to choose to use.
 - Ensuring the child or young person works with a range of different partners.
 - Ensuring the child or young person has a designated adult to go to if they need help.
 - Pupil conferencing.
 - Opportunities to be involved in running for the school council
 - Medical alert cards.
 - Access to learning breaks
 - Writing Emotional, Social and Physical Development Care Plan (ESPD)
 - Visual timetables.

- **Q13: What support do we have for you as a parent of a child with SEND?**
 - The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used it is best to make contact with class teachers at the end of the day.
 - The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
 - All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.

- Your child's provision will be reviewed with your involvement each term either as part of parents evening or as an additional meeting.
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

- **Q14: How is the whole school day made accessible to children with SEND?**

Adjustments are made to physical environment where necessary. Where applicable specialist equipment, visual timetables, social story boards and additional adult support are used.

- **Q16: What is the school's policy for SEND?**

Our School SEND Policy and the Supporting medical needs policy can be found on the Policies page of this website.

The school also have a 3 year accessibility plan that is reviewed annually.

- **Q17: How is the governing body involved with SEN provision?**

In our school we have a governor who is responsible for special educational and disability needs. His name is Adrian Ridge.

His job is to meet with the SENDCO to discuss the needs of children and families with SEND and ensure they are supported by the right services from in and outside of school. The SEND Governor is involved in the whole school monitoring schedule through our Governors meetings.

The SEND Governor updates the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

- **Q18: What extra-curricular activities can a pupil with Special Educational Needs access at school?**

All children in Years 1 to 6 have access to our extra-curricular activities throughout the year (see link on website), both during the school day at lunchtimes, or after school. Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

- **Q19: What can I do if I am not happy with the provision for my child?**

If you have an SEND complaint please contact Mrs Billingham– SENDCo in the first instance and we will do everything we can to fix the issue. Our school and governing body take complaints seriously and will act upon these on an individual basis. (See Complaints Policy).

- **Q20: Where is Birmingham Local Authority's Local Offer?**

The Birmingham Local Authority's Local Offer can be found at:

- Click here for the Birmingham Local Authority's Local Offer

The accessibility plan can be found in our policy section of the website