



**HODGE HILL**  
PRIMARY SCHOOL



***...providing an exceptional education for every child.***

## **Special Educational Needs and Disability (SEND) Information Report**

**2025/2026**

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Hodge Hill Primary school is a warm, friendly, inclusive school which aims to provide full access to all areas of the national curriculum for all pupils in our care. We believe in achievement for all regardless of academic ability, ethnicity, gender, social background and physical needs. Class teachers are responsible for all pupils' progress in their class; this includes recognising and supporting those with Special Educational Needs and Disabilities (SEND). They work in consultation with the Special Educational Needs and Disability Co-ordinator (SENDCo) and a range of specialist services to provide the best possible provision for our pupils.

#### **Aims:**

The purpose of this SEND Information Report is to:

- Outline how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in making provision for our pupils with SEND

#### **Legislation and Guidance:**

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Pupils and Families Act 2014](#), which sets out schools' responsibilities for Pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

#### **Who is a pupil with SEND?**

A pupil is recognised as a pupil with SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This provision is seen to be above and beyond the Quality First Teaching pupils can expect in the classroom. Children with SEND can have a wide range of barriers to their learning and they do not always have to be academic barriers but often impact on their academic attainment.

They have a learning difficulty or disability if they have:

- Significantly greater difficulty in learning than the majority of the pupils of the same age, or
- A disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

#### **What is a Special Educational Provision?**

Special educational provision is educational, or training provision, that is additional to or different from that made for other pupils of the same age.

#### **What will Hodge Hill Primary do to ensure the educational needs and pastoral care of my pupil is being met?**

We ensure pupils with Special Educational Needs and Disabilities are treated with the same educational and pastoral care as all other pupils, embedded in the relational, child-focused approach we instil in all staff and children, centred around our Positive Relationships Policy (please see <https://hodge-hill-primary-school.schudio.com/key-information/policies> for more details).

We have employed a qualified Special Educational Needs and Disability Co-ordinator (SENDCo) to carry out the statutory duties and will ensure all staff carry out their roles and responsibilities.

**The SENDCo will:**

- Work with the Head teacher and Senior Leadership Team to determine the strategic development of the SEND provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care Plans (EHCP)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education (primary, secondary and special schools) to ensure that the school meets its responsibilities under the Equality Act 2010 concerning reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date

**The Head teacher will:**

- Work with the SENDCo and the CEO to determine the strategic development of the SEND provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

**Class teachers will:**

- Monitor the progress and development of every pupil in their class
- Working closely with any teaching, Pupil Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCo to review each pupil's progress and development and decide on any changes to the provision
- Ensure they follow this SEND information report

**The CEO:**

- Will be in regular discussions with the Head Teacher in terms of pupils' performance and school improvement generally including SEND.
- Chairs the monthly MAT Leadership Group which brings all Trust schools together and where common issues are discussed, and joint decisions are made.

**The Board of Directors (Trustees):**

In consultation with the CEO, the Board determines Trust policy, approves the appropriate funding arrangements and maintains a general overview. SEND Trustee for Hodge Hill – Becky Perkes, regularly meets with Head teacher and SENDCo to monitor provision.

Four main areas of need. Barriers to learning we may see, examples of how we support and check support is appropriate?

1. COMMUNICATION AND INTERACTION		
Barriers to learning	Examples of support available in our school	How do we check it is appropriate?
<ul style="list-style-type: none"> <li>• Autistic Spectrum Condition</li> <li>• Speech and language delay</li> <li>• Social communication difficulties</li> </ul> <p>Pupils find it difficult interacting with the world around them. Some of the difficulties these pupils may have been:</p> <ul style="list-style-type: none"> <li>• Talking to other adults and pupils when in a group</li> <li>• Talking about a topic they have not chosen to talk about</li> <li>• Making friends</li> <li>• Following rules made by someone else</li> <li>• Dealing with changes in the way they usually do things</li> <li>• Dealing with noises, smells or other sensations around them</li> <li>• Communicating what they are thinking</li> <li>• Understanding what people mean when they are talking</li> </ul>	<ul style="list-style-type: none"> <li>• Using a variety of multisensory teaching strategies in class</li> <li>• Additional support can be given in a small group by an adult to help the pupil with the things they are finding difficult</li> <li>• Intervention Groups in Early Years to support early language and communication needs</li> <li>• Speech and Language interventions led by a qualified Speech and Language therapist.</li> <li>• Time to Talk intervention</li> <li>• Use resources in the classroom to help the pupil understand or deal with things that are happening, e.g. visual timetables, now and next board, Picture Exchange Communication System (PECS), social stories, prompts for following a set of instructions.</li> <li>• Get advice from professionals and specialist staff trained in school</li> <li>• Individual targets in place for pupils with communication needs</li> <li>• One-page profiles</li> <li>• Scaffolds for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Through observations of the pupil</li> <li>• By monitoring the pupil's progress at regular intervals and assessing whether targets have been achieved</li> <li>• Through discussion with the adults who work with the pupil</li> <li>• Through discussions with parents</li> <li>• Through discussions with the pupil when appropriate</li> <li>• Book monitoring and learning audits</li> <li>• Regular assessment by the Speech &amp; Language Therapist</li> <li>• Using the Birmingham Language and Literacy continuum and toolkit trackerto monitor progress and attainment</li> </ul>

<p style="text-align: center;"><b>2. COGNITION AND LEARNING</b></p>		
<ul style="list-style-type: none"> <li>● <b>Dyslexia</b></li> <li>● <b>Dyscalculia</b></li> <li>● <b>Moderate learning difficulties</b></li> <li>● <b>Severe learning difficulties</b></li> </ul>		
<b>Barriers to learning</b>	<b>Examples of support available in our school</b>	<b>How do we check it is appropriate?</b>
<p>Pupils find thinking, learning and understanding more challenging than most other pupils. Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> <li>● The length of time it takes them to learn a new skill</li> <li>● Remembering important words for reading and times tables</li> <li>● Understanding how to use letter sounds to read and spell words</li> <li>● Needing more time to think through their answers</li> </ul>	<ul style="list-style-type: none"> <li>● High-quality teaching</li> <li>● Using a variety of multisensory teaching strategies in class</li> <li>● Carefully selected small-group and one-to-one interventions by an adult</li> <li>● Use resources in the classroom to support learning e.g. timers, talking tins, phonics mats</li> <li>● Seek and act upon the advice of professionals and specialist staff trained in school, including Pupil School Support (who assess pupils for their barriers to learning and suggest strategies)</li> <li>● Individual targets are set to identify pupils' next steps</li> <li>● Pupils may be given additional time to process information and think through their answers</li> <li>● One-page profiles</li> <li>● Memory Magic</li> <li>● Use interventions such as Precision teaching and Paired Reading</li> <li>● Targeted Support Plans for pupils with high focus needs.</li> <li>● Use of Individual Teaching Plans for pupils with an Educational Health Care Plan (EHCP)</li> </ul>	<ul style="list-style-type: none"> <li>● Through observations of the pupil</li> <li>● By monitoring the pupil's progress at regular intervals and assessing whether targets have been achieved</li> <li>● Through discussion with the adults who work with the pupil</li> <li>● Through discussions with parents</li> <li>● Through discussions with the pupil when appropriate</li> <li>● Book monitoring and learning audits</li> <li>● Intervention assessments</li> <li>● Using the Birmingham Language and Literacy continuum and toolkit tracker to monitor progress and attainment.</li> </ul>

### 3. SOCIAL, EMOTIONAL AND MENTAL HEALTH ISSUES

- Behavioural difficulties
- Bereavement concerns
- Attachment disorders
- Pupils who have experienced traumatic events
- Mental health concerns
- Social difficulties

Barriers to learning	Examples of support available in our school	How do we check it is appropriate?
<p>Pupils find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> <li>• Following rules set by others</li> <li>• Sitting still for long periods</li> <li>• Listening to and following instructions</li> <li>• Understanding how they are feeling</li> <li>• Making friends and or sustaining friendships</li> <li>• Dealing with their difficulties in a way that does not cause harm to themselves or others</li> <li>• Taking responsibility for their actions</li> <li>• Difficulty in recognising emotions</li> <li>• Difficulty regulating their emotions</li> <li>• Lack of emotional resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Our team of learning mentors are trained in 'Attachment Awareness' in Practice</li> <li>• The learning mentors and the SENDCo support individual pupils</li> <li>• Additional support is available from a learning mentor during the school day to let the pupil talk about the things that may be upsetting them</li> <li>• We have a qualified Level 3 counsellor for pupils who require additional 1 to 1 support</li> <li>• Specific members of staff are trained in Bereavement Counselling</li> <li>• Seeking and acting upon the advice of external agencies including the Educational Psychologist</li> <li>• We have a qualified Level 3 Mental health specialist</li> <li>• Mental Health Lead</li> <li>• Staff are trained in de-escalation strategies to promote positive behaviour and keeping pupils safe.</li> <li>• Our Pastoral Team are trainers in de-escalation strategies</li> <li>• Nurture Groups, coaching and mentoring</li> <li>• Behaviour plans and behaviour charts</li> <li>• Extra-curricular activities.</li> <li>• Social Stories</li> <li>• One-page profiles</li> <li>• Personal, Social, Emotional and Mental learning is interwoven throughout our curriculum provision</li> <li>• Stand-alone events such as Anti-Bullying and Online Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Through observations of the pupil</li> <li>• By monitoring the pupil's progress at regular intervals and assessing whether targets have been achieved</li> <li>• Through discussion with the adults who work with the pupil</li> <li>• Through discussions with parents</li> <li>• Through discussions with the pupil when appropriate</li> <li>• Book monitoring and learning audits</li> <li>• Boxhall Profile to track pupils' social, emotional and mental health progress</li> <li>• Coaching conversations</li> </ul>

#### 4. SENSORY AND PHYSICAL NEEDS

Please see the accessibility plan on Hodge Hill Primary's website for details of reasonable adjustments the school has made to meet pupils' sensory and physical needs. <https://www.hodgehillprimary.bham.sch.uk/key-information/policies>

- Cochlear implants/Hearing aids
- Eye conditions
- Muscular Dystrophy
- Neuropathy

Types of need and what it could look like	Facilities we provide to help disabled pupils to access the school	How do we check it is appropriate?
<p>Pupils have a condition or disability that may make it difficult for them to manage their everyday life without support. Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> <li>• Hearing what others in the classroom or school setting are saying</li> <li>• Visual impairments</li> <li>• Require a walking aid or wheelchair to move around</li> <li>• Taking medication</li> <li>• Managing their complex health needs</li> <li>• Cerebral palsy including hemiplegia and ataxia</li> <li>• Short stature syndrome</li> <li>• Morqio Syndrome</li> <li>• Muscular Dystrophy</li> <li>• Neuropathy</li> </ul>	<ul style="list-style-type: none"> <li>• Seek and act upon advice from professionals and specialist services such as Vision Support Team (VST), Hearing Support (HST), Occupational Therapist (OT), Educational Psychologist (EP), School Nurse Service</li> <li>• Personal Care facilities - we have a disabled toilet in the main entrance, one in Key Stage 1 and two located in Key stage 2</li> <li>• Use of specialist equipment / auxiliary aids, e.g. writing slopes, enlarged keyboards, hoists, computer to record schoolwork, access to a scribe, radio aids</li> <li>• Adaptations to the school environment such as a lift located in upper Key stage 2, lowered handrails, labelling resources, colour contrasting strips on stairs</li> <li>• Quieter learning areas</li> <li>• Physiotherapy sessions</li> <li>• Fine and gross motor skills groups</li> <li>• Accessibility plans</li> <li>• Management plans</li> <li>• Care plans</li> <li>• Medical alert cards</li> <li>• Personal Emergency Evacuation Plans</li> <li>• One-page profiles</li> <li>• Suitable provision as stated in the Educational Health Care Plan (EHCP)</li> </ul>	<ul style="list-style-type: none"> <li>• Through observations of the pupil</li> <li>• By monitoring the pupil's progress at regular intervals and assessing whether targets have been achieved</li> <li>• Through discussion with the adults who work with the pupil</li> <li>• Through discussions with parents</li> <li>• Through discussions with the pupil when appropriate</li> <li>• Regular assessments carried out by professionals and specialist services.</li> </ul>

## How do we identify and assess pupils with special educational needs?

The SEN Code of Practice sets out a graduated response to meeting pupils' special educational needs. This involves a cycle of "Assess, Plan, Do and Review." This section will demonstrate how Hodge Hill Primary School use the graduated response.

### Identification of a pupil's special educational needs can take place in four main ways:

1. The parent/carer may identify their child's additional needs at home and will inform the school.
2. The class teacher will use ongoing informal and formal assessment and will identify the following –
  - If less than expected progress is being made in comparison to that of their peers starting from the same baseline
  - If the pupil is no longer able to match or better their previous rate of progress
  - If it is becoming increasingly hard to close the attainment gap between the child and their peers
  - Any barriers to learning or accessing school life.
3. The class teacher, through observation, becomes aware of a pupil's emotional or physical needs or school is made aware of a traumatic experience
4. The school is informed by outside services such as health providers, or from a pupil's previous school or placement

### How do we assess pupils with special needs to show progress?

- All pupils are assessed in line with the national curriculum expectations and are given either a WB (working below the age-related expectation); B (working below but towards the standard); SECURE (at expected standard) or ABOVE (working above expected standard).
- If a pupil is assessed at working at WB then a Birmingham's Language, Literacy and Maths Continuum is completed, which supports assessment when a pupil makes smaller steps of progress. For those children with ASC who are not yet accessing Continuum targets, we use the Autism Education Trust (AET) framework.
- Pupils with SEND are set individual targets according to these assessments, in the form of a learning plan. These are reviewed three times a year and are shared at reviews with parents. This helps the school monitor how pupils are progressing in lessons as well as interventions.
- We also use the continuums and toolkits to identify what level of support each pupil needs:
  - **Universal support** – support given in class alongside other pupils
  - **Targeted support** – pupils might need additional intervention groups or focused support from a teacher or Pupil Support Assistant in class
  - **Specialised support** – pupils require additional interventions to meet their learning needs. They are also likely to need assessment by outside agencies to advise the school on the provision required.

	Universal/Targeted	Specialist	School Support Pupil Plans and Education Health Care Plans
Who will be involved in the review?	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● Parent</li> <li>● Pupil</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher</li> <li>● Parent</li> <li>● Pupil</li> <li>● SENDCo</li> <li>● External Agencies</li> </ul>	<ul style="list-style-type: none"> <li>● SENDCo</li> <li>● External agencies</li> <li>● Class teacher</li> <li>● Parent</li> <li>● Pupil</li> </ul>
When will the review take place?	Each term. If Learning plan in place, review meeting as well.	Each term. If Learning plan in place, review meeting as well.	Annually for SSPP and EHCP Short term targets reviewed termly.

The continuums and toolkit also enable us to identify next step targets for each pupil, ensuring teaching and learning is directed at pupils' individual needs. These are then used to create targets for those pupils needing specialised provision.

The class teacher would notify the SENDCo, through a pupil referral process, if the strategies used to address the concerns are not enough or are unsuccessful. Observations or assessment for identifying general learning strengths and needs will be carried out, and ideas for additional strategies will be put into place, monitored and reviewed. The school follows the graduated approach to ensure clear and timely monitoring and reviewing of pupil's needs.

Parents/carers are regularly informed of any school concerns or strategies the school may follow to support their pupil and will be involved throughout the process.

If further in-depth assessments or observations are needed, the SENDCo will contact the appropriate specialist agency to advise the school. The agency will carry out assessments and observations and write a report outlining their pupil's recommendations.

## What Outside Agency Support is available at Hodge Hill?

There are times when pupils at Hodge Hill need additional support from specialist agencies to help them make progress in their learning. If this support is required, the SENDCo will meet with parents to discuss the best agency to meet their pupil's needs and gain parental consent. Once agreed with parents, the SENDCo will make a referral to the appropriate agency.

Agency or Service	Who they work with	Contact details
Communication and Autism Team (CAT)	Pupils who are being assessed or already have a diagnosis of autism or communication difficulties. They will also provide support for families of pupils or young people with these difficulties.	Helen Cain - 0121 303 1792 <a href="mailto:Helen.cain@birmingham.gov.uk">Helen.cain@birmingham.gov.uk</a>
Educational Psychology Service (EPS)	Pupils with complex needs. An Educational Psychologist will always be involved with a pupil referred for an Education and Health Care Plan.	Aruna Pintilei <a href="mailto:aruna.pintilei@birmingham.gov.uk">aruna.pintilei@birmingham.gov.uk</a>
Physical Disability Service (PDSS)	Pupils with physical disabilities which impact on their access to the school setting.	Afia Begum -0121 742 7203 <a href="mailto:Afia.Begum@birmingham.gov.uk">Afia.Begum@birmingham.gov.uk</a>
Pupil and School Support (PSS)	Pupils who are working below the expected levels for their age. A Pupil and School Support Teacher will also work with staff in schools offering advice and training.	Kerry Riches – 0121 303 1793 <a href="mailto:kerry.riches-orme@birmingham.gov.uk">kerry.riches-orme@birmingham.gov.uk</a>
Birmingham Speech and Language Therapy Service (SALT)	Pupils who have a high level of speech and language difficulties.	<a href="mailto:pupilss.slt@bhamcommunity.nhs.uk">pupilss.slt@bhamcommunity.nhs.uk</a> Referrals: <a href="mailto:BCHNT.commpupilref@nhs.net">BCHNT.commpupilref@nhs.net</a>
Talk Therapy (SALT)	Pupils who have a high level of speech and language difficulties.	Vicky Hitchman <a href="mailto:vicky.talktherapy@gmail.com">vicky.talktherapy@gmail.com</a>
Sensory Support Services (SSS) Hearing and Visual Impairment Team	Pupils with a hearing or vision impairment	Carolyn Hasler (HI)- 0121 303 1751 <a href="mailto:Carolyn.Hasler@birmingham.gov.uk">Carolyn.Hasler@birmingham.gov.uk</a> Sarah Masters – (VI) 0121 303 1751 <a href="mailto:Sarah.Masters@birmingham.gov.uk">Sarah.Masters@birmingham.gov.uk</a>
School Nurse	Pupils with medical needs, particularly when medication is needed. Referrals are allocated within the School Nurse team as a whole.	Our main contact is Shannon Knight - 0121 465 1600
City of Birmingham School (COBS)	Pupils with complex behavioural needs can be supported and referred to COBS for specialist support with behaviour.	Nicole Brooks - 07483347003

## **How do we involve parents in making decisions about the support their pupil is receiving?**

We are happy to listen to anything our parents want to discuss surrounding their child's provision or any concerns they might have. We aim to keep parents involved and informed at all stages of their pupil's additional education provision. This includes:

- Free and open discussions with the SENDCo
- Meetings with specialist services involved in supporting their child's needs, where possible
- Provide opportunities for parents to contribute during termly reviews and subsequent recommendations for their pupil. This may be in person, or written contributions submitted in advance of the meeting.
- Invite parents to attend person-centred reviews and EHCP reviews
- Provide information in this report and on the school website

## **How do we involve pupils when making decisions about the support they will receive in school?**

At Hodge Hill, we strive to keep the child at the heart of all we think, say and do. With this in mind, we endeavour to:

- Listen to our pupils to comprehend the full extent of their feelings, and frustrations towards their specific needs providing opportunities to participate in pupil review meetings
- Understand their preferred ways of working and what helps them learn and feel successful both academically and socially through pupil's voice
- Give them a voice through the school council where their views and opinions are respected and heard
- Be involved in person-centred reviews where pupils can share their strengths and areas for development. (A person-centred planning approach is used when reviewing Educational and Health Care Plans or in transition planning).

## **What is the Admissions policy at Hodge Hill Primary for Pupils with SEND?**

Any pupil with SEND can be admitted to our school. If a pupil has an Education Health Care Plan (EHCP), consultation regarding admission to our school will take place through the Special Educational Needs Assessment Review Team (SENAR). If our school can meet their needs, admission is agreed, and Hodge Hill Primary School is named on the EHCP document. Families of pupils requiring additional arrangements for admission will meet with the school SENDCo prior to entry to ensure needs can be met.

## **What facilities can you provide to help disabled pupils to access the school?**

We provide accessible facilities to ensure all pupils can access learning and all staff are trained in relevant areas of medical care according to our pupils' needs. For pupils with physical disabilities, we have ramp access at key entry points, wide doorways for wheelchair access, and accessible toilets. Where needed, we locate pupils with access needs to downstairs classrooms and make reasonable adjustments in line with government guidance to support each individual need.

## **How are pupils with SEND enabled to engage in activities available to all pupils within the school?**

All pupils have access to extra-curricular activities or services. Risk Assessments enable full access to educational visits and are checked by both the Education Visits Co Ordinators and SENDCo with adjustments or modifications being made in discussion with parent and pupil. Where appropriate, reasonable adjustments are made to ensure pupils with SEND receive the same school experience as their peers.

### **What if my pupil has a medical need?**

Pupils with medical conditions are not automatically a pupil with SEND. Individual health care plans/management plans will normally specify the type and level of support required to meet these pupils' medical needs. If a pupil with a medical condition also has a special educational need or disability, the school will work closely with the medical professionals to set targets.

### **What if my pupil speaks English as an additional language (EAL)?**

Pupils with EAL are not automatically a pupil with SEND. We monitor pupils who have newly arrived in the country, with no or limited English and track their progress using an EAL Continuum. These continuums are used to inform what provision is needed. They also highlight any concerns we may have about a pupil's progress and support staff when deciding whether a pupil should also be assessed for SEND.

### **How are staff trained to meet the needs of SEND pupils?**

It is the responsibility of all staff at Hodge Hill to support all pupils' learning, including those with SEND. The school ensures up-to-date training is given to enable staff to make appropriate provision for SEND pupils in their class. We will provide bespoke training for staff who have any pupil in their class with complex and medical needs. In these cases, a specialist agency or a representative from the medical profession will deliver this training.

Essential staff training is given every year for medical needs, including asthma, epilepsy and allergy training. All staff have been trained on AET autism awareness Tier 1. Our Pupil Support Assistants (PSAs) and Teaching Assistants receive training on delivering specific interventions from specialist agencies and the SENDCo.

### **How do we support pupils through a transition between different phases of Education at Hodge Hill Primary?**

We work closely with outside agencies, nursery settings and secondary settings to ensure a smooth and effective transition to, within and from Hodge Hill Primary. As a school we use Edukey – Provision mapping software to ensure that all relevant data and information is available to all parties who have involvement with a certain child.

Some pupils find these transitions more challenging. They may experience additional anxiety and may require additional support to ensure that a smooth transition occurs. A variety of strategies and reasonable adjustments are put in place for pupils to remove any transitional anxiety.

*Create Partnership Trust's admission policy operates a fair and equal advantage to all those who wish to attend Hodge Hill Primary School. Please see our Trust Admissions Policy for further details. <https://create.org.uk/governance/policies-documents>*

Transition Phases	Strategies we use for effective transition
Nursery to Reception	<ul style="list-style-type: none"><li>• Nursery visits- The SENDCo and reception teachers visit nurseries on open days to meet new pupils and talk to the nursery staff</li><li>• 'Meet the teacher' opportunities are arranged through home and classroom visits</li><li>• Transition booklets are sent home to help SEND pupils familiarise themselves with their new setting</li><li>• A staggered start to school is offered to reduce transitional anxiety.</li></ul>

New to Hodge Hill	<ul style="list-style-type: none"> <li>• The SENDCo meets with parents and the pupil to answer questions about our school and gather essential information</li> <li>• Opportunities to meet the teacher before admission</li> <li>• All files are transferred from the previous school to assist Hodge Hill when making provision for SEND pupils.</li> <li>• We liaise with the previous school to discuss any complex needs including all agencies currently working with the child.</li> <li>• Transition booklets are sent home to help pupils familiarise themselves with their new setting</li> <li>• A staggered start to school is offered to support the transition process</li> </ul>
New to Hodge Hill into Reception Year Group	<ul style="list-style-type: none"> <li>• Video of the school to help pupils and families familiarise themselves with their setting and the building lay out</li> <li>• Introduction video and posters by and of staff to help pupils and families familiarise themselves with their setting</li> <li>• Formal transition procedure led by the Reception Year Group Lead</li> <li>• 1-1 appointments to complete paperwork</li> <li>• We liaise with the previous school to discuss any complex needs including all agencies currently working with the child.</li> <li>• Dabble sessions</li> <li>• Booklet sent home to help pupils and families familiarise themselves with their setting</li> <li>• Agreed staggered start to Autumn term managed in a purposeful way</li> <li>• Teacher follows up call at start of week 4 to Parents</li> </ul>
Year group to year group (including Reception to Year 1: Year 2 to Year 3 and Year 4 to Year 5)	<ul style="list-style-type: none"> <li>• Inclusion folders provide class teachers with key information about SEND pupils</li> <li>• Transition meetings take place in July between the current and new class teacher</li> <li>• Current class teachers create one-page profiles for pupils with specialised provision. This contains information that will help them settle into their new class</li> <li>• Meet the teacher session</li> <li>• Transition booklets are sent home, if needed, to help the pupils familiarise themselves with their new class</li> <li>• Specialist training delivered to "new to pupil" staff to ensure needs can be met immediately</li> </ul>
Hodge Hill to secondary school	<ul style="list-style-type: none"> <li>• Additional transition visits offered from secondary schools to SEND pupils with complex needs</li> <li>• Meetings with the SENDCo and Head of Year 7, from secondary schools, to discuss the provision for SEND pupils</li> <li>• All SEND files are transferred to secondary schools in September, when children are confirmed on roll.</li> <li>• National Y6 transition day to secondary schools</li> </ul>

**Who can I contact at Hodge Hill about special educational needs or disability?**

Our Inclusion team is made up of our Safeguarding and Attendance Team, SEND Team, Medical Support Team and our Pastoral Team. Our team can be contacted in the following ways: Tel: 0121 464 2189 Email : [enquiry@hodgehill.create.org.uk](mailto:enquiry@hodgehill.create.org.uk)

For enquiries relating to SEND, parents can contact the SENDCo below.



Mrs Lisa O'Rourke - Special Educational Needs and Disabilities Co-ordinator (SENDCo)

## Where can I find resources available to support my family?

Birmingham has a Local Offer for SEND. A Local Offer gives pupils and young people, with special educational needs or disabilities and their families, information about what support services will be available in their local area. Information can be found on their website: <https://www.localofferbirmingham.co.uk/>

## Where can I find additional information about Support Groups?

<b><u>Visual Impairment</u></b> VICTA (supports pupils and young people who are blind or partially sighted and their families across the UK) – <a href="http://www.victa.org.uk/">http://www.victa.org.uk/</a>	<b><u>Hearing Impairment</u></b> NCDS (National deaf Pupils' Society) - <a href="http://www.ndcs.org.uk/">http://www.ndcs.org.uk/</a>	<b><u>Epilepsy:</u></b> Epilepsy - <a href="http://www.youngepilepsy.org.uk/">http://www.youngepilepsy.org.uk/</a>	<b><u>Autism:</u></b> Autism West Midlands: <a href="http://www.autismwestmidlands.org.uk/">http://www.autismwestmidlands.org.uk/</a> Autism Education Trust: <a href="https://www.autismeducationtrust.org.uk/">https://www.autismeducationtrust.org.uk/</a>
<b><u>Attention Deficit Hyperactivity:</u></b> ADDIS (ADHD parent support group) - <a href="http://www.addiss.co.uk/">http://www.addiss.co.uk/</a>	<b><u>Dyspraxia:</u></b> Dyspraxia Foundation (developmental co-ordination disorders) - <a href="https://www.dyspraxiafoundation.org.uk/">https://www.dyspraxiafoundation.org.uk/</a>	<b><u>Dyslexia</u></b> Dyslexia - <a href="http://www.thedyslexiaspldtrust.org.uk/">http://www.thedyslexiaspldtrust.org.uk/</a> British Dyslexia Association - <a href="http://www.bdadyslexia.org.uk/">http://www.bdadyslexia.org.uk/</a>	<b><u>Dyscalculia</u></b> Dyscalculia (specific learning difficulty with maths arithmetic) - <a href="http://www.bdadyslexia.org.uk/dyslexic/dyscalculia">http://www.bdadyslexia.org.uk/dyslexic/dyscalculia</a>
<b><u>Muscular Dystrophy:</u></b> Muscular Dystrophy UK (fighting muscle-wasting conditions) - <a href="http://www.musculardystrophyuk.org/">http://www.musculardystrophyuk.org/</a> Duchenne Family Support Group - <a href="http://dfsg.org.uk/">http://dfsg.org.uk/</a>	<b><u>Social, Communication and Speech &amp; Language:</u></b> Communication - <a href="http://www.ican.org.uk/">http://www.ican.org.uk/</a> Communication - <a href="http://www.thecommunicationtrust.org.uk/">http://www.thecommunicationtrust.org.uk/</a> AFASIC – Speech-Language & Communication Needs - <a href="http://www.afasic.org.uk/">http://www.afasic.org.uk/</a>	<b><u>Emotional &amp; Mental Health:</u></b> Young Minds (voice for young people's mental health & well-being) <a href="http://www.youngminds.org.uk/for_pupils_young_people/whats_worrying_you/adhd">http://www.youngminds.org.uk/for_pupils_young_people/whats_worrying_you/adhd</a> MindEd (young people and mental health issues) - <a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a>	<b><u>Disability</u></b> Scope (about disability) - <a href="http://www.scope.org.uk/">http://www.scope.org.uk/</a> Contact a Family (families with disabled pupils) - <a href="http://www.cafamily.org.uk/medical-information/conditions/">http://www.cafamily.org.uk/medical-information/conditions/</a> KIDS (working with disabled pupils and families) - <a href="http://www.kids.org.uk/">http://www.kids.org.uk/</a> Disabled Pupils' Charity - <a href="http://www.whizz-kidz.org.uk/">http://www.whizz-kidz.org.uk/</a> Birmingham Disability Information: <a href="https://www.birmingham.gov.uk/info/20061/physical_disability_services">https://www.birmingham.gov.uk/info/20061/physical_disability_services</a>

## How can I make a complaint?

In the first instance, please contact the SENDCo to outline your concerns and complaint. If you feel that your complaint has not been resolved satisfactorily, please follow the Create Partnership Trust Complaints Policy guidance and contact the Head teacher. A copy of the complaints procedure can be found at <https://create.org.uk/governance/policies-documents>

Parents can be signposted to SENDIASS (parent support agency) for support <https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

The SEND Code of Practice outlines additional measures the Local Authority must set up to prevent and resolve disagreements. Parents/carers will be given the necessary information upon request.