

Hollyfield Primary School SEND Information Report

Welcome to Hollyfield Primary School's SEND Information Report

At Hollyfield Primary School, we believe every child has the right to an ambitious, inclusive education where they feel valued, supported and able to achieve their potential.

We recognise that children and young people learn in different ways and may experience barriers to learning, participation or belonging at different points in their education. Our approach is to understand each child as an individual, identify their strengths and needs, and make appropriate adjustments so that they can access learning, develop independence and achieve positive outcomes.

SEND is the responsibility of everyone at Hollyfield. We believe that every teacher is a teacher of SEND and that high-quality teaching, adaptive teaching and ordinarily available provision are the starting points for meeting the needs of all pupils.

Where a child requires special educational provision beyond ordinarily available provision, we use a graduated approach of Assess, Plan, Do and Review. Support is purposeful, personalised and linked to identified needs and intended outcomes, with its impact regularly evaluated.

We work in partnership with children, parents and carers and, where appropriate, external professionals to develop a shared understanding of need and to ensure that provision is responsive to the child.

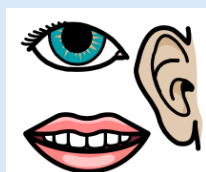
This SEND Information Report explains how we identify, assess and support pupils with special educational needs and/or disabilities (SEND) at Hollyfield Primary School. It should be read alongside our SEND Policy, Whole-School SEND Framework and Birmingham's Local Offer.

What types of SEN does the school provide for?



Pupils at Hollyfield may have needs in one or more of the four broad areas identified in the SEND Code of Practice. We recognise that needs can overlap, and that each child may experience SEND differently.

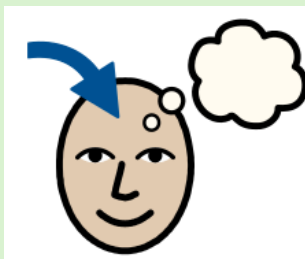
Our approach is needs-led rather than diagnosis-led. A child does not need a formal diagnosis for the school to identify a special educational need and put appropriate support in place.



Communication and Interaction

This may include needs relating to:

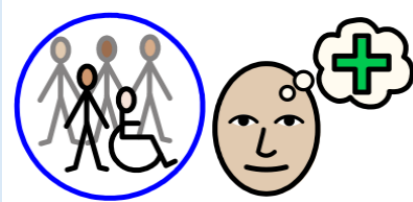
- understanding and using language
- speech, language and communication
- social communication and interaction
- understanding social situations and relationships
- autism/Autism Spectrum Condition (ASC)
- social understanding and flexibility.



Cognition and Learning

This may include needs relating to:

- learning and retaining new information
- literacy, reading, writing and spelling

		• mathematics and number • working memory and processing • specific learning difficulties, including dyslexia, dyscalculia and dyspraxia • moderate or severe learning difficulties.
	 Social, Emotional, Mental Health	This may include needs relating to: • emotional regulation • anxiety and emotional wellbeing • relationships and social understanding • attention, concentration and executive functioning • behaviour that communicates an underlying need • ADHD and other difficulties affecting emotional, social or behavioural development.

	Sensory and/or Physical This may include needs relating to: • hearing • vision • sensory processing • physical development or mobility • physical disability • multi-sensory impairment. These areas of need are not separate or fixed categories. A pupil may have needs across more than one area, and their needs may change over time. We therefore consider the whole child and focus on the barriers they experience rather than relying on a diagnosis or label.
Which staff will support my child, and what training have they had?	SENCO Our SENCO is Mrs Cooper-Jones. She has four years' experience as SENCO and has worked at Hollyfield Primary School as a qualified teacher for 18 years. Mrs Cooper-Jones achieved the National Award for Special Educational Needs Coordination (NASENCo) in 2025. She works Tuesday–Friday each week and oversees the school's SEND provision, working closely with pupils, families, staff and external professionals.



Pastoral Manager and Lead Practitioner for Autism

Our Pastoral Manager and Lead Practitioner for Autism is **Mrs Glass**. She works closely with pupils, families and staff to support inclusion, pastoral needs and autism-informed practice across the school.

Class teachers

Every teacher at Hollyfield is a teacher of SEND.

Class teachers have responsibility for knowing the strengths, needs and barriers of the pupils in their class and for providing high-quality, adaptive teaching that enables pupils to access learning and participate successfully.

Teachers are supported by the SENCO and other colleagues to develop their understanding and adapt provision where required.

Our whole school SEND development includes training and guidance on inclusive teaching, adaptive practice and the removal of barriers to learning. Staff development is informed by the needs of our current pupils and may include areas such as autism, ADHD, speech, language and communication, sensory needs, social and emotional needs and specific learning difficulties.

Teaching Assistants

Our team of Teaching Assistants work alongside teachers to support pupils' learning, independence and participation.

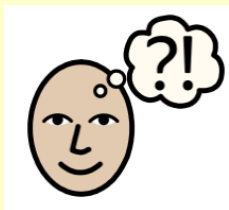
TAs receive training and guidance appropriate to the needs of the pupils they support. Where targeted or personalised provision is required, staff work from agreed strategies, outcomes and provision.

Teaching Assistants also receive training and guidance relevant to the pupils they support,

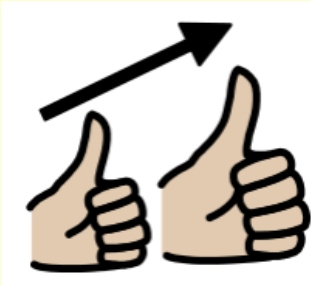
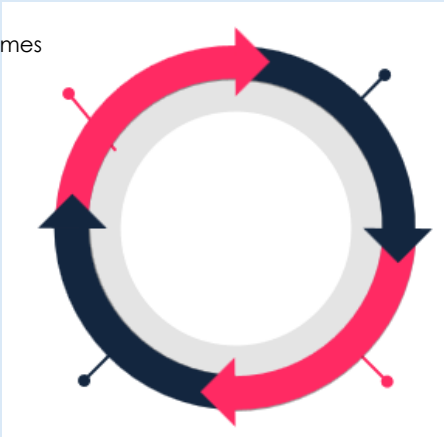
	including advice from the SENCO and external professionals where appropriate. External professionals Where appropriate, we work collaboratively with external professionals to develop our understanding of a child's needs and identify appropriate support. This may include: • speech and language therapists • educational psychologists • occupational therapists • paediatricians and other medical professionals • school nurses • specialist teachers and advisory services • social care and other local authority services. External professionals contribute their specialist expertise, while responsibility for a child's day-to-day education and provision remains shared by the school team.
What support is available to all pupils? 	At Hollyfield, we believe that inclusive practice begins with high-quality teaching. Every teacher is responsible for adapting teaching to remove barriers and enable pupils to access an ambitious curriculum. All pupils benefit from ordinarily available provision within the classroom. This may include: • clear explanations and modelling • appropriate scaffolding and guided practice • checking and adapting pupils' understanding • opportunities for repetition and overlearning • visual supports and other appropriate resources • adaptations to language, task presentation or recording • chunking and sequencing of learning

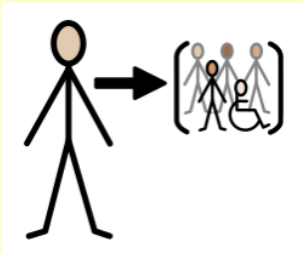
	• appropriate use of technology and practical resources • structured routines and predictable classroom expectations • opportunities to develop independence • reasonable adjustments to enable pupils to access learning and participate fully. Teachers use assessment information to identify barriers and adapt teaching accordingly. Where ordinarily available provision is not sufficient to meet an identified need, we may consider additional or different provision through the graduated approach. Our aim is to provide support that enables pupils to become increasingly independent, rather than creating unnecessary reliance on adult support.
What should I do if I think my child has SEN? 	If you have concerns about your child's learning, development, behaviour or emotional wellbeing, please speak to your child's class teacher in the first instance. They know your child best on a day-to-day basis and can discuss what has been observed in school. They will pass the message on to our SENCO, or you can also contact our SENCO directly via the school office or ClassDojo to request a meeting. ➤ We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. ➤ Together, we will develop a shared understanding of your child's strengths, needs and barriers, agree the outcomes we want to work towards and identify appropriate next steps. ➤ We will make a note of what's been discussed and add this to your child's record. ➤ Where it is identified that your child has SEN and requires special educational provision, we will formally notify you and place your child on the school's SEND register. We believe parents and carers are experts on their child, and we value your insight. Concerns raised by

	families are always taken seriously and form an important part of our assessment process.
How will the school know if my child needs SEN support? 	We use a broad range of information to identify possible special educational needs. We do not rely on academic attainment or progress alone. Slow progress or low attainment does not automatically mean that a pupil has SEN. Equally, a pupil may have SEN even when their attainment is in line with age-related expectations. Teachers continually assess pupils' learning, development, communication, interaction, emotional wellbeing, behaviour, independence and participation. They consider each child's strengths as well as any barriers they may be experiencing. A child may be identified as requiring additional support where, for example, they: • experience persistent difficulties accessing or participating in learning • require adjustments beyond those ordinarily available to pupils of the same age • experience difficulties with communication and interaction • experience difficulties with cognition and learning • experience difficulties with social, emotional or mental health • experience sensory or physical needs that affect their access to education • require a level of support that is additional to or different from that normally provided for pupils of the same age.

	We consider information from a range of sources, including: • classroom observation and assessment • progress and attainment information • work and learning behaviours • attendance and participation • observations of communication, interaction, regulation and independence • the views of the child • information from parents and carers • previous educational records • information from external professionals, where available. Where a concern is identified, the class teacher will initially consider whether adaptations to teaching, the environment or ordinarily available provision can remove or reduce the identified barrier. Where difficulties persist, the teacher will work with the SENCO and parents/carers to develop a shared understanding of the child's needs and consider whether SEN Support is appropriate. We recognise that a child does not need a formal diagnosis for their special educational needs to be identified or for appropriate support to be provided.
What does SEN Support look like? 	SEN Support is the additional or different provision put in place when a pupil has a special educational need that cannot be fully met through ordinarily available provision alone. SEN Support is personalised to the individual pupil. It may include a combination of: • adaptations to classroom teaching and the learning environment • reasonable adjustments • targeted teaching or intervention • additional opportunities for practice, repetition or overlearning • communication or sensory support • pastoral or emotional wellbeing support

	• support to develop independence, communication, self-regulation or participation • advice or involvement from specialist professionals. The type and amount of support will depend on the pupil's identified needs, strengths, barriers and intended outcomes. There is no single package of SEN Support that applies to every pupil. Where a pupil receives SEN Support, their provision and outcomes will be recorded and reviewed through the graduated approach of Assess, Plan, Do and Review. The class teacher remains responsible for the pupil's progress and works with the SENCO, support staff, parents/carers and the pupil to ensure that provision is appropriate and effective. Where provision is not having the intended impact, we will review what is being provided, consider alternative approaches and seek further advice where appropriate.
How is SEND provision funded?	Hollyfield Primary School receives funding to support pupils with special educational needs and/or disabilities through the school's overall funding allocation, including the notional SEND budget. Funding is used flexibly to meet pupils' identified needs and may contribute towards additional staffing, targeted interventions, specialist resources, training, equipment and support from external professionals. The level of support provided is based on the individual needs of the pupil and the provision required to achieve their intended outcomes. Receiving SEN Support does not automatically mean that a pupil will have individual adult support or a particular amount of additional funding. Where a pupil has an Education, Health and Care Plan (EHCP), the school will deliver the special

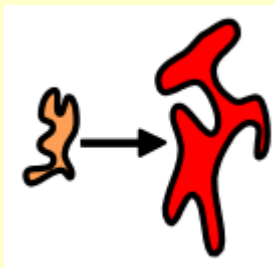
	educational provision specified in the plan and work with the Local Authority regarding any additional high-needs funding that may apply.
How will the school assess, support and review my child's progress? 	We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review. Review • review progress against outcomes • pupil/parent voice • evaluate impact • identify what has worked • amend/discontinue/extend provision • decide next steps • access to learning • participation • independence • confidence and wellbeing • pupil/parent voice • progress towards outcomes • impact of provision Assess • strengths • needs • barriers • existing provision • pupil/parent voice • relevant professional advice • baseline information Do • teacher remains responsible • provision delivered consistently • strategies embedded in classroom practice Plan • desired outcomes • reasonable adjustments • ordinarily available provision • targeted/personalised provision where required • who will do what • frequency/duration • how impact will be measured 

	➤ As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. ➤ Where appropriate, we establish baseline information before additional provision begins so that we can evaluate its impact. ➤ We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. ➤ This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.
How will I be involved in decisions made about my child's education? 	We believe that parents and carers have an important role to play in understanding and supporting their child's needs. We will work with you as partners and value the knowledge and experience you have of your child. You will be involved in: • sharing information about your child's strengths, needs, interests and experiences • discussing concerns and identifying barriers to learning or participation • agreeing the outcomes we are working towards • discussing and reviewing the provision in place • sharing your views about what is working well and what may need to change • contributing to decisions about next steps. Parents/carers of pupils receiving SEN Support will have the opportunity to review their child's provision and progress at least termly. We will also seek the views of your child in ways that are appropriate to their age, development and communication needs. This may include talking with them about what they enjoy, what they find

	difficult, what helps them and what they would like to achieve. Where appropriate, pupils may contribute to setting outcomes, reviewing support and attending meetings about their education. Your child's views and your views will be considered alongside assessment information, professional advice and the school's understanding of their needs when decisions are made about provision.
How will my child be supported to access the curriculum and wider school life? 	We want pupils with SEND to experience the same ambitious curriculum and opportunities as their peers wherever possible. Teachers adapt teaching and learning to remove barriers and enable pupils to participate successfully. This may include: • adapting the way information is presented • breaking learning into manageable steps • pre-teaching important vocabulary or concepts • using visuals, symbols or other communication supports • modelling and scaffolding • using practical and concrete resources • providing opportunities for repetition and overlearning • adapting the amount or format of recording required • making reasonable adjustments to the classroom environment • providing sensory or movement opportunities where appropriate • using technology or specialist equipment where required • providing targeted adult support that promotes independence. The adjustments used will depend on the individual pupil's needs. We aim to remove barriers while maintaining appropriate challenge, ambition and opportunities for independence.

	Our Accessibility Plan sets out how we are continuing to improve access to the curriculum, physical environment and information for pupils with disabilities.
How will you support my child's wellbeing and emotional needs? 	We recognise that emotional wellbeing can have a significant impact on a child's ability to learn, communicate and participate in school life. Where appropriate, support may include: • predictable routines and clear expectations • support to understand and communicate emotions • emotional regulation strategies • access to agreed safe or calming spaces • sensory or movement opportunities • pastoral support • support with anxiety and emotional wellbeing • support with attendance where emotional or SEND-related needs create barriers to accessing school • individualised strategies developed with the pupil, family and relevant professionals. We seek to understand the underlying need or barrier rather than viewing behaviour in isolation. Where concerns persist, these will be considered through the graduated approach and appropriate support will be planned and reviewed.

How will you support my child's transition?



We recognise that transitions can be particularly important for pupils with SEND. We plan transitions carefully and consider each child's individual needs, strengths, communication preferences and any potential barriers to change.

Joining Hollyfield

When a child joins Hollyfield, we work with their family and previous setting, where appropriate, to gather relevant information about their needs, strengths, successful strategies and existing provision.

Where a child has identified SEND, an EHCP or is known to external professionals, we will seek relevant information before they start so that appropriate support and reasonable adjustments can be considered in advance.

Depending on the child's needs, transition support may include:

- visits to school or opportunities to become familiar with key areas and adults
- meeting the child and family before they start
- sharing photographs, visual information or transition resources
- liaising with the child's previous setting and relevant professionals
- identifying key adults and important routines
- planning reasonable adjustments and any additional provision required
- agreeing how communication with parents/carers will be maintained.

Transitions within school

We recognise that transitions can also occur throughout the school day and school year. Staff will support pupils to develop confidence and independence when moving between activities, classrooms, year groups and key adults.

Where a pupil may find a particular transition difficult, we may use:

- visual timetables, now-and-next boards or other communication systems

- advance preparation and opportunities to talk about changes
- familiarisation visits and additional opportunities to practise new routines
- social stories or other personalised transition resources
- support from a familiar adult
- phased or carefully planned changes where appropriate.

Transition arrangements will be reviewed as the child becomes more familiar with their new environment, with the aim of gradually developing independence wherever possible.

Moving to a new school or setting

When a pupil moves to another school or setting, we work with the receiving school and family to support a smooth transition. This may include sharing relevant information about the pupil's SEND, successful strategies, provision, progress and reasonable adjustments, in line with information-sharing requirements.

For pupils with an EHCP, transition planning will also form part of the relevant review and statutory processes.

We will consider the individual needs of the pupil and may arrange additional visits, meetings, information-sharing or transition activities where these would help the pupil prepare for the change.

Our aim is for every pupil to move between settings with a clear understanding of their strengths, needs and successful support, so that their new setting can provide appropriate support from the outset.

How will you work with external professionals?



We recognise that working collaboratively with external professionals can help us develop a deeper understanding of a child's strengths, needs and barriers to learning and ensure that appropriate support is put in place.

With parental/carer consent, and in accordance with relevant information-sharing and safeguarding requirements, we may work with a range of professionals and specialist services. These may include:

- Speech and Language Therapists (SaLT)
- Educational Psychologists (EP)
- Occupational Therapists (OT)
- Pupil and School Support (PSS)
- Communication and Autism Team (CAT)
- specialist teachers and advisory services
- paediatricians and other health professionals
- school nursing and other health services
- social care and other Local Authority services.

Where appropriate, we will:

- discuss concerns and share relevant information about the child's strengths, needs, progress and current provision
- seek specialist advice, assessment or recommendations
- involve parents/carers and pupils in discussions about external professional involvement
- consider professional recommendations alongside our own assessment and knowledge of the child
- translate relevant advice into practical strategies, reasonable adjustments and provision within school
- ensure that staff working with the child understand any agreed approaches
- monitor the impact of recommended strategies and provision
- review and adapt support where it is not having the intended impact
- contribute information to assessments, reviews and reports where required.

External professionals provide specialist advice and expertise; however, the class teacher retains

	responsibility for the child's day-to-day education and progress, with the SENCO coordinating SEND provision and working collaboratively with staff, families and professionals. We aim to ensure that external advice results in meaningful changes to the child's experience, access, participation, independence and outcomes, rather than recommendations being considered in isolation.
What happens if my child's needs require support beyond school-based SEN Support? 	Most pupils with SEND have their needs met through high-quality teaching, ordinarily available provision and, where required, additional SEN Support within school. Where a pupil's needs are more complex, severe or persistent and cannot be adequately met through the support available within school, we will work closely with the pupil, parents/carers and relevant professionals to consider what further support may be required. This may include: • seeking advice or assessment from appropriate external professionals • reviewing and increasing or adapting the provision already in place • working with the Local Authority and other services to identify appropriate specialist support • considering whether an Education, Health and Care (EHC) needs assessment should be requested. An EHC needs assessment may be requested where, despite appropriate and purposeful support through the graduated approach, there is evidence that a child or young person may require special educational provision that cannot reasonably be provided from the resources normally available to a mainstream school.

	The decision about whether an EHC needs assessment is necessary is made by the Local Authority, based on the evidence available. Parents/carers, the school and, where appropriate, the young person can request an EHC needs assessment from the Local Authority. The Local Authority will consider the evidence and decide whether an assessment is necessary. If an EHC needs assessment is agreed, the school will work collaboratively with the child, family, Local Authority and relevant professionals to provide the information required and contribute to the assessment process. Where an Education, Health and Care Plan (EHCP) is issued, it will set out the child's identified special educational needs, the outcomes sought, and the special educational provision required. The school will work to deliver the provision specified in the plan and will monitor the child's progress towards the agreed outcomes. An EHCP does not replace the graduated approach. The class teacher remains responsible for the child's day-to-day education and progress, with the SENCO coordinating provision and working with parents/carers and professionals to ensure that the support remains appropriate and effective. We recognise that the level of support a child requires may change over time. Provision will therefore continue to be reviewed and adapted in response to the child's needs, progress and outcomes.
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What should I do if I have a concern about SEND provision?



We encourage parents/carers to raise concerns as early as possible so that we can work together to resolve them. In the first instance, please speak to your child's class teacher or the SENCO. Where concerns remain, parents/carers can follow the school's complaints procedure, available on our website.

Parents/carers can also seek independent advice from Birmingham SEND Information, Advice and Support Service (SENDIASS). Where appropriate, parents may also access mediation through the Local Authority.

Where can I find further information and support?



SENAR

Tel: 0121 303 0829

School Health Advisory Service

Tel: 0121 465 5457

Forward Thinking Birmingham

Tel: 0121 250 1560

Child Development Centre

Tel: 0121 465 1582

Birmingham Children's Trust

Tel: 0121 303 1888

SEND Information Advice Support Service

Tel: 0121 303 5004

Who can I contact at Hollyfield for further information?



If you have any questions about your child's special educational needs or the support available at Hollyfield Primary School, please contact:

SENCO: Mrs Cooper-Jones

School: Hollyfield Primary School

Contact: Please contact the school office to arrange a conversation or meeting with the SENCO.

Parents/carers can also contact their child's class teacher in the first instance, as they are responsible for the day-to-day education and progress of pupils in their class.

