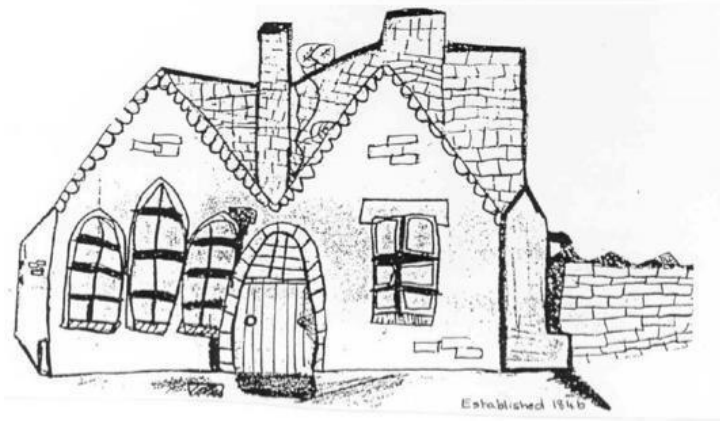


Flourishing Together

SEND Information report



Flourishing Together

At Quinton Church Primary School, we believe that to **Flourish** is to become the best version of ourselves in body, mind and spirit (John 10:10). It means being loved and recognised for who we are, uniquely made in the image of God (Psalm 139:13-14).

Together emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish (1 John 4:19).

At Quinton, our culture is to: **Be kind, be fair and be thankful** (Micah 6:8). This overarching culture of kindness, fairness and thankfulness are further explored through our six values of **Belonging, Love, Justice, Forgiveness, Peace and Hope**.

Flourishing Together

Quinton Church Primary School

Special Educational Needs Information Report

Updated September 2025

The following information outlines the provision made by our school for pupils with Special Educational Needs and Disability (SEND).

What are the admission arrangements for pupils with SEND?

The admissions policy for our school applies equally to pupils with and without SEND. We strongly encourage parents and carers of prospective pupils with SEND to approach us well in advance, so that the best possible preparation can be made to welcome the pupil into school. Our aim is to make starting at our school as easy as possible, so depending on the level of SEND we might:

- Meet with the pupil and their parents to talk about their needs and answer any questions about our school.
- Provide the pupil with a transition book that has photographs of the key staff and areas around school.
- Read reports from and have meetings with people who have worked with the pupil.
- Arrange visits to our school so the pupil gets to see it before they start attending.
- Make plans with about how best to support the pupil with SEND when they start at our school.

What Special Educational Needs and Disability (SEND) does the school make provision for?

All pupils in school have support within lessons through adaptations and quality first teaching. Pupils with SEND might need additional or different arrangements to ensure they make progress.

We divide SEND into four areas of need. At our school we make provision for pupils who have needs in Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs.

1. Cognition and Learning

These are pupils who find learning, thinking and understanding harder than most other pupils. They Might:

- Take longer to learn important skills.
- Find it difficult to remember things such as important words for reading or the times tables.
- Find it hard to understand how to use letter sounds to read and spell words.
- Need more time to think about how to answer.

2. Communication and Interaction

These are pupils who have difficulty interacting with other people and world around them. They might find it hard to:

- Talk to others, especially when in a group.
- Talk about a topic they have **not** chosen.
- Make or keep friends.
- Follow rules made by someone else.
- Accept changes in the way they usually do things.
- Process some noises, smells or other sensations around them.
- Say the things they are thinking.
- Understand what other people mean when they are talking.

3. Social, emotional and mental health difficulties

These are pupils who find it difficult to manage their emotions and behaviour in a way that affects their daily life. They might find it hard to:

- Follow rules set by others.

- Sit still for very long.
- Listen to and follow instructions.
- Understand their feelings.

- Make and keep friends.
- Respond in a way that does not cause harm to themselves or others.
- Take responsibility for the things they do.

4. Sensory and/or physical needs

These are pupils who have a disability that may make it difficult for them to manage their everyday life without some changes or support. This might be because of hearing or visual difficulties, physical disabilities or other medical needs. They might have difficulty in:

- Hearing what others in the classroom or school setting are saying.
- Seeing words on books, worksheets or whiteboards.
- Moving around without the aid of a walking aid or wheelchair.
- Using everyday implements such as pencils, scissors, knives and forks.
- Applying medication.
- Undertaking regular physiotherapy routines.

How does the school identify and assess SEND?

SEND is identified in a variety of ways. This includes:

- Special assessments/diagnosis by outside agencies (specialist teachers/doctors/psychologists etc.)
- The school tracking system which monitors the progress of every child in school.
- Information from parents/carers.
- Information from staff who work with the pupil.
- Information from previous schools or settings.

Once a pupil is identified as having a SEND the pupil's needs will first be assessed, then support will be planned, carried out and reviewed.

How does the school provide for SEND?

When a pupil is identified as having SEND the school identifies their areas of need and will aim to provide appropriate provision. How much provision the school makes for a pupil will depend upon how much help they need to make progress (a graduated approach) but could include:

- Changing what is taught or the way they are taught in order to help the pupil learn effectively with the rest of the class.
- Working in a small group with an adult to help the child learn the things they are finding difficult.
- Working with an adult 1:1 for short times during the day to help the pupil learn essential skills.
- Use of equipment and reasonable adaptations to the school environment.
- Making reasonable adjustments to the school routine.
- Asking for advice from a specialist teacher or other professional.
- In exceptional circumstances applying to the Local Education Authority for an Education, Health and Care Plan (EHP).

How does the school know that their SEND provision is effective?

Progress is monitored carefully to make sure that SEND pupils are making the best possible progress. This is monitored by the Special Educational Needs Co-ordinator (SENCo.) If not enough progress is made then more help or assessments will be considered. When reviewing progress and provision teachers might:

- Talk to adults who have worked with the pupil.
- Consider the success of interventions (one to one or small group work).
- Review assessment data.
- Talk to parents and/or pupils.
- Ask professionals to work with the pupil and check the progress being made and make recommendations for the future.

How are parents/carers of pupils with SEND involved in the education of their child?

The school regards parents as partners in the education and welfare of pupils. Parents of pupils with SEND, depending on the level of need, are invited to meet school staff more regularly to discuss progress and future plans including meeting with any 'Outside Agencies' involved.

Who should be contacted to discuss SEND?

In the first instance parents/carers should speak to the pupil's class teacher. They are also welcome to discuss concerns with:

- Mrs. Anna Reka (Deputy Head) Special Educational Needs Co-ordinator (SENCo.) who has responsibility for the day to day management of SEND.
- Mr. Steve Miller (Head teacher).

Contact can be arranged through the school office:

Enquiries: 0121 675 4422

office@quinton.bdmat.org.uk

How does the school ensure that pupils with SEND are not treated less favourably than other children?

The school has an accessibility plan which aims to make constant improvements to our school and particularly supports those pupils with SEND. Our staff training programme supports the needs of pupils with SEND and helps to ensure that these pupils are not treated less favourably than others. In order to ensure equality, the school aims to anticipate needs and make reasonable adjustments where necessary to:

- The physical environment.
- The routines in school.
- Extracurricular activities and school trips.

- Provide enhanced admission and transition procedures.
- Arrangements during examinations and tests.

What training do staff have in relation to pupils with Special Educational Needs?

At our school we have an ongoing programme of SEND training to enable staff to better provide for the children at our school. This helps to ensure that children with SEND are not treated less favourably than other children. Where needed key staff receive in depth training to provide for individual children with SEND. Training we have completed include:

- Understanding behaviours that challenge (Communication and Autism Team CAT)
- Autism Spectrum Universal Strategies (Selly Oak Trust School Out Reach Service)
- Autism Education Trust – Level 1 Training (Communication and Autism Team CAT)
- Recognising specific difficulties in Maths (Pupil School Support PSS)
- Dyslexia – Raising awareness and practical strategies (Pupil School Support PSS)
- Positive and consistent behaviour management (Beacon School Support)
- Building Emotional Resilience (Educational Psychology Service)
- WellComm -speech and language toolkit designed to assess and support children's speech and language skills
- Team teach – positive handling.
- PDA – Pathological demand avoidance (Pupil School Support PSS)
- Colourful Semantics - a teaching approach that aims to teach children how to build and understand sentence structures.

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How can parents find out about Birmingham Local Authority's local offer for pupils with SEND?
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The Birmingham Local Authority's Local Offer can be found at:

Home - Local Offer Birmingham

If a parent or carer of a pupil with SEND has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?

If you have a complaint about the school please contact the governing body via the Parent Governor or SEN Governor who will look into the complaint. Their contact details can be obtained via the school office. Our school and governing body take complaints seriously and will act upon these on an individual basis in accordance with our complaints policy.
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How does the school get more specialist help for pupils if they need it?

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If a pupil needs more specialist help we work with the following 'Outside Agencies'.

Agency or Service	Who they work with	How they are contacted
<p>City of Birmingham School</p> <p>Home - City of Birmingham School (cobschool.com)</p>	<p>Children with emotional, social or mental health difficulties that impacts on their behaviour in school</p>	<p>School have an allocated worker who they will contact after a parent or carer signs a referral form</p>
<p>Communication and Autism Team (CAT)</p> <p>Communication and Autism Team - Local Offer Birmingham</p>	<p>Children who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children with these difficulties</p>	<p>School have an allocated worker who they will contact after a parent or carer signs a referral form</p>
<p>Educational Psychology Service (EPS)</p> <p>About the service - Local Offer Birmingham</p>	<p>Children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan.</p>	<p>School have an allocated worker who they will contact after a parent or carer signs a referral form</p>
<p>Sensory & Physical Support (SPS)</p> <p>Physical Difficulties Support Team - Local Offer Birmingham</p>	<p>Children with physical difficulties which impact on their access in the school setting.</p>	<p>School have an allocated worker who they will contact after a parent or carer signs a referral.</p>
<p>Pupil and School Support (PSS)</p> <p>Pupil and School Support - Local Offer Birmingham</p>	<p>Children who are working well below the levels expected for their age.</p> <p>A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.</p>	<p>Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with their child</p>

Sensory & Physical Support (SPS) Physical Difficulties Support Team - Local Offer Birmingham	Children who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is affected.	Pupils are usually referred following a medical diagnosis; however, school can contact them for further support and general advice.
Speech and Language Therapy Service (SALT) Speech and Language Therapy Website (bhamcommunity.nhs.uk)	Children with a high level of speech and language difficulties.	School can fill in a form which parents or carers sign. The family doctor can also complete this form.
SWEET http://www.sweetproject.co.uk/	Families where emotional and social support is needed.	Commissioned by school who make referrals after discussion with parents
Occupational Therapy http://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/paediatric-occupational-therapy-service/	Children or young people with physical difficulties that require regular exercise.	School usually receives a visit from an OT following a referral via the medical service or PDSS (Physical Difficulties Service notes above)
School Nurse School Health Support Service Website	Children or young people with medical needs particularly where medication is needed.	School nurse is always involved when ongoing medical conditions need to be managed in school. (such as epilepsy or diabetes)

Who are the support services that can help parents with pupils who have SEND?

This is a list of agencies that might be able to help parents:

Agency	How they support parents	How to contact them
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<p>Special Education Needs and Disability Information Advice and Support Service (SENDIASS)</p>	<p>The Special Educational Needs Parent Partnership Service exists to provide advice and information to parents and pupils in Birmingham.</p> <p>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.</p>	<p>Special Educational Needs and Disability Information Advice and Support Service The POD, 28 Oliver Street Nechells, Birmingham B7 4NX</p> <p>Email Address: sendiass@birmingham.gov.uk</p> <p>Telephone Number: 0121 303 5004</p>
<p>Autism West Midlands</p>	<p>Provide activities and events and support for families, an information helpline, offer training for parents of children with autism and the professionals who help them and run support groups and advice clinics.</p>	<p>Website: www.autismwestmidlands.org.uk</p> <p>Telephone number: 0121 450 7582</p> <p>Helpline Number: 0303 030 0111</p>
<p>Winston's Wish (Bereavement Counselling)</p>	<p>The Winston's Wish national helpline offers support, information and guidance to all those caring for a bereaved child or young person.</p>	<p>General Enquiries: 01242 515157</p> <p>Helpline: 08452 03 04 05 (Monday- Friday 9am to 5pm and Wednesday evenings 7pm to 9.30 pm)</p> <p>Website: http://www.winstonswish.org.uk/</p> <p>Email: info@winstonswish.org.uk</p>
<p>The Children's Advice and Support Service (CASS)</p>	<p>The Children's Advice and Support Service (CASS) is the way citizens and professionals in Birmingham access support, advice, information, report a concern about a child and make contact with their allocated Social Worker.</p> <p>CASS offers early support from a range of partners and a wide range of services.</p> <ul style="list-style-type: none"> • information for families 	<p>Telephone: 0121 303 1888</p> <p>Further Information available at: http://www.lscbbirmingham.org.uk/index.php/safeguarding-concerns/cass</p>

	<ul style="list-style-type: none"> • school admissions and pupil placements • discussing concerns for a child or family and receive Early Help advice on thresholds and pathways • support from the Early Help Support Team • support to complete an Early Help Assessment • booking onto your local Early Help Panel • Family Support and Think Family • accessing MASH to report/discuss your safeguarding concern for a child. MASH (Multi-Agency Safeguarding Hub) is a multi-agency team which co-locates key safeguarding agencies including professionals from social care, police, health and education to better identify risks and improve decision making, interventions, and outcomes. 	
<p>Forward Thinking Birmingham (Child and Adolescent Mental Health Services)</p>	<p>Forward Thinking Birmingham work with children or young people with:</p> <p>Emotional difficulties. e.g. anxiety, anger, low self-esteem</p> <p>Behavioral difficulties e.g. aggression, destructiveness, self-harm, over activity</p>	<p>A referral to CAHMS can be made by any professional working with a child or young person in a professional capacity. Parent/carers can also make referrals</p> <p>Website: http://www.forwardthinkingbirmingham.org.uk</p>

	<p>Developmental difficulties e.g. concerns with eating, sleeping or communicating</p> <p>Relationship difficulties e.g. concerns in the family, with peers, in school or the community, problems with attachment and loss</p>	
Edwards Trust	<p>Provide a wide range of support services to bereaved families and children</p> <p>They offer training and consultancy service for school staff, parents or others working with bereaved children and their families.</p>	<p>Website: http://www.edwardstrust.org.uk</p> <p>Email: admin@edwardstrust.org.uk</p> <p>Telephone: (0121) 454 1705</p>
Barnardo's	<p>Barnardo's is a charity that works directly with children, young people and their families. Services include counselling for children who have been abused, fostering and adoption services, vocational training and disability inclusion groups.</p> <p>Barnardo's can also work in the following areas: advocacy, alcohol and substance misuse, child poverty, education, mental health, parenting support and young carers.</p>	<p>Midlands Regional Office</p> <p>Address: Brooklands, Great Cornbow, Halesowen, West Midlands, B63 3AB</p> <p>Telephone: 0121 550 5271/6</p> <p>Website: http://www.barnardos.org.uk</p>