



SEN Information Report

September 2026

Q1: Who are the best people to talk to at Forestdale about my child's Special Educational Needs and/or Disabilities (SEND)?

Our school has a **Special Educational Needs and Disabilities Coordinator (SENDCo)**. Our SENDCo is **Mrs Billingham**.

The best way to contact our SENDCo is by telephoning the school office on **0121 464 8659**. Alternatively, you can contact her by email:

lbillingham@forestdale.bham.sch.uk

We also have an **Attendance and Behaviour Lead, Mrs Parsons**, who works alongside Mrs Billingham to promote positive attendance, behaviour, inclusion and emotional wellbeing throughout the school.

Mrs Parsons works collaboratively with pupils, families, staff and external agencies to identify and address barriers to attendance, engagement and learning, particularly for pupils experiencing **Emotionally Based School Avoidance (EBSA)**, anxiety, or social, emotional and mental health (SEMH) needs.

Mrs Parsons is also a qualified **Emotional Literacy Support Assistant (ELSA)**. She delivers targeted support and interventions to help pupils develop emotional literacy, resilience, self-confidence, emotional regulation and social skills, enabling them to engage successfully in school life and learning.

Mrs Parsons works on **Tuesdays, Wednesdays and Thursdays**. She is available to speak with parents and carers at the beginning and end of the school day or can be contacted via email:

l.parsons@forestdale.bham.sch.uk

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

The identification of SEND will always be discussed with parents and carers and, where appropriate, relevant external agencies.

Cognition and Learning

Children and young people with cognition and learning needs may experience difficulties with learning, understanding, acquiring new skills and applying knowledge. Some of the difficulties they may experience include:

- Taking longer to acquire key skills and concepts.

- Difficulty remembering key information such as common words, number facts or multiplication tables.
- Difficulty developing reading and spelling skills.
- Requiring additional processing time when thinking about and responding to questions.
- Finding it difficult to transfer learning between different situations.

Communication and Interaction

Children and young people with communication and interaction needs may experience difficulties with communicating effectively and interacting with others. Examples may include:

- Communicating with adults and peers, particularly within larger groups.
- Participating in conversations on topics chosen by others.
- Establishing and maintaining positive friendships.
- Understanding and following social expectations and routines.
- Managing changes to familiar routines.
- Processing sensory information such as noise, light, smells or touch.
- Expressing thoughts, needs and feelings.
- Understanding spoken language, body language and social cues.

Social, Emotional and Mental Health (SEMH)

Children and young people with SEMH needs may experience difficulties which affect their emotional wellbeing, relationships, attendance and access to learning. Examples may include:

- Following routines and expectations set by others.
- Maintaining attention and concentration.
- Listening to and following instructions.
- Understanding, expressing and regulating emotions.
- Establishing and sustaining positive friendships.
- Managing difficult feelings safely and appropriately.
- Taking responsibility for their actions and behaviours.
- Attending school regularly and engaging in learning.

Sensory and/or Physical Needs

Children and young people with sensory and/or physical needs may have a sensory impairment, physical disability or medical condition which requires reasonable adjustments and additional support to enable full access to education and school life.

Examples may include difficulties with:

- Hearing and processing information within the classroom environment.
 - Accessing printed materials without adaptations.
 - Moving safely and independently around the school environment.
 - Using equipment such as pencils, scissors, cutlery or technology.
 - Managing medical needs independently.
 - Accessing different areas of the school building.
 - Using standard toilet facilities without additional support or adaptations.
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Q3: What types of support are available for children with SEND at Forestdale?

Our whole-school provision map outlines the different types of support available to pupils across the school.

Provision may include:

- High-quality adaptive teaching within the classroom.
 - Adjustments to teaching approaches, resources and learning activities.
 - Additional support through small-group intervention programmes.
 - Targeted individual intervention sessions.
 - Individualised **Assess, Plan, Do, Review** plans that are reviewed termly.
 - Advice and recommendations from specialist teachers and external professionals where appropriate.
 - Reasonable adjustments to ensure accessibility throughout the school environment.
 - Support with social, emotional and mental health needs.
 - Attendance support and graduated reintegration programmes for pupils experiencing attendance difficulties.
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Q4: How can I be involved in my child's learning and progress?

We operate an open-door approach and value strong partnerships with parents and carers. We encourage families to play an active role in supporting their child's learning and development.

This may include:

- Review meetings involving the class teacher, SENDCo and relevant support staff.
 - Participation in target-setting discussions.
 - Home-school communication books where appropriate.
 - Curriculum information shared via the school website.
 - Home reading records.
 - Parents' evenings.
 - Parent workshops and information sessions.
 - Signposting to support groups and community services.
 - Contributions to Annual Reviews and other review meetings.
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Q5: How will the school let me know if there are concerns about my child's learning?

Where a class teacher identifies concerns regarding a pupil's progress, development or access to learning, these concerns will be discussed with the SENDCo.

The class teacher and SENDCo will consider the information available and discuss appropriate next steps with parents and carers. Where necessary, referrals may be made to external agencies to gain further advice, assessment or support in understanding and meeting a pupil's individual needs.

Opportunities to discuss concerns include:

- Meetings with the class teacher.
- Parents' evenings.
- Termly review meetings.
- Annual Reviews.
- Additional formal or informal meetings.
- Conversations as part of the school's open-door approach.

All pupils' progress is monitored using the school's assessment systems. Progress is evaluated through:

- Teacher assessment.
- Marking and feedback.
- Classroom observations.
- Questioning.
- Curriculum-based assessments.
- Standardised assessments where appropriate.

The school also uses the Birmingham Language, Literacy and Mathematics Toolkits where appropriate to assess and monitor pupils making smaller steps of progress.

Progress is reviewed regularly through pupil progress meetings involving teachers and senior leaders to ensure that provision remains effective and responsive to need.

SEND may be identified through teacher observations, assessment information, parental concerns, discussions with previous settings, advice from external professionals or a pupil's response to high-quality teaching and intervention.

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

At Forestdale, we provide support for pupils with communication and interaction needs, cognition and learning needs, social, emotional and mental health (SEMH) needs, and sensory and/or physical needs through a range of targeted interventions and inclusive classroom practices.

Our whole-school provision map outlines the support available to pupils at Forestdale.

We recognise that some pupils may experience needs across more than one area of SEND and we are committed to meeting these needs through a personalised approach.

All pupils access support through high-quality teaching and adaptive classroom practice. This may include:

- Reasonable adjustments to the learning environment.
- Adaptations to teaching approaches and resources.
- Additional adult support where appropriate.
- Targeted intervention programmes designed to address specific areas of need.

Class teachers plan provision each term to meet the individual needs of pupils within their class. The impact of interventions and support is monitored by the SENDCo and reported to governors.

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

Where a pupil requires more specialised support, the school may work alongside a range of external professionals and agencies.

Educational Psychology Service (EPS)

Educational Psychologists support children and young people who may be experiencing barriers to learning within an educational setting. This may include cognition and learning needs, social and emotional difficulties, behavioural needs or concerns about development.

Educational Psychologists work with pupils, families and school staff to identify strengths and needs and recommend strategies to support progress and wellbeing.

Language, Learning and Strategic Support Service (LLSS)

The Language, Learning and Strategic Support Service provides specialist advice and support for pupils experiencing cognition and learning difficulties.

This service may work directly with pupils while also offering guidance and training for school staff.

Communication and Autism Team (CAT)

The Communication and Autism Team provides specialist support for pupils with Autism Spectrum Condition (ASC), as well as pupils undergoing assessment for autism.

The team supports schools in developing effective strategies, adjustments and provision to meet pupils' needs.

Speech and Language Therapy (SALT)

The Speech and Language Therapy Service supports pupils experiencing speech, language and communication difficulties.

In addition to NHS services, the school commissions additional NHS traded Speech and Language Therapy provision to provide further support when appropriate.

SENDIASS

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides impartial advice, guidance and support for parents, carers, children and young people in Birmingham.

SENDIASS can help families understand SEND processes, legislation and available support.

Telephone: 0121 303 5004

Website: <https://www.birminghamsendiass.co.uk/>

Q8: How do we know that provision is effective?

The effectiveness of SEND provision is evaluated through a range of measures, including:

- Attainment and progress from individual starting points.
- Attendance data.
- Intervention entry and exit assessments.
- Feedback from pupils.
- Feedback from parents and carers.
- Feedback from teachers, teaching assistants and the SENDCo.
- Feedback and recommendations from external agencies.

This information enables us to review provision regularly and ensure support remains appropriate and effective.

Q9: How are staff supported to work with children with SEND and what training do they have?

At Forestdale, we believe that all staff share responsibility for supporting pupils with special educational needs, disabilities and medical needs.

To ensure staff have the knowledge and skills required, training needs are reviewed regularly and additional training is provided whenever appropriate.

Our SENDCo, Mrs Billingham, holds the **National Award for Special Educational Needs Coordination (NASENCO)**.

Staff receive a range of SEND-focused professional development, which may include:

- Autism awareness.
- Speech, language and communication needs.
- SEMH needs and emotional regulation.
- Medical conditions.
- Adaptive teaching strategies.
- Specific intervention programmes.
- Safeguarding and inclusion.

Q10: How will teaching be adapted for my child with SEND?

Class teachers plan lessons to meet the needs of all pupils and ensure that every child is able to access learning at an appropriate level.

Support may include:

- Adapted teaching approaches and learning activities.
- Adapted resources and tasks.
- Additional scaffolding and guidance.
- Support from trained teaching assistants.
- Individual or small group interventions.
- Specialist resources or equipment where appropriate.

Planning and teaching approaches are reviewed and adapted regularly to ensure they remain responsive to a pupil's individual needs.

Q11: How will we measure your child's progress in school?

The school tracks the attainment and progress of pupils with SEND against their individual starting points and identified outcomes.

Progress is monitored through:

- Teacher assessments.
- Curriculum assessments.
- Attendance information.
- Intervention entry and exit assessments.
- Feedback from pupils, parents and carers.
- Feedback from teachers and external professionals.

Regular reviews help ensure that provision continues to support positive outcomes and progress.

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

We are committed to ensuring that pupils are actively involved in decisions about their education and the support they receive.

Strategies may include:

- Pupil review meetings.
 - Involvement in setting personal learning and wellbeing targets.
 - Developing and reviewing One Page Profiles.
 - Self-assessment and reflection opportunities.
 - Access to a range of resources and equipment that support independence.
 - Working with a variety of peers and learning partners.
 - Identifying trusted adults within school.
 - Participation in the School Council.
 - Communication support where required.
 - TEACCH workstations.
 - Movement breaks.
 - Wellbeing and regulation spaces.
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Q13: What support is available for parents and carers of children with SEND?

We value strong partnerships with parents and carers and aim to work collaboratively to achieve the best outcomes for every pupil.

Support may include:

- Regular opportunities to discuss progress and concerns with the class teacher.
 - Meetings with the SENDCo.
 - Sharing reports and recommendations from external professionals.
 - Termly reviews of provision and progress.
 - Parents' evenings.
 - Adjustments to homework where appropriate.
 - Home-school communication systems where agreed to be beneficial.
 - Signposting to external support services and parent support groups.
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Q14: How is the whole school day made accessible to children with SEND?

We make reasonable adjustments to ensure pupils with SEND can access all aspects of school life.

Support may include:

- Adaptations to the physical environment.
- Specialist equipment.
- Visual timetables.
- Social stories.
- Communication supports.
- Additional adult support where appropriate.
- Adjustments to routines and learning activities.

Our aim is to enable all pupils to participate fully in the life of the school.

Q15: How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be an important and sometimes challenging time for children and young people. We aim to ensure that all transitions are carefully planned and supported so that pupils feel confident, secure and well prepared for the next stage of their education.

When a child joins Forestdale, we may:

- Meet with the child and their parents or carers to discuss their individual needs and answer any questions about the school.
- Liaise with staff from the pupil's previous school, nursery or educational setting.
- Provide a transition booklet containing photographs of key staff, classrooms and important areas of the school, where appropriate.
- Review reports and information provided by professionals and previous settings.
- Arrange additional visits to the school to enable the pupil to become familiar with the environment and routines before starting.

When a pupil moves to a new year group, we may provide support during the Summer Term by:

- Introducing the pupil to their new teacher and classroom environment.

- Providing an updated transition booklet, where appropriate, to support familiarity with key staff and learning environments during the summer holiday.
- Meeting with the pupil and their family to discuss any questions or concerns regarding the transition.
- Sharing relevant information with staff, including the pupil's One Page Profile and Assess, Plan, Do, Review Plan, to ensure appropriate support continues seamlessly.

During the Autumn Term, we will:

- Continue to monitor and support the pupil's emotional wellbeing and adjustment to their new class.
- Ensure appropriate strategies and support are in place to help the pupil develop confidence, independence and a sense of belonging within their new learning environment.
- Work closely with parents, carers and staff to address any emerging needs.

When a pupil transfers to a new school, we may:

- Arrange a person-centred review meeting involving key staff from the receiving school, where appropriate.
- Share relevant information with the new school to ensure a smooth transition and continuity of support.
- Discuss strategies, approaches and provision that help the pupil learn successfully and feel safe and supported in school.
- Arrange additional transition visits to the new school, accompanied by a familiar member of staff, where this would benefit the pupil.
- Meet with the pupil and their family to discuss the transition and answer any questions or concerns they may have.

Our aim is to ensure that every pupil experiences a positive transition and is supported to move confidently into the next stage of their educational journey.

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

Forestdale is an inclusive school and welcomes applications from pupils with SEND and disabilities. Admission arrangements are the same for all pupils and reasonable adjustments are made wherever possible to ensure full access to education.

The school's SEND Policy outlines our approach to identifying, assessing and supporting pupils with SEND.

The school also maintains a three-year Accessibility Plan, which is reviewed annually to ensure continued accessibility and inclusion for all pupils.

Both documents are available on the school's website.

Q17: How is the governing body involved with SEND provision?

The governing body has a designated SEND Governor, **Mr Adrian Ridge**.

The SEND Governor monitors the effectiveness of SEND provision and supports the governing body in fulfilling its statutory responsibilities for SEND.

The SEND Governor meets regularly with the SENDCo to discuss SEND provision, monitor outcomes and ensure that pupils and families receive appropriate support.

The SEND Governor reports to the full governing body so that all governors remain informed about SEND provision and its effectiveness.

Q18: What extra-curricular activities can pupils with SEND access?

All pupils in Years 1 to 6 have access to a range of extra-curricular opportunities throughout the year, including lunchtime and after-school activities.

Where appropriate, reasonable adjustments and additional support will be implemented to enable pupils with SEND to participate fully and successfully alongside their peers.

We are committed to promoting inclusion and ensuring that all pupils can access enrichment opportunities.

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

If you have concerns about the provision for your child, please contact **Mrs Billingham (SENDCo)** in the first instance.

We will work collaboratively with you to understand and resolve any concerns as quickly and effectively as possible.

The school and governing body take concerns and complaints seriously and will follow the procedures outlined in the school's Complaints Policy.

Q20: Where can I find Birmingham Local Authority's Local Offer?

The Birmingham Local Authority Local Offer provides information about services and support available for children and young people with SEND and their families.

The Local Offer can be accessed via:

Birmingham Local Offer <https://www.localofferbirmingham.co.uk>

The school's Accessibility Plan can also be found within the policies section of the school website.