



Special Educational  
Needs and Disabilities  
(SEND) Information  
Report 2025-2026



# Contents

- Meet our SEND Team
- Our approach
- The areas of need we can support
- Every teacher is a teacher of SEND
- The Graduated Approach
- Asses, Plan, Do, Review
- The SEND Register
  - Our SEND Policy
  - A fully inclusive mainstream school
- Developing independence
- Training and Staff development
- Focus Work
- Family and Pupil Voice
- The Local Offer
- Moving On
- Queries and Concerns

# Meet Our SEND Team



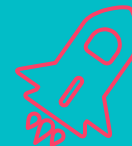
Rebecca Kelly  
SALT Teaching Assistant



Duncan Ali  
SENDCo



Angela Brown  
School Counsellor



## Our Approach

At Balsall Common, we are passionate about embracing the diversity of our school community and supporting our children to be kind and understanding people. Our aim is to include every child in all aspects of school-life so that they can reach their full potential.

It is our belief that, in order to make academic progress, we first need to get to know our children well. Becoming familiar with their unique personalities is what helps us understand their individual needs. Once we know our children, we can embrace and harness the many strengths they have to offer and identify any barriers to their learning.

Alongside Quality First Teaching, adjustments are made to ensure all children can access a broad and balanced curriculum. As detailed in the SEND Code of Practice we follow the graduated approach of Assess, Plan, Do, Review.

## Areas of Need

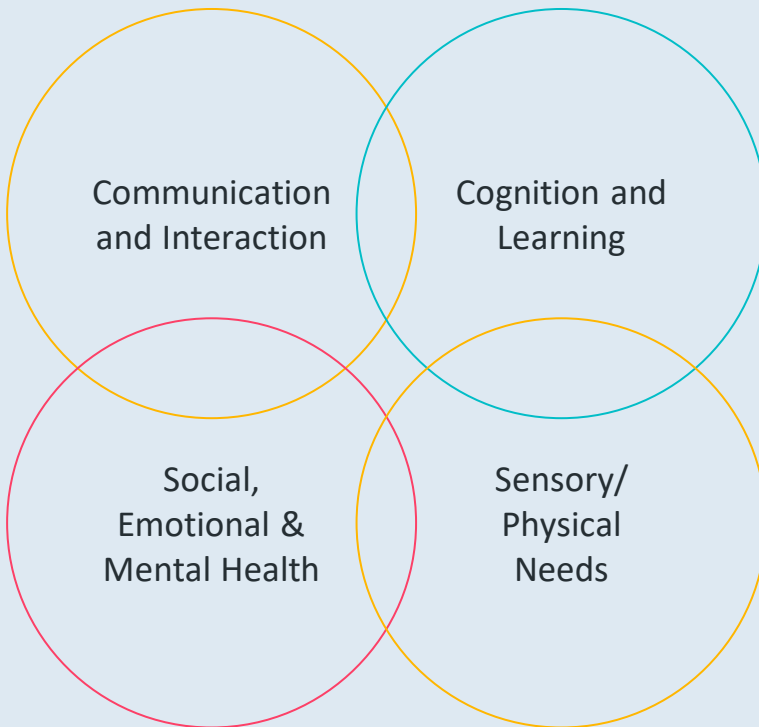
At Balsall Common we believe that all children should be included in all activities. We recognise that what is good for children with additional needs is often good for all children and we emphasise the importance of quality first teaching in meeting all children's needs. We also understand that each child's needs are unique and extra support is often required to maximise progress.

The next slide gives an overview of the four broad areas of need. It is important for us to remember that many children will present with challenges in more than one area, some will have difficulties in all areas and, typically, children's areas of need will fluctuate with their development over time.





# Four Broad Areas of Need





## Four Broad Areas of Need

- Show a difficulty in communicating with others.
- Can range between speaking, listening, attention and social interaction difficulties.
- Show difficulty in either a single area of communication and interaction, or face difficulties in a range of areas.
- Children on the autistic spectrum (AS) usually present difficulties with socially flexible situations, language, communication, imagination and interacting with others.



# Cognition and Learning

## Four Broad Areas of Need

- Children learn at a different pace than their peers, even with appropriate differentiation.
- Children have different levels of learning difficulty, including Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD) and Profound and Multiple Learning Difficulty (PMLD).
- Children can also present with a specific learning difficulty that will affect a particular aspect of learning (SPLD), e.g. Dyslexia.

## Four Broad Areas of Need



# Social, Emotional and Mental Health Difficulties

- These difficulties can manifest in different ways (e.g. Challenging behaviour, withdrawn behaviour, unable to manage their own emotions).
- These behaviours can reflect underlying mental health difficulties, such as anxiety.
- Children may have symptoms which could allow a medical diagnosis such as Attention Deficit Disorder or Attachment Disorder to be made.
- Clear processes should be in place to support children in managing their feelings and behaviour.





## Four Broad Areas of Need

- A disability can prevent or hinder a child's access to the play and educational facilities provided.
- These may be age-related and can fluctuate over time.
- Disabilities include visual impairment, hearing impairment, physical difficulty or a multi-sensory impairment and specialist support may be required to support the child's learning.



What's good for  
children with  
SEND is good  
for ALL  
children



# Every teacher is a teacher of SEND

Special Educational Needs and Disability Code of Practice (2015)

At Balsall Common, teachers provide high quality, inclusive learning tailored to the needs of each child in the class. We believe in inclusive practice and that children learn best with their peers in the classroom. Research shows that access to quality first teaching is most effective for helping students coping with SEND make progress.

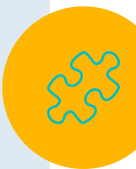
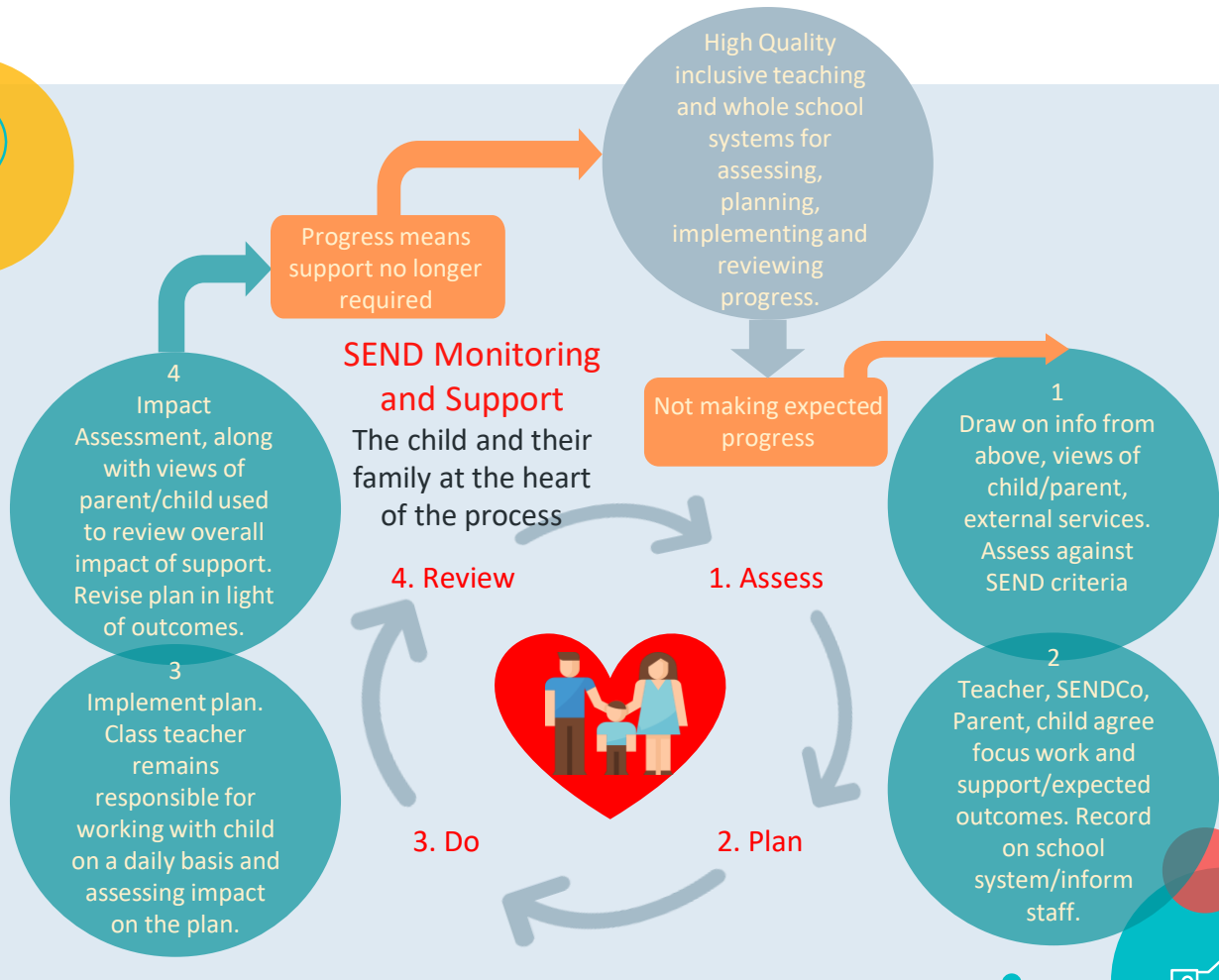
If a child's needs reach beyond quality first teaching then we follow the assess, plan, do cycle detailed further on the next slides.

Using what we know about the child, we set specific, measurable, achievable, realistic and time-bound (SMART) targets which are communicated with parents and reviewed termly. Each term, we ask parents and children for their views on the progress so far and welcome family involvement in setting new targets.



# The Graduated Approach

The Assess, Plan, Do, Review Cycle in Practice



# The Graduated Approach in Practice for a Child on the SEND Monitoring Register

Parent/ Carer and/or teacher raises a concern about a child. A discussion is held about the needs of the child and whether adaptations need to be made to the environment and/or learning

Additional provision, focus work and adaptations are made according to the needs of the child. The SEND Team will review previous support and may conduct an observation. The class teacher will review progress half termly and feedback to parents/ carers termly.

After 2 terms, if concerns remain the SEND team will review again and conduct additional internal observation/assessment in consultation with the family, they may make a referral to:

- Solihull Specialist Inclusion Support Service (SISS)
- An Educational Psychologist
- Speech and Language
- Occupational Therapy
- SOLAR (Mental health service)
- The Early Years Support and Assessment Team (EYSAT)
- Other external agencies

Once reviewed, if the child has made good progress and no longer needs any additional adjustments they will be removed from the SEND Monitoring register. Otherwise, new targets are put in place and the graduated approach continues.

If external advice is sought due to significant needs remaining the child moves to the SEND Register whilst recommendations are implemented and used to inform TPR targets.

Please note that every child is treated as an individual and may not follow this exact pathway. Families will be fully informed throughout this process.

# The Graduated Approach in Practice for a Child on the SEND Register

The child meets the criteria for addition to the SEND register(see next slide). The child may have been on the SEND monitoring register.

Additional provision, focus work and adaptations are made according to the needs of the child. The class teacher writes a Target and Provision Record (TPR) with up to 4 targets to be reviewed termly in consultation with the child, families and SEND Team.

During this time , the SEND team will review the TPR's and conduct an internal assessment in consultation with the teacher and family, they may make a referral to:

- Solihull Specialist Inclusion Support Service (SISS)
- An Educational Psychologist
- Speech and Language
- Occupational Therapy
- SOLAR (Mental health service)
- The Early Years Support and Assessment Team (EYSAT)
- Other external agencies

Once reviewed, if the child has made good progress towards their targets and no longer need a TPR may move back onto the SEND Monitoring register or be removed. Otherwise, new targets are put in place on the TPR and the graduated approach continues.

Implement recommendations made by external agencies and use them to inform TPR targets.

Please note that every child is treated as an individual and may not follow this exact pathway. Families will be fully informed throughout this process.

# SEND Register Criteria

- Teachers, parents and the SEND Team agree that the child has a learning difficulty which is having a substantial impact on their ability to access the curriculum and as a result are working more than a year behind their peers.
- Children with a diagnosed special educational need or disability e.g. Autism, which hinders their ability to access daily life in school and/or their learning and requires support additional and different to that provided generally to peers.
- A specialist or other agency is involved with the child due to significant needs within communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and physical needs that requires a higher level of support due to a substantial impact on the child's school life and learning.
- A child has been referred to a specialist or other agency due to significant needs within communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and physical needs that require a higher level of support due to a substantial impact on the child's school life and learning.

## SEND Register

Of the 671 children we have at Balsall Common 66 are on our SEND register. 55 are on SEND Support (K) and 9 have EHCPs (E).

The main areas of need are shown by the percentages of our total pupil population with particular needs:

Cognition and Learning – 7%

Communication and Interaction (including SLCN) – 8%

Social Emotional and Mental Health – 2.5%

Physical and Sensory difficulties – 0.5%

# Balsall Common – A Fully Inclusive Mainstream School



## Equipment

Reasonable adjustments are made in school according to the needs of each child. Some examples of these are:

- Fidget tools
- Pencil grips
- Visual timetables
- Differentiated work
- Use of IT and word processing programmes.
- Now and Next Board/Box
- Writing prompts
- Communication Boards
- Physiotherapy equipment

## Accessibility

- All of our classrooms are on one level and have full wheelchair access.
- Accessible toilet with hoisting facilities.
- Swimming pool hoist.
- Morning Movers – A chance for energetic children to burn off some energy and get fit for 20 minutes every morning.
- School Counsellor – providing extra mental health support for vulnerable children.
- Wake Up To Wellbeing Club – support for those children who require a soft start to their day, to prepare them for learning.
- Discrete SEND supervised table in the lunch hall.





## Developing Independence and Confidence



Our SEND policy sets out the vision, values and broader aims and arrangements for pupils with SEN and disabilities.

<W:\Teachers Only\SEN\~SEN 2022 - 2023\Send Information Report\CST-SEND-Policy-2.pdf>

Maximising independence is hugely important in our SEND children. We think carefully about the roles adults in school play in developing self confidence and are mindful of the fine line between support and dependency. Our long-term aim is to enhance children's opportunities, and to give them the self-belief and conviction to fulfil their ambitions.



# Training and Staff Development



We are committed to developing staff knowledge of SEN and pride ourselves on the range of qualifications and training our staff have undertaken. The SENCo and Assistant SENCo run training for staff on a regular basis. Outside agencies also deliver identified training reflecting the needs of the current cohort of children and staff knowledge.

## Some of the training received and delivered in the last year:

- Epilepsy and Diabetes management
- Manual handling
- Hoist training
- Graduated response, Target and Provision records and SMART Targets
- Understanding Autism
- Colourful Semantics
- Attention Autism - Bucket Time
- Understanding and supporting speech, language and communication needs (SLCN) within the primary classroom.
- Pupil Voice and Effective support

## Identified Future Training Needs:

- Curriculum adaptation for pupils with SEND.
- Supporting children with ADHD in the classroom.



# Focus Work



## Focus Work

When need is identified extra work may take place inside or outside the classroom to enable particular skills to be developed.

This work will mostly be carried out by our highly effective Teaching Assistant team who, in conjunction with teachers and families, will contribute to setting SMART targets and tailor the work to allow children to achieve the targets set.

Progress towards targets is assessed by the teachers in partnership with TAs considering both academic and social development and allowing us to evaluate the effectiveness of the focus work undertaken.



## Family and Pupil Voice



### Family



Families know and understand their children best. Whilst we can provide parents with advice and support for their child, we also highly value the expertise and insight they offer us to build a supportive and positive relationship.

We aim to be flexible in developing communication at times that fit in with family-life and work commitments and have an “open-door” policy via email and telephone.

We run half- termly Parent Carer Partnership sessions focusing on topics that parents feel are useful and sometimes calling on external agencies to lead discussions.



## Family and Pupil Voice

# Pupil



Of course, the child is at the very heart of the decisions we make as a team. We recognise that developing and capturing pupil voice is an area we need and want to improve. We plan to establish this through:

Regular conversations with children about their progress and feelings. Children's views are always included in EHCP reviews either on paper or, where appropriate, in person.

Having a child-centred 'One Page Profile' where the family and child choose how they are represented to staff working with them.

The children now have an opportunity to reflect on their progress towards their TPR targets.



# The Local Offer

[Solihull Local Offer](#)

The Solihull Local offer is a website about services and support for children and young people with disabilities or special educational needs. Here you will find:

- Childcare, including suitable provision for disabled children and those with SEN.
- Sports, arts and other clubs available in Solihull
- Transition guidance to support children between phases of education.
- Travel arrangements to and from schools.
- The process for resolving disagreements and/or mediation.
- Details of how parents and young people can request an assessment for an EHC plan.

## Moving On



Transitions can be exciting for both children and families but can also trigger anxiety and uncertainty. Our aim is to prepare children for any challenges they may encounter, whether they are moving year groups, key stage or making the move to secondary school.



Moving between classes and key stages, we:

- Hold discussions with the child and their parents.
- Visit the new class and teacher prior to the actual move.
- Share key information with the next teacher and other staff working with the child.
- Produce videos of the different year group areas in school and staff.





For moving on to secondary school we prepare our children with SEND by:

- Offer discussion and support about choices for secondary provision.
  - Providing opportunities alongside the feeder school, for personalised transition booklets including photos of new staff, classrooms and common areas.
  - Organising additional visits to the chosen secondary School with staff from BCPS.
  - Consulting with the child and their family about their views and suggested approaches to share with the school.
  - Inviting the secondary SENDCo to the year 6 EHCP review and to our EP lead parent transition event.
- Transition mentor focus groups – where children with a higher level of need receive weekly sessions to explore anxieties and preparation for Secondary school.
  - We organise ‘transition mentors’ who come from our local secondary school and work with children who we feel will benefit from extra support.
  - SISS Autism team transition support for children with an autism diagnosis and a higher level of need.
- 
- 

## And Finally



If you have any queries or concerns about our SEND provision, please email Mr Ali and Mrs Ball :

[s2send@balsall-common.solihull.sch.uk](mailto:s2send@balsall-common.solihull.sch.uk)

We are proud of the support we give to our SEND children and their families. However, we are a reflective team and are always looking for ways to improve.

We are fully committed to listening to your thoughts and finding positive ways forward.

