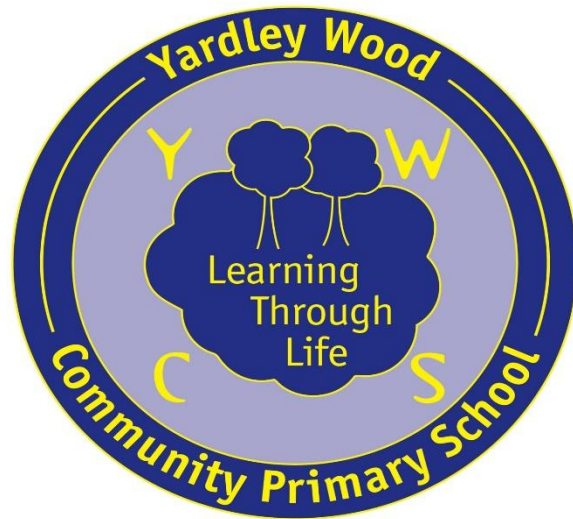




Yardley Wood Community Primary School

SEND Information Report

September 2025-Septmeber 2026

Our School

Our School Vision

At Yardley Wood Community Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

Yardley Wood Community Primary School currently has 430 children on role (September 2025)

There are currently 93 children on the SEND register with a range of needs from universal to specialist. (21% of the school this is a 1% increase on this time last year)

10 children have EHCPs, meaning they have significant level of needs that requires ongoing specialist intervention. There are currently 3 additional children who are in the process of requesting an EHCP assessment via the local authority.

There are 3 children who have SEND Support Provision Plans. These are for children with identified significant needs that either don't warrant an EHCP or are in the process towards getting an EHCP.

There are 58 children with a neurodevelopmental diagnosis or on the pathway for an assessment for ADHD or ASC.



Meet our SENDCO team

The SENDCOs at Yardley Wood Community Primary School are



Rosie Walls
AHT/ DSL/
Inclusion Lead



Claire Taylor
EYFS SENCO

If you would like to contact them, please call school on **0121 675 2456**



Special Educational Needs

At Yardley Wood Community Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

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



Identifying and Assessing Need

All pupils progress is assessed and tracked on a termly basis. If progress is identified as being low then further assessments will be carried out using Birmingham Continuum Assessments. This assessment will identify whether or not a child's level of attainment indicates a lower ability child or one that falls into the SEND category for cognition and learning.

All pupils in Nursery and Reception classes have a language assessment completed, to identify areas for development. If a child is assessed at a level lower than their age expected, intervention will be put in place for a term. Following this the children will be re-assessed. If progress is low then it may indicate a greater need. Following discussion with the Inclusion Lead and /or Assistant SENCO and in some cases Speech and Language Therapists, it may be that a child is placed on the SEND register and if a significant need is identified then a referral to Speech and Language Services may be completed. In most cases intervention will support progress and close the gaps and no further support in this area will be required.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom.



When a pupil's behaviour causes regular interruptions in both theirs and others learning, observations will be made of that child. Support will be put in place both from SEND and Pastoral teams. If needs are ongoing then a child will be placed on the SEND register with SEMH needs and further adaptations or support will be planned to support a children SEMH needs.

In some cases, needs are not identified within school due to behaviour presenting well or generally well in and around school, however parents may identify concerns at home, they can speak to School's Inclusion Lead, or Assistant SENCO or their GP regarding concerns, in some cases a referral to Community Paediatricians may be appropriate for further assessment or an Early help form will be complete with school's pastoral team, so that further support can be requested to enable parents to support their children at home.

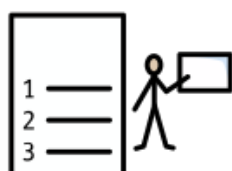


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024).



Curriculum adaptations



Visual timetables



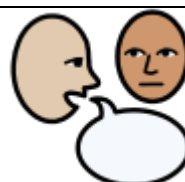
Task boards



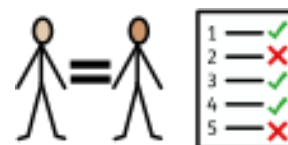
Peer mentoring



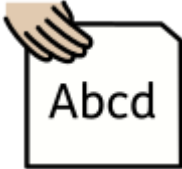
Assistive technology



Talk partners



Peer marking

			
	Self-assessment	Word banks	Positive behaviour
			
	Ear defenders	Timers	Explicit instruction
We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.			
 Parent Consultations	At Yardley Wood Community Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. Parents are invited to pupils SEND reviews termly, these are held during parent's evenings and parent and pupil's views are collected to inform the consultation. School signpost parents to support groups and parent information sessions via text messages. For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for a yearly review meeting. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.		



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupil's views are sought towards reviews to ensure that their interests and likes and dislikes are taken into account. For pupils with EHCPs their views are collected using Birmingham Person Centred resources, in some cases reviews are carried out using a person-centred approach, a pupil may be invited to join in with their review or they may be invited to share their views prior to the meeting depending on type of need and ability to engage in the process.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding annual reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

SEND reviews are held during parents evening. Your class teacher will discuss what is in place to help you child, progress and next steps.



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

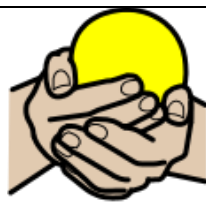
At Yardley Wood Community Primary, we believe in professional development and aim to ensure all our staff have the understanding they

Staff Training

need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

Training that has been provided over the last 2 years is:

			
Autism (Level 1)	Bucket time	Phonics (RWinc)	Positive Handling
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs

Other training includes:

- Restorative Justice training.
- Using scaffolds in class to support pupils with SEND.
- EpiPen and allergy training.
- Diabetes training (always specific to child's needs)
- Asthma training
- Level 1 for supporting pupils with Autism
- Ongoing in class training for staff relevant to the pupils in the care.
- Specific Speech and Language training
- Trauma informed attachment training

As well as this various staff have been trained for different aspects of special educational needs including;

- National SENDCo award,
- Precision teaching,
- Speech and language support.
- Attention Autism intervention.

- Sensory circuits,
- Welcomm assessment and intervention training

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school and / or individual training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.



Transition Support

Nursery and Reception

All pupils in nursery have introduction sessions and times builds up to full days. Although we offer full time nursery places, in some cases, when a child has significant and high needs the whole day can be too long. We will talk to parents and offer these pupils a shorter day with the intention of increasing it once they are able to successfully manage their time away from their families and/ or carers.

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO. We also carry out home visits for new pupils starting in September.

We hold a 'taster' sessions in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by handover meetings between staff teacher profiles sent out to all pupils to reduce concerns about changes in staffing and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold transition sessions during the second half of the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

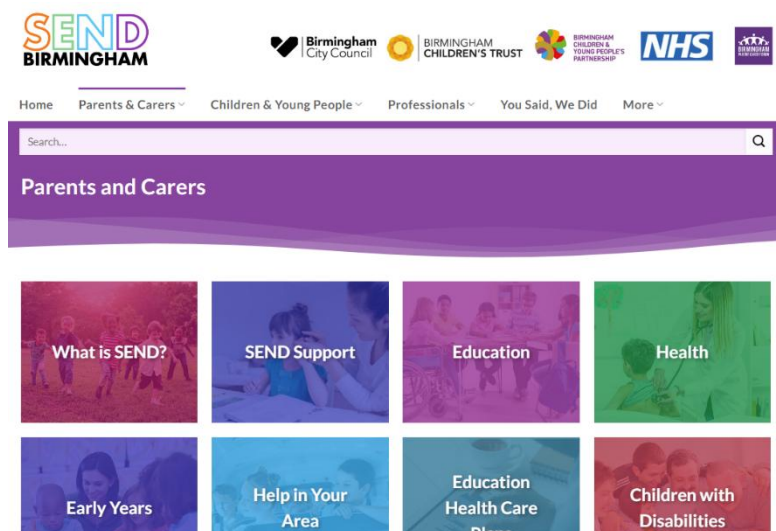
We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

	SEND transition to secondary school is supported by the Inclusion Lead, information is shared with secondary schools and in some cases additional transition days are planned.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: Pupil and School Support, Communication Autism Team, Birmingham Educational Psychology Service, School Health Advisory Service, Speech and Language Therapy Via NHS support and West Midlands Speech and Language Therapy Service. Visual and Hearing impairment team, School Nurse Service, NHS Occupational Health and Physio Therapists FSW to support SEND families to meet the needs of their children and improve attendance. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as residential or trips to places of interest, on occasion, we ask family members to join us. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 Complaint Procedure	We hope you will not need to make a complaint but if you are unhappy about something, the first point of contact should be your child's class teacher who is always available at the end and beginning of every school day. In addition, our Inclusion Lead, Assistant SENDCo and Pastoral team are available to talk through any concerns you may have. If you are not satisfied that your concern has been addressed, then you may speak to the headteacher at any time. If your issues are still not resolved, you may speak to any of our governors. Marion Atkin – Chair of Governors Sarah Darwood – SEND Governor



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at
<https://www.localofferbirmingham.co.uk/home/parents-and-carers/>



Feedback

2024-2025 feedback

'ADHD and Autism'

What we continue to do

School is continuing to book up parent workshops to support parents - please speak to us if there is something specific we can look in to supporting with.

'Support for parents'

See above

'FSW drop-in sessions'

This year school has increased the amount of independent FSW sessions, parents will

'Nurture Group and pastoral care'.

Nurture and Pastoral groups have continued to run. Children are selected for this support within school and following parental conversations.

2025-2026 feedback

Examples of task board/ visual timetables

What we will do

Task boards are individual and will look different for each pupil.

Visual time tables are in every class, a child who requires extra support to sequence and transition between things in their day may have their own timetable, or may be involved with the organisation of the whole class time table so they have a clear link with what is going on.

Signpost directory for support services

Please refer to Birmingham Local Offer, Under the tabs 'Things to do' and 'Help in your area'. There are suggestions of places and services to support.