Park Hill Primary School SEN Information Report 2026-27

Definition	The 2015 SEND Code Of Practice (0-25) defines that where a child has a learning difficulty or disability for which special educational provision is put in place then they are identified as having special educational needs "A child of compulsory school age or person has a learning difficulty or disability if they: A) Have a significantly greater difficulty in learning than the majority of others in the same age or B) Have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions" Disability is also defined in the Equality Act 2010 as being ".....a mental or physical impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities." This can include the sensory impairments of sight and hearing. It may also include long term health conditions such as asthma, diabetes and cancer. Where a child or young person has an overlap with a disability and a special educational need then they will also be covered by the SEN definition.
Who can I talk to at school if I have any concerns about my child?	Many parents worry about their child's learning and progress at school. Start by talking to your child's class teacher, who may suggest that you talk to the Special Educational Needs Co-ordinator (often called the SENDCo). Kerry King is the SENDCo at Park Hill Primary School. You can contact her either by email via the School Enquiry email at enquiry@parkhill.bham.sch.uk or by telephoning 0121 449 3004. The Head Teacher is Mrs Kalsom Khan. The SEND governor is Sahar Ashraf. If you have a concern or complaint, please refer to the SEND Policy.
Birmingham City Council Local Offer	Please find below the link to Birmingham City Council Local Offer. Within this, you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability (SEND). https://www.localofferbirmingham.co.uk/
What types of needs do we provide for at Park Hill?	The benefits of early identification of Special Educational Need are widely recognised – identifying need at the earliest opportunity allows us to make effective provision to improve long term outcomes for your child. The Special Educational Needs and Disability Code of Practice (2014) states that "A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or "has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" (Department of Health and Department of Education, page 4) School will assess every child's skills and levels of attainment on entry and build upon information from previous settings where appropriate. We will look at any evidence that a child may have a disability under the Equality Act 2010 and if so, what reasonable adjustments need to be made for them.

	Class teachers make regular assessments of progress and well-being for all of their pupils. Where pupils are falling behind they will be given extra support. The class teacher or SENDCo will involve you in any decisions about your child's education. Please see the 4 areas of Special Educational Needs below:
	Communication and Interaction These could include autism, speech and language delay and social communication difficulties. Examples of support given: - Using a variety of teaching styles in class - Wellcomm - Additional support in smaller groups and intervention - Use of visual timetables and social stories - Individual targets and one-page profiles - Support from external agencies including Communication and Autism Team (CAT), Speech and Language, the Educational Psychologist (EP) and Occupational therapy (OT).
	Cognition and Learning These could include dyslexia, moderate and severe learning difficulties. Examples of support given**:** - Using a variety of teaching styles in class - Targeted intervention in small groups or 1:1 - Use of resources in the classroom including task boards, timetables and child-specific resources - Support from external agencies including Language, Learning and Strategic Support (LL+SS), Speech and Language and the Educational Psychologist (EP) - Individual targets and one-page profiles - Teaching and Learning ideas taken from the Birmingham Toolkit Progress Tracker
	Social, Emotional and Mental Health These could include behavioural difficulties, attachment disorders, social difficulties and mental health concerns. Examples of support given: - We have a dedicated highly-trained mentoring team, who will work with children and offer support and guidance - Mental and emotional wellbeing is weaved throughout the curriculum - Support from external agencies including the Educational Psychologist (EP) - Regulation stations - De-escalation strategies
	Sensory and/or Physical Needs We strive to make reasonable adjustments to prevent disabled pupils from being treated less favourably than other pupils. Examples of support given: - Seek specialist advice from external agencies including the Visual Impairment Team (VI) and Hearing Impairment Team (HI) - Use of specialist equipment such as visualizers, writing slopes and keyboards. - Fine and gross motor skills groups - Individual Management Plans for pupils referred to the Physical Support Team (PST).
How the school evaluates effectiveness of provision for	There is monitoring of teaching and learning within the classroom environment through lesson observations, book trawls and learning walks by the Senior Leadership Team looking at progress of work and teaching. The progress of all groups of children, and individuals, are tracked every term.

SEND pupils. How do we know pupils are making progress?	Intervention is part of a cycle: -Assess -Plan -Do -Review Each cycle will work on: -Needs -Outcome -Provision framework Pupil Progress Meetings are held 3 times per year to review progress and assess impact of interventions. Target sheets for individual children are also reviewed at progress meetings and if appropriate, new targets are set. Interventions are assessed for effectiveness and altered accordingly if not having desired impact. Educational Psychology, Communication and Autism and Language, Learning Strategic Support services are bought in to support specific pupils and advise staff/ meet with parents/carers Speech and Language Service assess, progress and review actions before setting new targets. If a child is working two or more years below the age-related expectations for their year group, they will be assessed using the Toolkit Progress Tracker. The Toolkit Progress Tracker is an online tool using the Birmingham SEN Language and Literacy Continuums and the Mathematics Frameworks that enables schools to: track and analyse individual, group and whole school toolkit data.
How are children identified as having a special educational need?	The benefits of early identification of Special Educational Need are widely recognised – identifying need at the earliest opportunity allows us to make effective provision to improve long term outcomes for your child. The Special Educational Needs and Disability Code of Practice (2014) states that "A child of compulsory school age or a young person has a learning difficulty or disability if he or she: "has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" (Department of Health and Department of Education, page 4) The four areas of special educational needs are: • Communication and interaction • Cognition and learning • Social, mental and emotional health • Sensory and/or physical School will assess every child's skills and levels of attainment on entry and build upon information from previous settings where appropriate. We will look at any evidence that a child may have a disability under the Equality Act 2010 and if so, what reasonable adjustments need to be made for them. Class teachers make regular assessments of progress and well-being for all of their pupils. Where pupils are falling behind they will be given extra support. The class teacher or SENDCo will involve you in any decisions about your child's education.
How will teaching be adapted and what are the	All teachers are trained to provide high quality, inclusive teaching within their classrooms. Teachers are skilled at planning activities to develop learning.

types of support available?	Where appropriate, additional support is provided through high quality small group teaching delivered inside or outside the classroom. Teachers expect that many of these learners will be back on track to meet expectations by the end of the year. These very structured programmes run over a set period of time and aim to accelerate and maximise progress. The school has a range of SEN Interventions in place. Some of these were mentioned in Section 4. These include: - Mentoring - Precision Teaching (including Direct Instruction) - LEXIA - Sound! Start! Phonics! - Fine Motor Groups - Pre and post tutoring - Social Interaction Groups - Decodable Readers (Phonics) - Word Wasp - Language Groups (Speech and Language programmes) Each term we will look at your child's progress to identify strengths and weaknesses. This tells us the support your child will need over the next term. Every year the SLG team evaluates the effectiveness of our school's SEN provision. This helps us to make sure we have the right support available for your child the following year.
How will you ensure that my child is fully included in the life at Park Hill? What facilities do you provide to ensure safe access to school for disabled staff and pupils?	To ensure your child has the opportunity to participate and achieve across all areas of school life we provide a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes and extending to extra-curricular activities (clubs) and school day trips. We practise teaching methods that will suit the needs of your child. We promote an inclusive ethos throughout school and encourage all children to develop social responsibility and understanding. If your child requires any medical support, adaptations to the environment and/or an adapted curriculum this information is shared with appropriate staff. The SEN team have a responsibility to ensure that these reasonable adjustments are made. The school has a range of specialist SEN facilities in place to support disabled staff and pupils. These include: - Storage facilities for medical supplies, gloves and aprons - Disposal systems for clinical waste - 'Help Hands' in every room - High-visibility markings around the site for children with visual impairment - Accessible toilets with alarm cord - Grab rails - Shower - Lift in new building accessed via CoBs site.
Support for the emotional, mental and social development of pupils with SEND	Mentoring is available to support pupils with social, emotional, mental health needs (SEMH). Work is done with pupils to establish and build friendship groups. Any incidents of bullying are investigated thoroughly. Play Mentors and Play Leaders are in the playground at break times. Facilities will be available for quiet play in the future. Teaching assistants play a pivotal role in supporting our pupils with SEN: they do a lot to support the social, emotional, mental health (SEMH) needs of our pupils. As a result, parents and pupils alike build excellent school/home communication through our teaching assistants too.

How will the school adapt the curriculum and learning environment?	All children access a broad and balanced curriculum including the SATs, Multiplication Time Tables Check and Phonic Test alongside their peers. For a very small number of children, the curriculum and assessments may be amended to allow them to access the curriculum and tests. Parents/Carers/Carers will be kept fully informed of these decisions. On rare occasions, a pupil may be dis-applied from the National Tests, if they are working too far below the expected levels and it is decided that it is not in their best interests to participate. Parents/Carers and governors are informed of this decision in writing. School also takes advice from relevant outside agencies to adapt the learning environment and curriculum to meet the needs of individual pupils.
How do we involve parents in making decisions about the support their child is receiving?	Our school has an open-door policy, where if you have any concerns or questions you are welcome to come in and discuss them. In addition, our school aims to regularly involve parents/carers in a variety of ways: -Parents/Carers' Evening -Inspire Workshops -Regular and ad hoc meetings with SENDCo, teacher and support staff -Targets set for children -Parents/Carers signposted to groups, schemes and literature. -Information on the school website -Regular school emails -Regular signposting to services within the local community.
How do we involve children in decision making about the support they receive?	The school encourages feedback from staff, parents and pupils throughout the year. The SEND team will talk to your child regularly to review progress, set new targets and talk about the support they receive. Staff will listen to your child's views and use this information to help plan future support. A record of these conversations will be kept. Pupils are involved in the drawing up a one-page profile each year which informs their new teacher of what helps them to be successful.
How are staff in school trained to work with children with SEND?	The SENDCo is responsible for co-ordinating specific provision that needs to be made to support children with SEN. This includes arranging appropriate training for staff supporting children with: • medical needs • sensory needs • physical difficulties • communication and interaction needs • cognition and learning needs • autism • social, emotional, mental health Parents/Carers are consulted regularly to ensure staff training is appropriate to meet the needs of your child.
Who are the other people, the school and governors involve with SEND at Park Hill?	Parents/Carers will always be involved in any decision to involve outside agencies. School will involve specialists to advise us on early identification of SEND and effective support and interventions. Recommendations raised will be shared with you and teaching staff supporting your child. Specialist Services used at Park Hill include: • Educational Psychology • Language, Learning and Strategic Support • Sensory Support • Behaviour Support • Communication and Autism Team • Physical Difficulties Support Service • Speech and Language Therapy Service • School Nurse • Health Visitors

	• Occupational Therapists • Park House Child and Family Centre • Child and Adolescent Mental Health Service • Birmingham Children's Hospital • James Brindley School • Social Services Please see APPENDIX 1 attached
How do we support children at Park Hill moving between phases of education?	**<u>Nursery to Reception</u>** -Nursery visits when possible -Open mornings for new parents -Additional meetings for SEND if required -Meet the teacher mornings
	<u>Year Group to Year Group</u> -One-page profiles for pupils in need of specialised provision -Inclusion folders, which include key information for staff -Transition meets between staff at the end of the academic year in preparation for autumn term -Meet the teacher sessions take place to help all children prepare for next year
	<u>Primary to Secondary Schools</u> -Transition meets (where required) and information sent to secondary schools -Secondary school visits -Advice on appropriate Secondary Choices -SENDCo informs the new SENDCo of the special education needs of the pupil
	<u>Primary to Special School or Resources Base</u> -Transition meetings arranged with parents and new school -All files transferred to new school -Support given to parents when arranging school visit if needed -Ensure SENAR are informed and involved in the process

Appendix 1

Agency	Name	Email
Education Psychologist (EP)	Sam Glover	Samantha.Glover@birmingham.gov.uk
Language, Learning and Strategic Support (LLSS)	Kate Mosley	kate.mosley@birmingham.gov.uk
Communication and Autism Team (CAT)	Pod Serge	Pod.Serge@birmingham.gov.uk
Physical Support Team (PST)	Hearing Support team Charlotte Hollis	a2egeneral@birmingham.gov.uk
	Vision Support Team Kate Campbell	
	Physical Difficulties Support Service Jane Runacres	
Visual Impairment Team (SST)	Nicola Colesby	Natalie.Colesby@birmingham.gov.uk
SENAR	Corol Palmer	corol.palmer@birmingham.gov.uk
Habilitation Team	Suzy McDonald	s.mcdonald@priestley.bham.sch.uk
Occupational Therapy Team (OT)	Victoria Smith	bchc.sendtherapy@nhs.net