

St Michael's CE Primary School

Special Educational Needs & Disabilities Information Report

2026-2027



St Michael's
C.E. Primary School



SEND Information Report

Policy developed by: Gail Joyce

Committee: Local Academy Board

Approved: Local Academy Board on 14th
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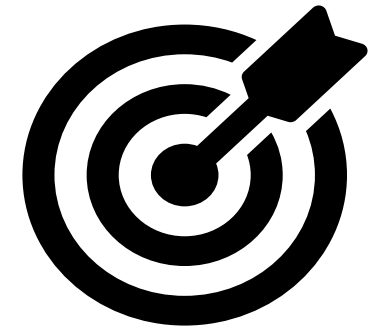
Reviewed: Autumn 2027

Frequency of reviews: Annually

Date of next review: Autumn 2027

Reviewer: Gail Joyce





The aim of this information report is to explain how we implement our SEND policy.

We want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND Policy too.

You should also read this policy in conjunction with our Accessibility Policy.



St Michael's
C.E. Primary School



Our School Vision and Values



St Michael's
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St Michael's
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Our Trust Vision

BDMAT- SEND Trust Vision

We are 'ONE'

'Together, you are the body of Christ, and each one of you is a part of that body'

1 Corinthians 12

Principles of Belonging

Our Five Principles of 'Belonging' drive and empower all we do to ensure every SEND pupil in our trust feels a true sense of belonging and in doing so achieves their very best.

Dignity for ALL

All empowered to
enact change

Together we
thrive

Great destinations,
different journeys

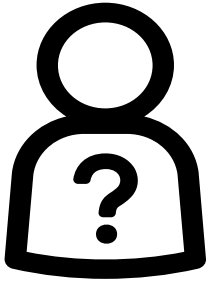
Celebrating
every
success



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1. Who can I talk to?

Your child's
class
teacher

Mr Bhatti

Phase Leader for
Nursery and Reception

Miss King

Phase Leader for Year
1/2

Mrs Brazier

Phase Leader for Year
3/4

Mrs Hession

Phase Leader for Year
5/6

Ms Joyce

Assistant Head Teacher
Designated Safeguarding Lead
Mental Health Lead
SENDCo

Mr Bhatti
Mr Immanuel
Mrs Bird

Senior Leadership Team

Mrs Roberts

Head Teacher



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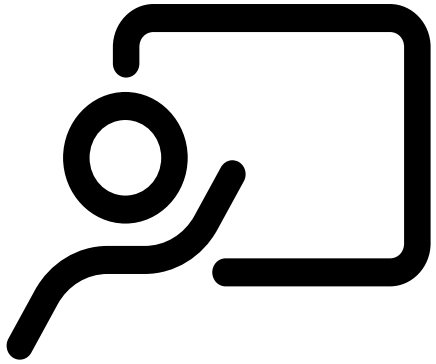




1. Who can I talk to?

I am your child's class teacher.

[Meet the Team](#)



I am responsible and accountable for the progress of children in my class. I will identify those that may need further help.

I am responsible for adapting planning, teaching and resources to meet the needs of all children in my class.

I set the outcomes for children in my class, using their own individual starting points.

I plan for interventions to help children make rapid progress.

I am responsible for delivering and adapting universal provision in my classroom.

[If you need to contact me, please email office@stmichaelsb32.bdmatt.org.uk](mailto:office@stmichaelsb32.bdmatt.org.uk)



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1. Who can I talk to?

Our Phase Leaders help to co-ordinate support for children, staff and parents / carers and in their phase. They also monitor the progress of children within their phase.



I am Mr Bhatti

I help to oversee provision in Nursery and Reception.



I am Mrs Brazier

I help to oversee provision in Year 3 and Year 4.



I am Miss King

I help to oversee provision in Year 1 and Year 2.



I am Mrs Hession

I help to oversee provision in Year 5 and Year 6.



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1. Who can I talk to?

Our Senior Leadership Team and the SENDCo oversee the SEND provision in the school and monitor children's progress.



I am Mrs Roberts

Headteacher



I am Mr Bhatti

Deputy
Headteacher



I am Mr Immanuel

Deputy
Headteacher



I am Mrs Bird

Assistant
Headteacher



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1. Who can I talk to?



I am Ms Joyce

Assistant
Headteacher for
Inclusion

I work to coordinate SEND provision in the school.
I develop and monitor the school's graduated approach for support, arranging support for children in school and working with outside agencies.

I coordinate and deliver training for staff.

I work with parents and involve them in their child's provision.

[Contact me on: office@stmichaelsb32.bdmat.org.uk](mailto:office@stmichaelsb32.bdmat.org.uk)



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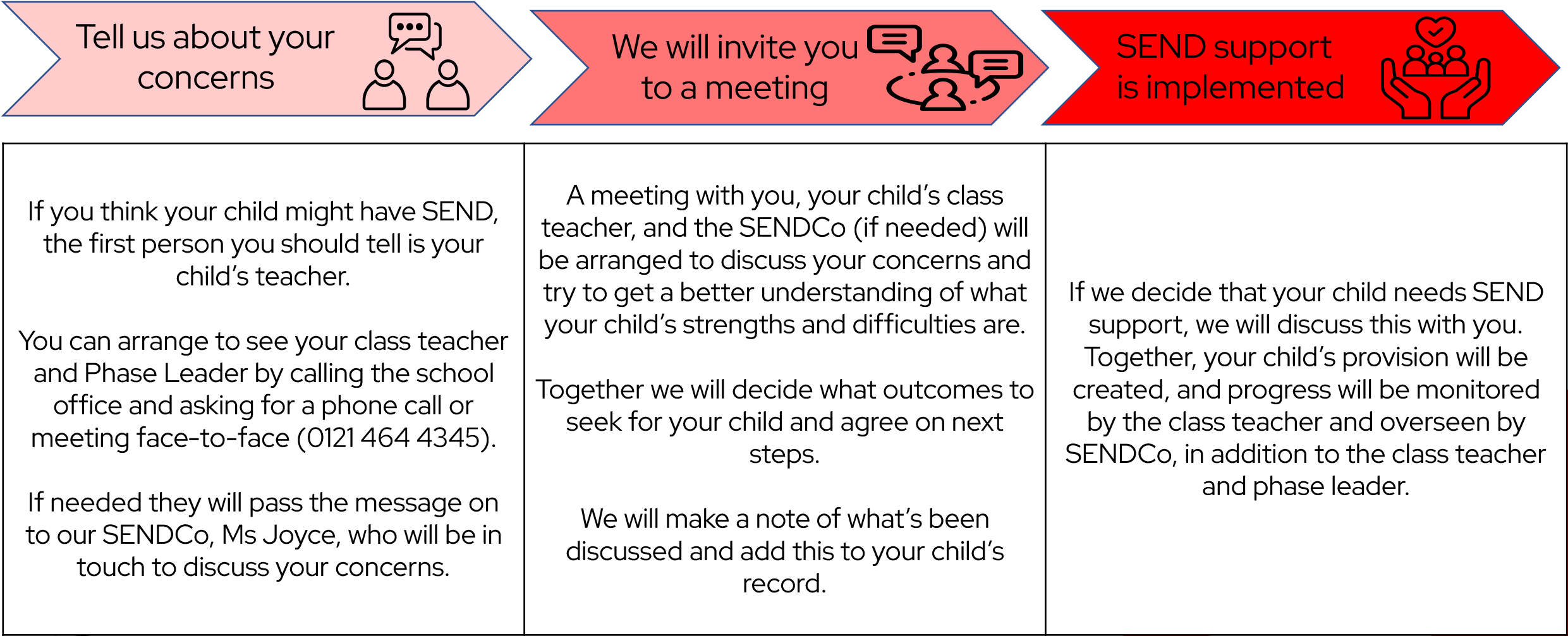


2. What kinds of special educational needs does the school make provision for?

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
Autistic Spectrum Condition / Disorder Speech and Language difficulties	Moderate learning difficulty Specific learning difficulty Severe learning difficulty	ADHD Attachment disorder Anxiety Emotionally Based School Non-Attendance (EBSNA)	Hearing, visual or physical impairment Sensory processing disorder Multi-sensory impairment
Some children might need: - Help to understand what others are saying - Help to communicate their ideas - Help to talk and listen to others - Help to say certain sounds and words - Help to cope with new things - Support with understanding routines - Support with coping with changes - Support with learning new words	Some children might need: - Help to break down information - More time to think about answers - Information to be presented in different ways - Help to remember information - Information to be repeated - Whole class, small group or individual support	Some children might need: - Help to regulate their emotions - Help to understand their feelings - Support understanding and following school rules - Understanding dangers and keeping themselves safe - Listening and following instructions - Supporting making and keeping friendships	Some children might need: - Help with their sight or hearing - Help moving around the school building and grounds - Access to specialist equipment - Adaptations to the curriculum such as adapted PE or writing/recording equipment - Help with medical needs and medication

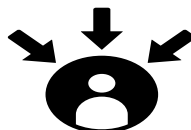


3. What should I do if I think my child has special educational needs?





4. How will the school know if my child needs additional support?



Class Teachers monitor pupil progress across the 4 areas of need.	The SENDCo works closely with teachers to offer support.	We will discuss your child's needs with you.	We will all work together to find ways to support your child.
Our teachers keep a close eye on every child's progress, both academically and socially. If a child starts to fall behind, the teacher will check if there are any gaps in their learning and provide extra support to help them catch up. Most children without special educational needs/disabilities (SEND) make good progress once these gaps are filled.	If your child is still finding it hard to make progress, the teacher will speak to our SENDCo (Special Educational Needs and Disabilities Coordinator). We keep track of these conversations carefully. The SENDCo will observe your child to understand their strengths and any difficulties. They will also talk to your child's teachers about any changes in progress, learning, or behaviour. Finally, they will compare your child's development with other children of the same age and national expectations.	The SENDCo will involve you in the process by asking for your views and will also speak to your child to hear their thoughts. If needed, they may seek advice from external specialists, such as a speech and language therapist, educational psychologist, or paediatrician.	After gathering all the information, the SENDCo will decide if your child needs SEND support. If they do, your child's name will be added to the school's SEND register. The SENDCo will then work closely with you to agree on next steps, what support will be put in place, and how progress will be reviewed.



5. How will school measure my child's progress?

We follow the '**graduated approach**' to meeting your child's needs.

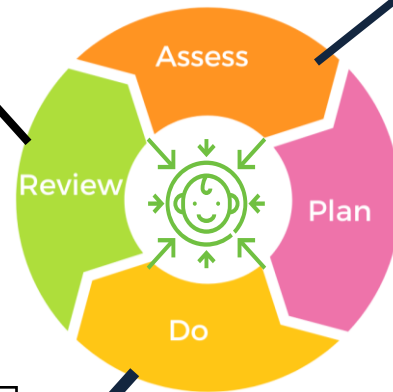
The graduated approach is a 4-part cycle of assess, plan, do, review. The SENDCo, senior leaders, phase leaders, class teachers and teaching assistants, parents and pupils and external agencies could all be involved in this process.

4. Review

We regularly review how well the support is helping your child and use what we learn to improve it. If your child has a personal plan, we will work with you and your child to review it together. This is an ongoing process. If progress is made, your child may no longer need SEND support. If more help is needed, we will adjust targets and strategies and may involve external specialists or other pathways. If your child already has an SSPP or EHCP, we will carry out a review with everyone involved.

3. Do

We will put the plan into action. The class teacher, supported by the SENDCo, will work with your child daily and check that the support is making a difference. Before any intervention starts, we carry out a baseline assessment so we can measure the impact on your child's progress.



1. Assess

If your child is not making expected progress, we will carry out further assessments to understand their strengths and needs and agree on next steps with senior leaders and parents/carers. We use a range of tools, including early learning goals, national curriculum levels, and continuum bands for children working below age-related expectations. We also assess communication, social and emotional development, and physical and sensory needs. Teachers use daily lesson outcomes to inform assessments, and we can involve external specialists if needed.

2. Plan

Together, we will agree on the outcomes we want for your child and plan the support needed to achieve them. This will be recorded on provision maps and shared with you and relevant staff. For children needing extra help, we will create a personal plan and work closely with you and your child.



6. How will I be involved in decisions about my child's education?



We will provide a mid year report and end of year annual report on your child's progress. You will meet your child's teacher throughout the year at Pupil Progress Meetings.

These meetings will:

Set clear outcomes for your child's progress.

Review progress towards those outcomes.

Discuss the support in place.

Agree on what the school, you, and your child will do next.

If your child has PLGs (Personal Learning Goals), you will meet your child's class teacher at additional meetings throughout the year to complete the above points.



You know your child best, so we want to work closely with you. We'll explain the support we're providing and listen to your ideas about what works for your child. Your feedback helps us understand how support is impacting your child outside school. If you have any concerns about progress, please contact your child's class teacher first. You can call the office on 0121 464 4345 to arrange a meeting or email office@stmichaelsb32.bdmats.org.uk.

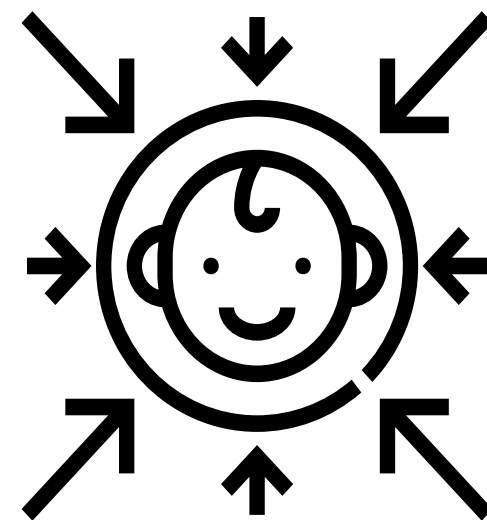


7. How will my child be involved in decisions made about their education?

Your child's involvement will depend on their age and ability, and we'll decide this together with you.

We may ask your child to:

- Join meetings to discuss progress and outcomes
- Share their views through a statement, video, drawing, or similar (with support if needed)
- Talk to a staff member who can represent them in meetings
- Complete a survey or questionnaire



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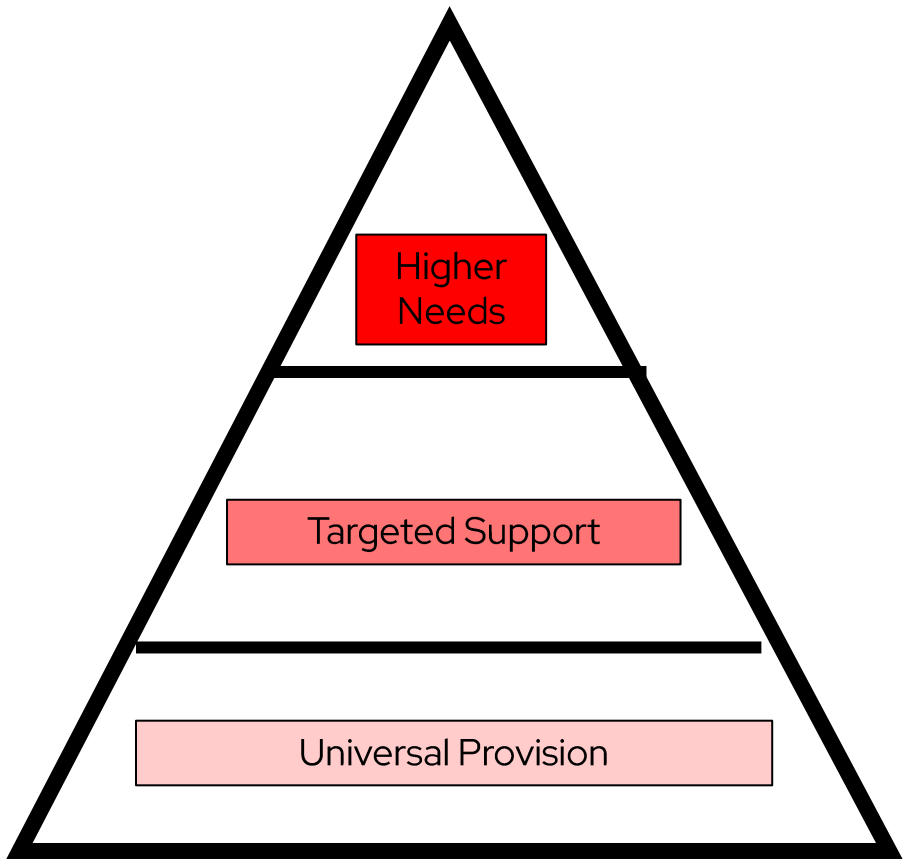
8. How will the school adapt its teaching for my child?

Universal Provision

This is the support provided in the classroom for all children.

It includes:

- High-quality teaching and a broad, balanced curriculum
- Adapting lessons and resources
- Adapting the classroom environment when needed
- Additional resources (e.g., task boards, social stories, pencil grips, sloping boards)
- Visual aids like pictures or objects
- Technology and apps to support learning
- Access to sensory resources and movement breaks



Targeted Support

This is additional learning outside the classroom:

- Bespoke intervention groups. This is where children are taught in small groups at a pace that suits their needs.
- Evidence-based intervention groups. These are structured and follow a set programme that has been designed to meet a specific need. Examples of this are Precision Teaching or Lego Therapy.

Higher Need (or enhanced) Support

This provides a high level of support often involving outside agencies:

- Social skills groups or emotional check-ins delivered by our Inclusion Teaching Assistant / Trained Emotional Literacy Support Assistant.
- Speech and Language interventions following a set programme.
- Wellbeing therapist.
- Other relevant outside agencies.
- Some identified pupils may access support through The Nest, our enhanced provision.

I's



9. What additional help is available for my child from outside agencies?

Communication and Autism Team	• The school has access to the Communication and Autism Team who support children with learning differences. They also support school and children who have differences with communication and interaction. This could involve observations and support, assessments and training for staff.
Language, Learning and Strategic Support Team	• School have access to the Language, Learning and Strategic Support Team who support children with learning differences. They also support school and children who have differences with cognition and learning. This could involve observations and support, assessments and training for staff.
Educational Psychologist	• School have an Education Psychologist who works with children who have complex needs. This could involve observations and support, assessments and training for staff.
Physical Disability Service	• This service works with children with a range of physical difficulties and complex medical difficulties.
Speech and Language Therapy	• Where appropriate, the school works with Speech and Language Therapy services to support pupils with communication and interaction needs. Advice from SALT professionals is shared with staff and families and used to inform targeted support in school.



9. What additional help is available for my child from outside agencies?

Physiotherapy and Occupational Therapy	• School can refer children to these services to access further support with physical and some medical needs. This could include observations, assessments and programmes for interventions.
Early Help	• The school works in partnership with families and Birmingham Early Help services to identify and respond to emerging needs as early as possible. Where appropriate, we may support families through Early Help conversations, signposting, referrals and multi-agency working, helping to ensure that children and families can access timely and coordinated support.
School Nurse	• Where appropriate, the school may seek advice and support from the School Nursing Service to help meet pupils' health and wellbeing needs. This may include guidance for families, support with care planning, signposting to wider health services, and advice for school staff to ensure pupils are able to access school safely and successfully.
CSAWS	• We work in partnership with CSAWS, an education welfare and attendance service, to promote regular attendance and support pupils and families where attendance concerns are identified. CSAWS may provide strategic advice, attendance guidance and direct support to help school staff and families understand barriers to attendance and agree appropriate next steps.



9. What additional help is available for my child from outside agencies?

Birmingham Neurodevelopmental Pathways	• The NDP team is a multidisciplinary professional service that assesses children and young people living in Birmingham, for neurodevelopmental disorders such as autism spectrum disorder and attention deficit hyperactivity disorder.
SEMH & Therapeutic Mentor	• The school may provide support for pupils with social, emotional and mental health needs through SEMH provision and therapeutic mentoring. This support can help pupils to develop emotional regulation, confidence, resilience and positive relationships, enabling them to access learning and school life more successfully.
Sensory Support	• The school may seek advice from Sensory Support services for pupils with hearing or visual impairments. This may include advice, assessment, staff guidance and recommendations to help pupils access learning and the school environment safely and successfully.





10. How will the school resources be secured for my child?

Sometimes your child's needs may require:

- Extra equipment or facilities
- Intervention support
- Staff training
- Support from external specialists

Schools receive funding to provide SEND support, including equipment and resources. If an Education Health Care Plan (EHCP) / SEND Support Plan (SSPP) identifies needs beyond what is normally available, extra funding will be allocated. Parents will be involved in decisions about how this is used and may be offered a personal budget to fund the agreed plan.

Children eligible for Pupil Premium are closely monitored to ensure appropriate interventions are in place.



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11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

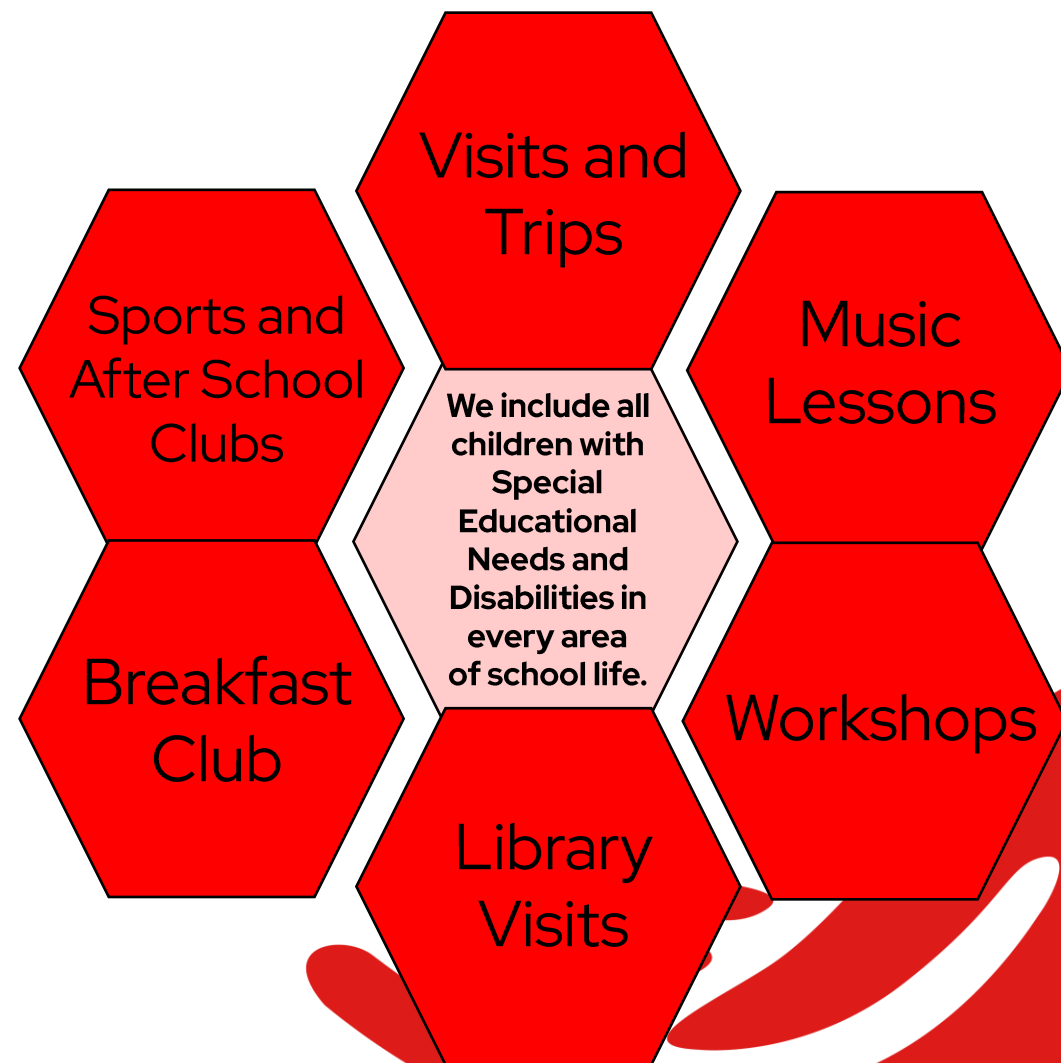
We make sure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school.

All our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day, school performances, workshops etc.

We will make whatever reasonable adjustments are needed to make sure that every child takes part.





12. How accessible is St Michael's Church of England Primary School?

- Wheelchair accessible classroom
- Wide, open corridors for wheelchair access
- Disabled toilet facilities
- Accessible parking on school site
- Contrasting edges on steps and ramps
- Non-slip surfaces on ramps
- Exterior lighting regularly checked
- Hazard tape used to raise awareness of risks
- Ongoing maintenance of disabled facilities, including automatic doors and disabled toilets
- Personalised access plans and risk assessments for pupils and staff where needed
- Meetings held in accessible ground-floor rooms
- Pupil profiles include accessibility needs and provision
- Personal Evacuation Plans in place where needed
- Staff and pupils made aware of accessible exits
- School visits, trips and extra-curricular activities are risk assessed and made accessible where possible
- Curriculum adjustments made so pupils can participate fully, including in PE

Our Accessibility Plan sets out how we improve access to the curriculum, the physical environment and information for pupils, parents, carers, staff and visitors. We review needs regularly and put personalised plans, risk assessments and reasonable adjustments in place where required.

<https://stmichaelsb32.bdmat.org.uk/policies/>



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13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admissions	Strategies to support admissions and transitions between schools
Admissions to St Michael's CE Primary School are part of Birmingham Local Authority's co-ordinated admissions scheme. Applications for Reception places must be made through Birmingham City Council by the published closing date. The school's admission number is 60. Children with an Education, Health and Care Plan that names St Michael's CE Primary School will be offered a place first. If the school is oversubscribed, places are allocated using the published admissions criteria. In-year applications can be made directly to the school, and parents will receive a decision in writing within 15 school days. https://stmichaelsb32.bdmat.org.uk/admissions/	Strategies to support admissions and transitions: • Children with an EHCP naming the school are offered a place first. • Parents can contact the school office for support with in-year admissions. • Decisions for in-year applications are shared in writing within 15 school days. • The school participates in the Local Authority Fair Access Protocol. • Where needed, transition support can be planned with families, the SENCo and relevant professionals. • Parents may request admission outside a child's normal age group in special circumstances, with decisions made in the child's best interests. If you have any general questions about admissions, please ask to speak to Mrs Hook. If you have any SEND questions relating to admissions, please ask to speak to Ms Joyce – 0121 464 4345.



14. How will my child be supported when they start, move through and finally when they leave school?

Starting in Nursery	Starting in Reception	Moving Through	Leaving
Parents and children are invited to a parent induction meeting, stay and play sessions, and a home visit to meet key staff and become familiar with the setting. Where needed, the SENCo may visit children in their pre-school or nursery setting and meet with parents before they start to ensure the right support is in place.	Families are supported through parent induction meetings and opportunities to meet the teacher. Home visits are offered for children who are new to Reception. Where needed, the SENCo may visit children in their pre-school or nursery setting and meet with parents before they start. Transition visits, including stay and play sessions, can also be arranged so children can visit their new classroom and meet staff.	In July, children take part in a transition morning where they visit their new classroom and meet their new teacher. Class teachers hold handover meetings to share key information and ensure the right support continues. Some children may receive extra transition support, such as transition booklets, communication passports, additional visits or small-group support.	When children move to a new school, we work closely with families and the receiving school to make the transition as smooth as possible. For secondary transition, the SENCo can liaise with secondary school staff, share key information and arrange additional visits where needed. If a child moves before Year 6, we will contact the new school and pass on relevant information.



15. How are PLGs and SSPPs used to support my child?

- At St Michael's, **Personal Learning Goals (PLGs)** are recorded and reviewed using **Evidence for Learning**. PLGs set clear, individual targets for pupils with SEND and help staff capture progress, evidence and next steps as part of the assess, plan, do, review cycle.
- A **SEND Support Provision Plan (SSPP)** is part of Birmingham's graduated approach. It may be used when a pupil has a higher level of need and requires support that is additional to, or different from, what is ordinarily available in school. SSPPs set out the child's needs, outcomes and agreed provision, and are reviewed with parents/carers and relevant professionals.
- Parents/carers will be involved in reviewing PLGs and SSPPs so that support can be updated in response to the child's progress and changing needs.





16. What is an Education, Health and Care Plan (EHC plan)?

What is it?	Where can I find out more?
An EHC plan is a legal document that outlines a child’s special educational needs and the provision needed to support that child. It is for children who require support beyond that which an educational setting can provide at SEN support. Parents, or schools, can apply for EHC plans. The local authority will look to see what support has been put in place following a graduated approach when making a decision as to whether to assess. You can see the local authority’s referral process and assessment criteria following the link in the next column.	Birmingham have a dedicated section on their website that outlines the referral and assessment criteria. https://www.localofferbirmingham.co.uk/ SENDIASS can also be a helpful source of information if you are thinking about whether an Education Health Care Plan is right for your child. See the links below for details of these. https://www.birminghamsendiass.co.uk/





17. As a parent of a child with SEND, what should I do if I have a concern or complaint?

1. Speak to your child's class teacher

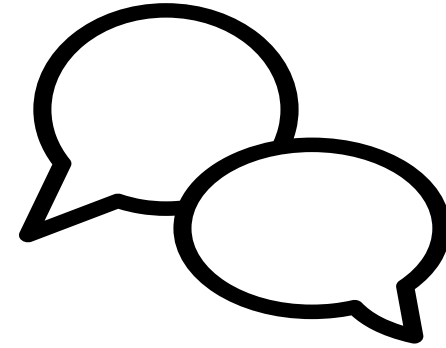
Most concerns can be resolved quickly by speaking to the class teacher, who knows your child well.

2. Speak to the SENDCo or a senior leader

If your concern is about SEND provision, you can ask to speak to the SENDCo, your child's phase leader, or a member of the senior leadership team.

0121 464 4345

office@stmichaelsb32.bdmatt.org.uk



3. Follow the school complaints procedure

If your concern is not resolved, you can follow the school's Complaints Policy, available on the school website.

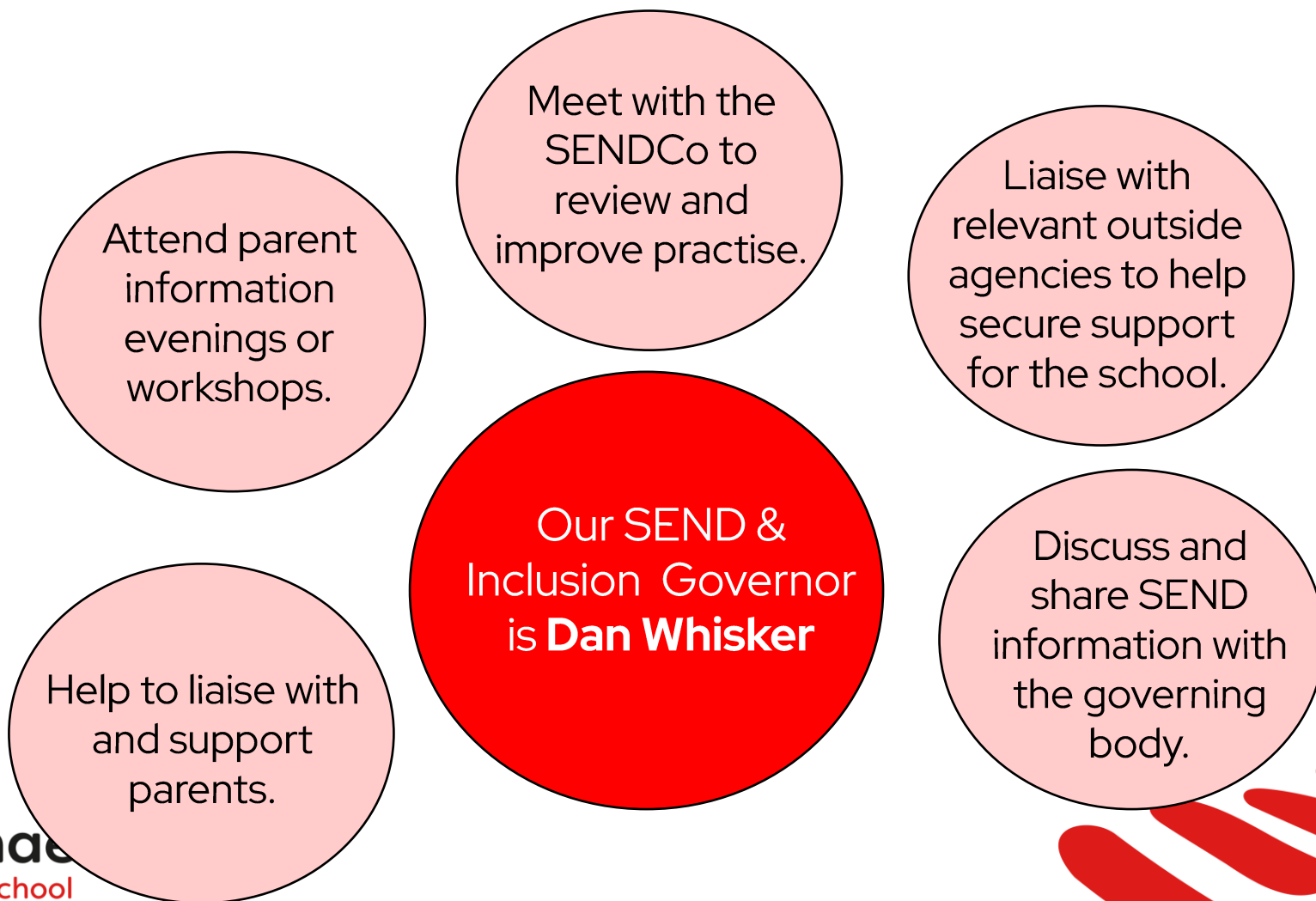
<https://stmichaelsb32.bdmatt.org.uk/policies/>



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18. How does the school governing body support school?



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19. What support is available for me and my family?

Birmingham's Local Offer	Birmingham Family Hubs	Birmingham SENDIASS	Forward Thinking Birmingham	PAUSE Birmingham
Birmingham's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities. https://www.localofferbirmingham.co.uk/	Birmingham Family Hubs bring together a range of organisations and professionals to offer early help services, advice, guidance, and support. https://www.birmingham.gov.uk/FamilyHubs	Birmingham SENDIASS is a self-referral service that provides information, advice and support to children under 16, young people (16-25) and the families of children and young people who have or may have special educational needs. Birmingham SENDIASS also provide information advice and support to professionals working with these young people and families. https://www.localofferbirmingham.co.uk/send-support-and-information-2/sendiaass/	Forward Thinking Birmingham is a modern mental health service that offers support, care and treatment for all 0-25s through one organisation, making it easier for you to access the right support at the right time. They are a partnership of organisations that have come together to support children, young people and families in Birmingham. They also work with a number of organisations in the voluntary and community sector. https://forwardthinkingbirmingham.nhs.uk/	PAUSE is a wellbeing drop-in service for children and young people under 25 who have a Birmingham GP. It offers a safe space to talk about anything that may be worrying or upsetting them, including school, friendships, family, anxiety or low mood. Support can be accessed through drop-in sessions, one-to-one work, group support and wellbeing resources. https://www.childrenssociety.org.uk/information/young-people/well-being/services/pause



20. What are the arrangements for supporting children and young people who are looked after by the local authority and have SEND?

Personal Education Plans (PEPs): Every looked-after child must have a PEP, which is part of their care plan. The PEP should include details of how the child's SEND will be supported. These will be created and reviewed by class teachers, the Local authority and carers.

Designated Teacher: At St Michael's, we have a designated teacher (Ms Joyce) who is responsible for promoting the educational achievement of looked-after children. This teacher plays a crucial role in ensuring that the child's SEND are identified and supported.

Virtual School Head (VSH): Each local authority must appoint a VSH who is responsible for promoting the educational achievement of all looked-after children. The VSH works with schools to ensure that appropriate support is in place for children with SEND.

Education, Health and Care (EHC) Plans: For looked-after children with more complex needs, an EHC plan may be necessary. Where awarded, the local authority must ensure that the EHC plan is integrated with the child's care plan.

Joint Working: Effective support requires joint working between education, health, and social care services. This ensures that all aspects of the child's needs are addressed in a coordinated manner.

These arrangements aim to provide a comprehensive support system for looked-after children with SEND, ensuring their educational and overall well-being needs are met effectively.



Glossary

Annual Review	An annual meeting to review the provision in a pupil’s EHC plan.
Area of need	The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
EHC plan/EHCP	An education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
Local offer	Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
Outcome	Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child’s disability.
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND.
SEN support	Special educational provision which meets the needs of pupils with SEN.
Transition	When a pupil moves between years, phases, schools or institutions or life stages.