



# **Turves Green Primary School**

## **Policy for Special Educational Needs and Disabilities (SEND) and Information Report**

**Created in September 2025**

**To be reviewed annually**

**Cassie Manly  
Inclusion Lead/ Assistant Head Teacher**

### **Links to Rights Respecting:**

*A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.*

*A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.*

*A28: Every child has a right to an education.*

*Article 29: 'Education must develop every child's personality, talent and abilities to the full.'*

## Policy for Special Educational Needs and Disabilities (SEND)

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### 1. Aims

#### 1.1 Policy for SEND Aims

Our policy aims to:

- Set out how Turves Green Primary School will support and make provision for children with special educational needs and/ or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

#### 1.2 MAT Vision

All our schools to be outstanding beacons of equality, where pupils succeed in a safe, innovative, and vibrant learning community.

*We will care, safeguard, support and be ambitious for all our pupils with SEND and try our very best for every child.*

#### 1.3 Cornerstones of School Development

- Succeeding together
- Ensuring quality for all
- Engaging learning
- Aspiring from the start

#### 1.4 School Values and Purpose

Turves Green Primary School values thread throughout everything we do. They are:

- Be respectful
- Be ready
- Be safe

Our purpose is to provide excellent standards of education and aspiration to help everybody succeed.

## Policy for Special Educational Needs and Disabilities (SEND)

### 1.5 School Aims

Turves Green Primary School aims:

- To provide equal opportunities for all
- To remove barriers to achievement
- To make teaching and learning responsive to the diverse needs of the children
- To raise the aspirations of, and expectations for, all children with SEND
- To encourage all children to achieve their full potential
- To focus on outcomes for children with SEND
- To seek the views of children with SEND
- To form close links with parents/carers
- To reinforce that SEND is a whole school priority and that all teachers are teachers of children with SEND

### 1.6 School Objectives

Turves Green Primary School objectives are:

- To be aware of the holistic needs of every child and be mindful of their academic attainment and their physical, social and emotional wellbeing
- To identify and provide for children who have special educational needs and/or additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To make appropriate provision to overcome all barriers to learning and ensures children with SEND have full access to the National Curriculum/ Development Matters
- To provide a focus on individual outcomes for children
- To empower children to contribute to their learning process
- To work with parents and carers and support them in understanding SEND procedures and practices and provide regular feedback on their child's progress
- To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work within the Policy for SEND
- To provide training, support and advice for all staff working with children with SEND
- To contact outside agencies as required

## 2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- [Supporting pupils at school with medical conditions](#) (DfE, 2015)
- [The national curriculum in England Key stages 1 and 2 framework document](#) (DfE, 2013)
- [Teachers Standards](#) (DfE, 2013)

## Policy for Special Educational Needs and Disabilities (SEND)

### 3. Definitions

A child has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### 4. Roles and responsibilities

#### 4.1 The Inclusion Lead and named SENDCo

The Inclusion Lead and named SENDCo is Ms. Cassie Manly

Turves Green Primary  
Turves Green  
Northfield  
Birmingham  
B31 4BP  
Tel: 0121 464 3686  
Email: [pastoral@turvesgreen.excelformat.org](mailto:pastoral@turvesgreen.excelformat.org)

The Inclusion Lead will:

- Work with the Headteacher and governor for SEND to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children 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 children's 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 to ensure that children and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date

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### 4.2 The governor for SEND

The governor advocates for SEND are Naomi Jeavons & Virginie Grzelczyk.

They will:

- Help to raise awareness of SEND issues at Local Governing Body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body on this
- Work with the Headteacher and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

### 4.3 The headteacher

The Headteacher is Ms. Julie Aulton.

She will:

- Work with the Inclusion Lead and the governor for SEND to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Lead to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

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### 5. SEND information report

#### 5.1 The kinds of SEND that are provided for

We recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential; personally, socially, emotionally, and academically, within a context of respect and acceptance for the differing needs and strengths of all individuals.

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic or speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy, epilepsy

Turves Green Primary School is a Fully Accessible Mainstream school. The building has been adapted and additional facilities have been developed.

#### 5.2 Identifying children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers, with the support of Subject Leads and SLT, will make regular assessments of progress for all children using the EYFS Profile, AET Progression Framework, Arbor and/ or the Birmingham Language and Literacy or Maths Toolkits. Within termly Pupil Attainment Meetings, they will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having a SEND. The following areas of need are not considered to be a special educational need alone, but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- Attendance and punctuality;
- Health and welfare;
- English as an Additional Language (EAL);
- Being in receipt of Pupil Premium grant;
- Being a Looked After Child;
- Being a child of serviceman/woman.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents.

Schools across Excelsior Multi Academy Trust work closely together to ensure identification of SEND is consistent and accurate and moderation is undertaken to support this. The purpose of such identification is to work out what action the school needs to take in order to meet the needs of the child and whether it can

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be provided by adapting our core offer, or whether something different or additional is needed, i.e. the child has a SEN. We recognise that pupils have or may have a special educational need if they have any of:

- 
- begin school with an Education Health Care Plan (EHCP).
  - are in the process of being assessed for an EHCP when they begin school;
  - fall two or more years behind the age-related expectations of their year group; <sup>1</sup>
  - are being supported by an external agency such as an educational psychologist; <sup>2</sup>
  - have a formal diagnosis of a disability that impacts upon their learning in school such as autism;
  - are experiencing social or emotional difficulties that consistently impact upon their education;
  - have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for pupils of the same age;
  - have a serious medical problem which has implications for the learning process.<sup>3</sup>

### 5.3 Consulting and involving children and parents

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and need
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's electronic record and shared with their parents upon request.

We will formally notify parents when it is decided, jointly, that a child will receive SEN support.

### 5.4 Assessing and reviewing a child's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the child's needs. This will be recorded on a referral form and will draw on:

- The teacher's assessment and experience of the child
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

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<sup>1</sup> Pupils who fall two or more years behind their age-related expectations do not automatically classify as SEND. There may be additional factors that contribute towards this, such as poor attendance, which will need to be explored before a SEND classification is decided upon.

<sup>2</sup> Pupils supported by an outside agency do not automatically classify as SEND; this will depend upon type of involvement and impact of modifications.

<sup>3</sup> Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

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All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress using the AET Progression Framework, Arbor, EYFS Assessment Profile and/ or the Birmingham Toolkits, alongside termly Pupil Attainment Meetings.

At a specialist level, a SEND Support Provision Plan (SSPP) or Emotional Regulation Support Plan (ERSP) may be used for focused target setting in possible preparation for an EHC assessment.

### 5.5 Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment, which is usually requested by the school but can also be requested by a parent. This will occur when the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision, which above that ordinarily available<sup>4</sup>, and identifying resources is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will usually be taken at a 'Team around the child' progress review meeting and will combine information from a variety of sources.

Information will be gathered relating to the previous and current provision provided, actions that have been taken, and the preliminary outcomes of set targets. The collated information will be sent to Birmingham's Special Educational Needs, Assessment and Review Service (SENAR) who will make a decision about whether or not the child is eligible for an EHCP, which, if successful, will be focused on outcomes and will be reviewed at least annually.

### 5.6 Supporting children moving between phases and preparing for adulthood

At Turves Green Primary School, we contact the educational settings used by the children before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible. Before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCo of the new school, to aid transition. Transition arrangements often include transition booklets and additional induction visits for children to build confidence and give them opportunities to meet the staff at their new settings.

### 5.7 Our approach to teaching children with SEND

As a school, we are committed to a graduated approach to our SEND provision. At the core of that provision is that teachers are responsible for all children's progress.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives

6.1, SEND Code of practice, 2015

We recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential within a context of respect and acceptance for the differing needs and strengths of all individuals.

High quality teaching, that is scaffolded and adapted, will meet the needs of the majority of children and is our first step in responding to children who have or may have a SEND.

In addition, we also provide graduated interventions, including:

Targeted (small group)	Specialist (1:1)
Peer Precision Teaching/ Sparkly Folders	Read Write Inc.
Black Sheep Press	Precision Teaching/ Sparkly Folders
Cued Spelling/ Overlearning	Direct Phonics

<sup>4</sup> [Ordinarily-Available-Guidance.pdf \(localofferbirmingham.co.uk\)](https://www.localofferbirmingham.co.uk/Ordinarily-Available-Guidance.pdf)



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<p>STILE</p> <p>Friends for Life/ Circle of Friends</p> <p>Time for Talk/ Socially Speaking</p> <p>Lego Therapy</p> <p>Lunch Club</p> <p>Word Aware 3</p> <p>First Class in Number</p> <p>PSS EAL Intervention</p> <p>PSS Maths Interventions</p> <p>Write from the Start</p> <p>Colourful Semantics</p> <p>WellComm</p> <p>Sensory Circuits</p> <p>Sensory Stories</p>	<p>Word Wasp/ Hornet</p> <p>Cued Spelling/ Overlearning</p> <p>Power of 2/ Plus 1</p> <p>WellComm</p> <p>All by Myself</p> <p>Better Reading Partnership</p> <p>Emotional Awareness</p> <p>Volcano in my Tummy</p> <p>Proud Book</p> <p>Thrive</p> <p>Colourful Semantics</p> <p>Intensive Interaction</p> <p>Think Good-Feel Good</p> <p>Counselling – CBT and Person Centred</p> <p>Write from the Start</p> <p>Bucket Time (Attention Autism principles)</p> <p>Sensory Circuits</p> <p>Sensory Stories</p>
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### 5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- We use a Mastery approach to teaching, so that children's learning is scaffolded up to ensure all children can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pace etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A fully equipped physiotherapy room is available to support children with Physical Difficulties and for those who require gross motor support
- A SEAL (Nurture) room is available to support social, emotional and mental health needs and to provide a calm, quiet environment if required

### 5.9 Additional support for learning

In our school we have teaching assistants (including two Higher Level Teaching Assistants – HLTAs) and two Learning Support Mentors (LSMs) who are trained to deliver interventions and support in class with groups and individuals. This support will vary depending upon evidence gained from the graduated approach and if the child is identified as requiring targeted or specialist provision.

We also work with the following agencies to provide support for children with SEND:

- The Educational Psychological Service (EPS) who provide support for children with a range of Special Educational Needs.
- Language, Learning and Strategic Support Team (LLSS) who support for children with learning difficulties.
- The Communication and Autism Team (CAT) who support children with Autism or communication and interaction needs and their families.
- Speech and Language Therapy who provide support for children with speech, language and communication difficulties.
- The Sensory Support (SS) service who support children with a visual and/or a hearing impairment
- The Health Service (including School Nurses) who support children with a range of physical and medical needs
- Forward Thinking Birmingham who support children with mental health needs
- City of Birmingham School (CoBS) who provide support for emotional regulation

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- Children's Services who provide family support
- The Physical Support Team (PST) who support and promote inclusive education
- Paediatric Physiotherapy service who provide specialist assessment and a range of interventions for children with physical difficulties

### 5.10 Expertise and training of staff

Our Inclusion Lead, Cassie Manly, is a qualified teacher, SENDCo, Assistant Headteacher (AHT) and is a member of the Senior Leadership Team (SLT). She gained the National Award for Special Educational Needs Coordination at Birmingham University in 2020.

We currently have a team of teaching assistants, including two higher level teaching assistants (HLTAs) and two Learning Mentors who are trained to deliver SEND provision. In addition, we have agency teaching assistants employed to support children awaiting placements at Specialist Provision or for those with additional allocated funding through an SSPP.

In the last academic year, staff have independently embarked upon personalised Continued Professional Learning (CPL). They have also accessed wide ranging CPL opportunities which include on Adaptive teaching in Reading, Writing, Oracy, Maths, Science and cross curricular guidance, Metacognition, Let's Think English, Walkthru's (based upon Rosenshine's Principles), No Outsiders, Disadvantaged Strategy, Prevent, KCSiE 2023, Bereavement, Oppositional Defiance Disorder, First Aid, Allergies, Epilepsy, GDPR, Dual Coding, EEF Special Educational Needs in Mainstream Schools Guidance, Sickle Cell Anemia, Emotion Coaching, Behaviour (BEACON), Autism Education Trust: Making Sense of Autism, Toolkit Progress Tracker, Catheterisation, Read Write Inc., Physiotherapy, Accessible Equipment, Safer Handling, Bucket Time, Intensive Interaction, Occupational Therapy Programmes of Care, Sensory Stories, Sensory Circuits, and Speech and Language Therapy Programmes of Care. This CPL runs alongside ongoing 'Planning Clinics' and subject lead 'drop ins' to support teaching staff.

### 5.11 Securing equipment and facilities

Resources, staffing levels and skills for delivering SEND provision are reviewed annually. Class based resources for children with SEND are continually under review, and if specific needs are identified, the appropriate resources are sourced. Provision is supported and monitored by the Inclusion Lead.

### 5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's progress on their Birmingham Toolkits (at least termly)
- Reviewing the impact of interventions after each cycle
- Gaining pupil and parent voice
- Regular monitoring by the Inclusion Lead, and other members of the SLT
- Using class provision maps to monitor provision
- Holding annual reviews (minimum) for children with SSP plans
- Holding annual reviews (minimum) for children with EHC plans

### 5.13 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs.

All children are encouraged to go on our residential trip to the Boundless Outdoor Activity Centre.

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All children are encouraged to take part in sports day, school plays, exhibitions, workshops and sporting activities including School Parliament, Eco-Warriors, Sports Teams and school productions.

No child is excluded from taking part in these activities because of their SEN or disability.

### 5.14 Support for improving emotional and social development

To support children's emotional regulation, we have an Assistant Head Teacher with responsibility for behavioural support, alongside two learning mentors. They work alongside all staff in supporting children with a SEND.

We provide support for children to improve their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of all school groups, including the School Parliament and Eco-Warriors.
- We are working towards being a gold level UNICEF Right Respecting school
- We are a 'No Outsiders: Everyone is welcome here' school
- A SEAL (nurture) room is used for small group and 1:1 learning and as a calming environment.
- We are a TIASS school which means we are trauma and attachment informed
- Our PHSE curriculum includes regular Emotional Literacy, Rights Respecting and No Outsiders learning
- Play is taught, supported and developed through the use of OPaL<sup>5</sup> during unstructured times
- We have a zero-tolerance approach to bullying

### 5.15 Complaints about SEND provision

Queries or complaints about provision for children with a SEND should initially be made to the class teacher. If the family continues to have concerns, they should meet with the Inclusion Lead or the Headteacher (see Complaints Procedure).

The parents of children with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of children with SEND

Children's information and Advice Service (CIAS) 0121 303 1888. Emergency out-of-hours Telephone: 0121 675 4806

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 0121 303 5004

SENAR (Special Educational Needs and Review) Parent Link Service 0121 303 8461

IPSEA Independent Parent Support and Advice 01799 582030

Educational Psychologists 0121 303 1793

Pupil and School Support Service 0121 303 1792

Sensory Support Service 0121 303 1790

Communication & Autism Team 0121 303 1792

Autism West Midlands 0303 03 00 111

School Nurses 0121 245 5750

Forward Thinking Birmingham (Mental Health Services for 0-25 year olds) 0300 300 0099

Speech & Language Services 0121 466 6231

<sup>5</sup> [Home - Outdoor Play And Learning](#)

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Occupational Therapy: 0121 466 6231

Physiotherapy: 0121 465 4461

In addition, we regularly share details of events aimed at parents of children with SEND. In the past year, families have been invited to online and face-to-face events hosted by Access to Education, The Communication and Autism Team, Pupil and School Support, Autism West Midlands, Speech and Language Therapists and Occupational Therapists, alongside regular workshops hosted by school with speakers from agencies such as the Educational Psychology Service (EPS).

### 5.17 Contact details for raising concerns

If a parent, carer or child has a concern they should initially speak to the class teacher. The class teacher will then work with the SENDCo, Ms. Manly, to support the child and family.

### 5.18 The local authority local offer

Our contribution to the local offer is published here: [Turves Green School Local Offer](#)

Birmingham's local offer (SEND) is published here: [Local Offer Birmingham](#)

## 6. Monitoring arrangements

This policy will be reviewed by the Inclusion Lead, Ms. Manly, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies

This policy links to our policies on:

- Accessibility
- Anti-bullying
- Behaviour
- Pastoral Care
- Medicines
- Inclusion
- Mechanical Lift Policy
- Personal Care Policy
- English as an Additional Language (EAL)
- Pathways