

SEND Information Report

Purpose: The SEND information report is a statutory document that is intended to tell the reader how your school's SEND policy is used and how help and support for pupils with SEND works in your setting.

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Author Mrs Hillier, SENCO (Assistant Principal)

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Key Contact email: l.hillier@erdington.fmat.co.uk

Erdington Academy SEND Vision:

Erdington Academy aims to meet the needs of all students with Special Educational Needs and Disability (SEND), in line with the guidance provided by the local authority.

Through quality first teaching we strive to ensure all students, irrespective of their needs, make progress in all aspects of school life; academically, socially and emotionally.

What does "Special Educational Needs and Disability's" mean?

The term 'Special Educational Needs and Disability' (SEND) is used to identify students who have needs which are 'additional to and/or different from' their peers.

There are four areas of SEND, these are:

- a) Cognition and Learning
- b) Communication and Interaction
- c) Social, Emotional and Mental Health
- d) Sensory and/or Physical Needs

What kind of Special Educational Needs can be met at Erdington Academy?

We are an inclusive school, which offers a variety of support to students with additional needs. We currently provide additional and / or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties. We do not have a specialist autism base as part of this provision.
- Cognition and learning, for example, dyslexia, global delay syndrome and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy and diabetes.

The curriculum is adapted to meet the learning needs of students with SEND. Any materials provided to students are presented in an appropriate form in order for them to access the content.

Staff are supported to help SEND children access the curriculum through a learning plan. This document details the nature of the child's needs and the ways in which teachers can support the students in lessons. All staff at Erdington Academy are teachers of SEND.

Whole Academy Provision:

Quality First Teaching is our first step in responding to pupils who have SEND. All students attend lessons that are adapted to meet the needs of groups and individual pupils in each class. This is supported through both behaviour management and personalised teaching strategies, which enable activities in lessons to be planned, delivered and pitched appropriately for individual students.

In order to tailor in class provision teachers may:

- Change the seating plan
- Use visual timers
- Adapt resources and explanations
- Provide additional structure to tasks
- Use resources such as a task board

- Provide extension tasks to stretch and deepen understanding of concepts and ideas taught in class.
- Support students who need further modelling or explanation in a small subgroup of the class
- Effectively deploy a Teaching Assistant

The Expertise and training of staff to support children and young people with SEND

There is a regular SEND briefing delivered to all staff where the needs of students, CPD focus areas and top teaching strategies are shared by the SENCO with all staff. The SENCO is also an Assistant Principal and as such there is a regular agenda item at the leadership meeting for SEND. In that slot feedback to leaders is given about priority students, approaches and lesson feedback to ensure we are consistently and timely reflecting on support and improvement.

Every SEND student has a Key Worker who will share updates and strategies to staff as and when is needed. Key Workers will also review student Learning Plans and liaise with staff when evaluating progress and setting targets. This gives staff timely updates and reminders about how to adapt their provision to meet the students' needs.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and 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.

We will therefore also use the following points for triangulation:

- Transition documents from Partner Primary schools
- Observations and book looks.
- Referrals from Teaching Staff via My Concern

- Changes in a pupil's behaviour
- Concerns of parents/carers
- Referrals from the Pastoral Team (to the Student Support Forum)

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support and strategies to enable the student to catch up.

Some students may continue to make inadequate progress, despite high quality support targeted at their areas of weakness. For those students, in consultation with parents, we will use a range of targeted assessment tools to better understand these students' learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the student to make progress.

When, despite targeted support, students continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of the academy. Such professionals will undertake an assessment and report on any detected learning difficulties, as well as advise the academy on best strategies and / or interventions to allow the student to make progress. At this point we will have identified that the student has special educational need.

In exceptional circumstances, where students fail to respond to all the above, consideration will be given for that student to be placed on a SEND Student Support Provision Plan. If this plan and the additional funded support it brings still means that the student is not making progress then a request will be made to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan. The information provided by Birmingham City Council's Local Offer page is here: [Education, Health And Care Plan - Local Offer Birmingham](#)

Targeted Provision:

All students on our SEND register will have a Key Worker and a Learning Plan that will be reviewed termly by staff and parents will be invited for the feedback of the termly review. When considering what appropriate additional short term special educational provision to remove or reduce any obstacle to your child's learning we use the graduated approach of:

- Assessing your child's needs
- Planning the most effective and appropriate short term intervention
- Providing this intervention

- Reviewing the impact on your child's progress towards their targets.

A range of booster and intervention sessions can be in place to support a student at this level in order to accelerate progress. These are short term and will always mean the student still access to full curriculum.

In the academy we deliver:

- Gross Motor Skills Groups
- Social Skills Group
- Accelerator Reading Programme
- Numeracy interventions
- Precision Teaching
- Flash Academy
- Literacy interventions
- Managing Anxiety
- Handwriting

External agencies that support in the academy are:

- Language, Learning and Strategic Support Team Teacher (LL&SS officer). We have an officer who visits the school every term and does assessments for students who are struggling to accessing the curriculum to identify what their specific barrier is. They will support with SSPP and EHCP referrals the school may make.
- City of Birmingham Schools Outreach Team. They can be used to support students who have become school refusers.
- Educational Psychologist. We have an officer who visits the school every term and does assessments for students who are struggling to accessing the curriculum to identify what their specific barrier is. They will support with SSPP and EHCP referrals the school may make.
- Communication and Autism Team. We have an officer who visits the school every term and does assessments for students who are struggling to accessing the curriculum to identify what their specific barrier is. They will support with SSPP and EHCP referrals the school may make.
- Forward Thinking Birmingham. We can make STICK referrals based on SEMH needs to get support. We can also support GP referrals.
- Mentoring partners. They work with the school to provide additional support to students who are struggling with their behaviour in lessons.

- Sensory Support Service (For students who have visual and hearing Impaired). We have an officer who visits the school every term and does assessments on students who are struggling to accessing the curriculum to identify what their specific barrier is. They will support with SSPP and EHCP referrals the school may make.
- Speech and Language Therapists. We have paid for the service of Chatterboxes so that we can have a weekly speech and language specialist in to support our students with speech and language needs.
- Social Workers and Family Support Workers: We have a family support worker who can do Early Health referrals and support families to find additional, targeted support to meet their needs.

How will I know how well my child is doing? How can I raise a concern?

There are a range of ways to identify how well your child is doing in the academy, these include:

- Attend Parents Evenings, SEND Coffee mornings and the termly SEND learning plan reviews. This is an opportunity to raise concerns if you have them about your child's progress.
- Monitor your child's use of Satchel:One and Sparx Maths
- Read your child's report
- Contact from the Head of House/Form Tutor
- Contact with your child's Key Worker who is contactable at enquirysead@erdington.fmat.co.uk
- At any point you can also contact the SENCO about any concerns you have and want to raise.

The SENCO and other school leaders continually evaluate support for children with SEND. There are a number of ways they do this:

- Lesson observations and drop-ins
- Time spent talking with students about their progress
- Looking at work produced by students
- Regular reviews of data including information relating to attendance, behaviour, rewards, and progress in lessons.

How can I support my child's learning?

- Check your child is completing his/her homework using the Satchel:One and Sparx Maths apps.
- Regularly check the Academy website
- Encourage your child to attend extra-curricular clubs
- Ensure your child is reading for about 20 minutes per day
- Follow advice and support given by staff and external agencies
- Attend Parents Evenings and half termly Inclusion coffee mornings
- Attend any meetings set for your child

What support is there for improving emotional and social development?

An important part of the Academy is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students. We cover aspects of emotional well being through assemblies, EDGE lessons and form time.

For some students with the most need for help in this area, we are also able to provide the following:

- Timeout for identified students to be with identified adults.
- Mentor time with an identified adult.
- Access to counselling.
- Managing Anxiety parental and student booklet.
- An external referral to Child and Adolescent Mental Health Service (CAMHS)

There is a zero tolerance towards bullying. We have a comprehensive antibullying policy that is followed at Erdington Academy and can be found here: [3-Anti-Bullying-Statement-Jan-2025-to-Jan-2026.pdf](#)

SEND students have the additional support from their Key Worker who will do form check-ins with their students and can act as an additional level of support and advocate. We work closely with the pastoral team to identify any negative social issues and resolve them swiftly for the benefit of our students.

What extra-curricular activities are there available for students with additional needs?

Erdington Academy supports a range of extra-curricular activities that are available to all students.

In addition to the extra-curricular opportunities offered, there are a range of clubs that are specific to students' needs these include:

- Breaktime Club (Every Morning) and Lunch Club
- Homework Club (Tuesday, Wednesday and Thursday after school)
- A dedicated, weekly Key Worker lunchtime drop in.

There are a wide range of other clubs and activities available to all students. Those with SEND are encouraged to attend and will be supported where there is a need so they can have equal and fair access to the opportunities in school.

Who is the SENCO? What are their roles/responsibilities?

Mrs Hillier is the SENCO at Erdington Academy and Mrs Cambridge the Assistant SENCO. The team also have a Key Stage 3 SEND lead and a Key Stage 4 SEND lead. Their role is to ensure that students with needs additional to and/or different from the needs of their peers are met.

It is essential that the SENCO has up-to-date information on your child's needs. Therefore, any information from health professionals, such as Forward Thinking Birmingham, must be forwarded to Mrs Hillier.

If you have any concerns contact her through the academy number on 0121 373 1080 or email her on enquirysend@erdington.fmat.co.uk

What involvement do families have with children's education?

Ensuring your child is happy with the support strategies that are used is key to ensuring these strategies are successful. Many planning meetings based around meeting the needs of your child will require both you and your child to be involved in the decision making process. Your child will need to:

- Take responsibility for completing and handing in homework
- Talk to staff when they have a problem
- Access Student Leadership opportunities

Families will always be consulted when children's needs are being assessed and their progress reviewed. There is a termly review led by the child's keyworker, and family input to this is crucial.

What support is available for pupils with additional needs when transitioning to/from other provisions?

Transition from Primary Schools:

- Information is requested from Primary Schools
- SENCO meetings with Primary Schools
- Transition Day for Year 6 in the Summer Term

- Extra Transition Days for key students

Transition to Post-16 Education:

- Meetings with the Careers Advisor in school
- Options evenings (Available to Year 8/9)
- • Transition meetings with relevant colleges
- Trips to colleges and sixth forms.

If I have a complaint who can I talk to?

In the vast majority of cases, concerns can normally be resolved by speaking to the SENCO or Assistant SENCO. If the issue is not resolved, it can be escalated through the school's complaint procedure, available on our policies page.

If you wish to make a complaint, follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the academy's special educational needs co-ordinator (SENCO).
2. Follow the academy's complaints procedure.
3. Complain to your local authority. For further information on Birmingham's Local SEND offer, please visit their website: [Home - Local Offer Birmingham](#).