

Special educational needs (SEN) information report

Nonsuch Primary School



Created by:	Sinead Wyatt	Date: September 2025
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A Message to Parents:

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website here:

[SEN – Nonsuch Primary School – Birmingham Diocesan Multi-Academy Trust \(bdmat.org.uk\)](https://bdmat.org.uk)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

The following information outlines the provision made by our school for pupils with Special Educational Needs and Disability (SEND).

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	POSSIBLE CHALLENGES FACED	CONDITION
Communication and interaction (C & I)	Pupils with Communication and Interaction needs have difficulty interacting with other people and the world around them. They may find it difficult to: <ul style="list-style-type: none"> • Talk to others, especially when in a group. • Talk about a topic that does not interest them. • Make or keep friends. • Follow rules made by someone else. • Accept changes in the way they usually do things. • Process some noises, smells, and other sensations around them differently. • Say the things they are thinking. • Understand what other people mean when they are talking. 	Autism spectrum disorder (ASD)
		Speech and language difficulties. (SLCN)
Cognition and learning (C & L)	Pupils with Cognition and Learning needs often find learning, thinking, and understanding more difficult than most pupils. They may: <ul style="list-style-type: none"> • Take longer to learn important skills. • Find it difficult to remember things such as important words for reading or the times tables. • Find it hard to understand how to use letter sounds to read and spell words. • Need more time to think about how to answer. 	Specific learning difficulties (SpLD), including dyslexia, dyspraxia, dyscalculia.
		Moderate learning difficulties
		Severe learning difficulties
Social, emotional and mental health (SEMH)	Pupils with SEMH needs can find it difficult to manage their emotions and behaviour, in a way that affects their daily life. They may find it difficult to: <ul style="list-style-type: none"> • Follow rules set by others. • Sit still for very long. • Listen to and follow instructions. • Understand their feelings. • Make and keep friends. • Respond in a way that does not cause harm to themselves or others. • Take responsibility for the things they do. 	Attention deficit hyperactivity disorder (ADHD)
		Attention deficit disorder (ADD)
Sensory and/or physical	These are pupils who have a disability that makes it difficult for them to manage their everyday life without some changes or support. This may be because of hearing or visual difficulties, physical disabilities, or medical needs. They may require support with:	Hearing impairments
		Visual impairment
		Multi-sensory impairment

	<ul style="list-style-type: none"> • Hearing what others in the classroom or school setting are saying. • Seeing words on books, worksheets, or whiteboards. • Moving around without the aid of a walking aid or wheelchair. • Using everyday implements such as pencils, scissors, knives, and forks. • Being administered medication. • Being supported in physical education (P.E.) lessons. • Undertaking regular physiotherapy routines. • Require specialist equipment or adaptations made to the environment. 	Physical impairment
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2. Which staff will support my child, and what training have they had?

At our school we have an ongoing programme of SEND training to enable staff to better provide for the children at our school. This helps to ensure that children with SEND are not treated less favourably than other children. Where needed, key staff receive in-depth training to provide for the specific needs of individual children.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss Sinead Wyatt.

Miss Wyatt has worked at Nonsuch Primary School for over 8 years and has worked across all years groups. Miss Wyatt is a qualified teacher.

Miss Wyatt is working towards achieving the NPQ in Special Educational Needs Co-ordination and certification as Senior Mental Health Lead. Miss Wyatt has an NPQ in Leading Teacher Development.

Miss Wyatt is a designated safeguarding lead.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All teachers work closely with our SENCO to identify any additional training opportunities that may be beneficial in enabling staff to meet the needs of all pupils, including those with SEN.

Teaching assistants (TAs)

We have a team of 7 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Speech and Language, Early Reading, Little Wandle, NELI, MTC, PSC, LBQ, FFT, Pastoral Support, Social Skills building, Targeted support in Mathematics, Reading, and Writing.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists (SALT)
- Educational psychologists (EPS)

- Communication and Autism Team (CAT)
- Pupil and School Support Service (PSS)
- Occupational therapists (OT)
- Beacon Behaviour Support Service
- City of Birmingham School Outreach Service (COBS)
- Sensory Support Service (SSS) including Vision Support Team (VST) and Hearing Support Team (HST)
- Specialist SEND Advisory Teacher
- GPs or paediatricians
- School nurses
- Forward Thinking Birmingham (FTB)
- Social services and other local authority (LA)-provided support services
- Psychotherapists
- Counsellors

AGENCY	WHO THEY WORK WITH	HOW THEY ARE CONTACTED
<p>Communication and Autism Team (CAT) - Denise Horton</p> <p>Communication and Autism Team - Local Offer Birmingham</p>	<p>Children who have a diagnosis of Autism or present with communication and interaction as their primary need. The CAT team are an educational service who advise staff in school settings on how to build their autism knowledge and work strategically with settings to embed good autism practice. They will also provide support and training for families of children with ASD.</p> <p>Parent information leaflet: https://www.localofferbirmingham.co.uk/wp-content/uploads/2021/12/CAT-Parent-Offer-leaflet-.pdf</p>	<p>School has an allocated worker, Denise Horton, who can be contacted by the school SENCO. Denise can also provide support for individual pupils if signed consent has been obtained by a parent/carer and a referral form submitted by the school SENCO.</p>
<p>Blossom Education Specialist Autism and SEND Service - Amy Fowler</p>	<p>Children who are being assessed or have a diagnosis of Autism. They will also provide support and guidance for school staff. Additionally, Amy can deliver interventions to support individual pupils or a group of pupils where requested by the school SENCO – dependent on the needs of the pupils.</p>	<p>Amy Fowler can be contacted by the school SENCO. Amy can also provide support for individual pupils if signed consent has been obtained by a parent/carer and a referral form submitted by the school SENCO.</p>

AGENCY	WHO THEY WORK WITH	HOW THEY ARE CONTACTED
<p>Educational Psychology Service (EPS) - Dr Rachael Mulcare</p> <p>Birmingham Educational Psychology Service - Local Offer Birmingham</p>	<p>Children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an Education Health and Care Plan. The Birmingham Educational Psychology Service (EPS) provides professional psychological services for children, young people and families in educational settings.</p> <p>The team have up to date knowledge of psychological evidence-based theory and research. This enables them to develop an understanding of complex situations in order to support:</p> <ul style="list-style-type: none"> • Enhancing teaching and learning • Complex special educational needs • Understanding and managing challenging behaviour • Organisational change management • Early years • Parenting Support and Family work. 	<p>School has an allocated worker, Dr Rachael Mulcare, who can be contacted by the school SENCO. Rachael can also provide support for individual pupils if signed consent has been obtained by a parent/carer and a referral form submitted by the school SENCO.</p>
<p>Physical Difficulties School Support (PDSS) – Manisha Kailey</p> <p>Physical Difficulties Support Service - Local Offer Birmingham</p>	<p>Children with physical difficulties which impact on their access in the school setting. PDSS is a small team consisting of qualified teachers with a specialism and expertise in supporting children and young people with physical difficulties in schools.</p> <p>Parent information leaflet: https://www.localofferbirmingham.co.uk/wp-content/uploads/2024/10/PDSS-parent-leaflet.docx</p>	<p>School has an allocated worker, Manisha Kailey, who can be contacted by the school SENCO.</p> <p>In order to access the Physical Difficulties Support Service (PDSS), a referral needs to be made by the school or education setting.</p> <p>The need for a referral can be discussed with the Special Educational Needs and Disability Coordinator (SENCO).</p> <p>With the parent / carer, the SENCO will complete a referral form with signed parent / carer consent and request the involvement of PDSS.</p> <p>Referral form: https://accessstoeducation.birmingham.gov.uk/wp-content/uploads/2024/03/PDSS-referral-formconsent-and-referral-criteria-March-24.docx</p>

AGENCY	WHO THEY WORK WITH	HOW THEY ARE CONTACTED
<p>Pupil and School Support (PSS) – James Simmons</p> <p>Pupil and School Support - Local Offer Birmingham</p>	<p>Children who are working well below the levels expected for their age. Pupil and School Support work with educational settings to help pupils with cognition, learning, and language difficulties; and other vulnerable groups, to progress and achieve to the best of their abilities. They work with children and young people to:</p> <ul style="list-style-type: none"> • Increase levels of engagement and improve confidence. • Listen and respond to what pupils and their families tell us and include their ideas and views as part of our feedback to schools. • Identify cognition, learning, and language needs and provide recommendations for provision. <p>PSS also work strategically with settings to embed good practice and offer training in delivering interventions.</p> <p>Parent information leaflet: https://www.localofferbirmingham.co.uk/wp-content/uploads/2024/09/PSS-Parent-Offer-leaflet-July-24.pdf</p>	<p>School has an allocated worker, James Simmons, who can be contacted by the school SENCO. James can also provide support for individual pupils if signed consent has been obtained by a parent/carer and a referral form submitted by the school SENCO.</p>

AGENCY	WHO THEY WORK WITH	HOW THEY ARE CONTACTED
<p>Sensory Support Service (SSS)</p> <p>Vision: Vision Support Team - Local Offer Birmingham</p> <p>Hearing: Hearing Support Team - Local Offer Birmingham</p>	<p>Vision:</p> <p>The Vision Support Team (VST) are a team of specialist teachers who work to support the needs of children with an identified vision impairment who have been referred to the service. The team work collaboratively with SENCOs, teachers, and parents, to remove barriers and minimise the impact of a child's vision impairment on their access to learning, social and emotional development and developing independence in order that pupils achieve to their potential.</p> <p>Vision Support Team provide a range of support services to primary age pupils including:</p> <ul style="list-style-type: none"> • Assessment of a child's visual functioning • Provision of Vision Management Plans • Statutory reports and documentation and involvement at statutory review meetings • Delivering specialist teaching programmes to develop pupil's independent access to curriculum learning, social interaction and learning and social environments • Teaching of specialist skills in use of low vision aids and assistive technologies • INSET training and raising awareness workshops • Environmental Audits <p>Additional information: https://www.localofferbirmingham.co.uk/wp-content/uploads/2023/12/Specialist-Teaching-and-Support-provided-by-Vision-Support-Team.doc</p>	<p>Pupils are usually referred following a diagnosis; however, school can contact them for further support and general advice.</p> <p>For a pupil to be referred to the service, parents, carers, and schools must complete both the referral form and the parental consent form to refer to the Vision Support Team.</p>

AGENCY	WHO THEY WORK WITH	HOW THEY ARE CONTACTED
	<p>Hearing:</p> <p>The Hearing Support Team (HST) is one of Birmingham City Council's SEND support services. The team consists of qualified teachers of the deaf, specialist teaching assistants, and educational audiologist and audiology technicians who support children and young people with hearing loss.</p> <p>The Hearing Support Team supports children and young people with a diagnosis of hearing loss who have been prescribed hearing aids. These may include bone conduction aids, behind the ear hearing aids, and cochlear implants.</p> <p>The level of support will depend on your child's degree of hearing loss (mild, moderate, severe or profound) and its impact.</p> <p>The type of support and where it is delivered depends on your child's diagnosis of hearing loss and its impact and may include support in the school setting.</p> <p>Parent information leaflet: https://www.localofferbirmingham.co.uk/wp-content/uploads/2024/05/Parent-Leaflet-Hearing-Support-Team-updated-pdf.pdf</p>	<p>HST is only able to take referrals of children and young people who have a diagnosis of a hearing loss (under an audiology department) AND have been prescribed with hearing aids or cochlear implants.</p> <p>How is a referral made?</p> <p>For a pupil to be referred to the service, parents, carers, and schools must complete both the:</p> <ul style="list-style-type: none"> • Parent and Carer Consent Form • Referral Form for Hearing Support Team
<p>Speech and Language Therapy Service (SaLT) – Sophie Jones</p> <p>Speech and Language Therapy Website (bhamcommunity.nhs.uk)</p> <p>Children's Speech and Language Advice Line – 0121 466 6231</p>	<p>Children with speech and language difficulties.</p> <p>The school's link Speech and Language Therapist (SaLT) will work with school staff to support children within the school. Your child's communication needs will be discussed with the school's SENCo, to think about how support is best delivered, e.g. training / advice to staff, assessment / observation, 1:1 intervention. The link SaLT will liaise with you as these discussions occur and advise how you can support your child at home also.</p>	<p>School can make a referral with parent/carer consent.</p> <p>Are you the parent/carer of a child or young person with speech, language or communication needs and/or eating, drinking and swallowing concerns?</p> <p>If so, you can contact the speech and language therapy team for advice, strategies and support.</p> <p>The phone line is open 24 hours a day and a short message can be left. Qualified speech and language therapists are available to respond to messages on Mondays, Wednesdays and Fridays between 9am and 4pm on: 0121 466 6231</p>

AGENCY	WHO THEY WORK WITH	HOW THEY ARE CONTACTED
<p>Occupational Therapy</p> <p>Paediatric Occupational Therapy Website (bhamcommunity.nhs.uk)</p> <p>Children and Young People's Occupational Therapy Service - Local Offer Birmingham</p>	<p>Paediatric occupational therapists support children and young people to carry out activities they need, want, or are expected to do, but are prevented from doing due to impairments, injuries or developmental conditions. Paediatric occupational therapists can suggest alternative ways of carrying out activities, provide advice on learning new approaches, and help children and young people develop their independence skills within activities of daily living.</p> <p>We support settings across the city using a universal and targeted approach including:</p> <ul style="list-style-type: none"> • family webinars covering a variety of topics such as 'top toileting tips'; 'how to make the home sensory friendly'; and 'developing self-care skills'; • SENCo webinars to equip teaching staff with the skills to support a child's occupational therapy needs in school; • 30-minute virtual advice meetings with school SENCo to discuss the needs of individual children; • 30-minute virtual advice meetings with early years staff and parents/carers to discuss the needs of individual children; • advice during multi-agency planning meetings at each school and nursery setting across the whole city. 	<p>School usually receives a visit from an OT following a referral via the medical service or PDSS.</p> <p>The school SENCO can also request a virtual meeting to discuss the needs of a pupil if they have parent consent.</p> <p>➤ Advice Line 0121 683 2325 Monday to Friday, 9.00 am to 4.00 pm</p> <p>➤ SEND Therapy Team bchc.sendtherapy@nhs.net</p>
<p>Beacon Behaviour Support – Ben Waterworth</p> <p>Beacon: Behaviour Support for Schools, Teachers and Families (beaconschoolsupport.co.uk)</p>	<p>Pupils with primarily SEMH needs.</p> <p>Face-to-face support, provided in person, on your school site. The Beacon link professional can provide targeted training so that staff are more able to manage challenging behaviour and improve progress in their classrooms. They can provide simple, practical advice about improvement of any aspect of behaviour in school (including policy and practise, classroom observation and feedback, and support with EHCPs).</p>	<p>Ben Waterworth can be contacted by the school SENCO. Ben can also provide support for individual pupils if signed consent has been obtained by a parent/carer and a referral form submitted by the school SENCO.</p>

AGENCY	WHO THEY WORK WITH	HOW THEY ARE CONTACTED
<p>City of Birmingham School Outreach Service (COBS) – Sarah Martin</p> <p>BST - City of Birmingham School (schoolzineplus.co.uk)</p>	<p>Pupils with primarily SEMH needs.</p> <p>The Behaviour Support Team of the City of Birmingham School deliver tailored programmes of support to schools to promote positive behaviour management strategies, support emotional wellbeing and champion inclusive practice.</p> <p>All members of the Behaviour Support Team are experienced behaviour support teachers with a track record of re-engaging permanently excluded and at risk learners. We are able to offer advice and support at all levels, from school systems and policy review to direct intervention work with young people themselves. We support the assessment of pupils for Education, Health and Care Plans, carry out whole school behaviour reviews and offer training around all aspects of complex and challenging behaviour.</p>	<p>Sarah Martin can be contacted by the school SENCO. Sarah can also provide support for individual pupils if signed consent has been obtained by a parent/carer and a referral form submitted by the school SENCO.</p>

AGENCY	WHO THEY WORK WITH	HOW THEY ARE CONTACTED
<p>School Nurse</p> <p>Local Health Services - Local Offer Birmingham</p> <p>School Health Support Service Website (bhamcommunity.nhs.uk)</p>	<p>Children or young people with medical needs particularly where medication is needed.</p> <p>School nurses are part of the Birmingham School Health Support Service which Birmingham City Council commissions. School nurses work across all mainstream schools to protect and promote the physical and emotional health of children and young people and to ensure that they get the most from their education.</p> <p>Every year, the allocated school nurse - in collaboration with the school - will look at the health needs of the children attending the school and those of the local community. The school nurse then works with the school to agree, plan and deliver services which will help meet those profiled needs.</p> <p>Birmingham School Health Support service will continue to work closely with schools around the following areas:</p> <ul style="list-style-type: none"> • medical needs, to include medical needs care plans; medical needs training for school staff and poor school attendance related to health. • safeguarding and early help • special educational needs and disabilities, to include holistic health assessments for this target group • national childhood measurement programme (NCMP) <p>➤ New initiatives for primary schools include:</p> <ul style="list-style-type: none"> • school readiness sessions in the summer holidays • twilight medical needs sessions for school staff in a district setting • lunchtime training sessions for medical needs for support staff 	<p>A school nurse is always involved when pupils have ongoing medical conditions, for example epilepsy and diabetes, that need to be managed in school.</p> <p>Pupils can be referred to be assessed by the school nurse with parent / carer consent.</p> <p>South Central School Nurse Team Lansdowne Health Centre 34 Lansdowne St Birmingham B18 7EE</p> <p>Telephone: 0121 245 5750 Email: BCHNT.southcentralsnteam@nhs.net</p>

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>You can call the school office to request a meeting with your child's class teacher.</p> <p>The class teacher will report concerns on to our SENCO, Miss Wyatt should they feel this necessary, who will be in touch to discuss your concerns.</p> <p>You can also call the school office to request a meeting or telephone call conversation with the SENCO.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.</p> <p>You will be involved in action planning and target setting for your child.</p>

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary, they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as trauma, or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

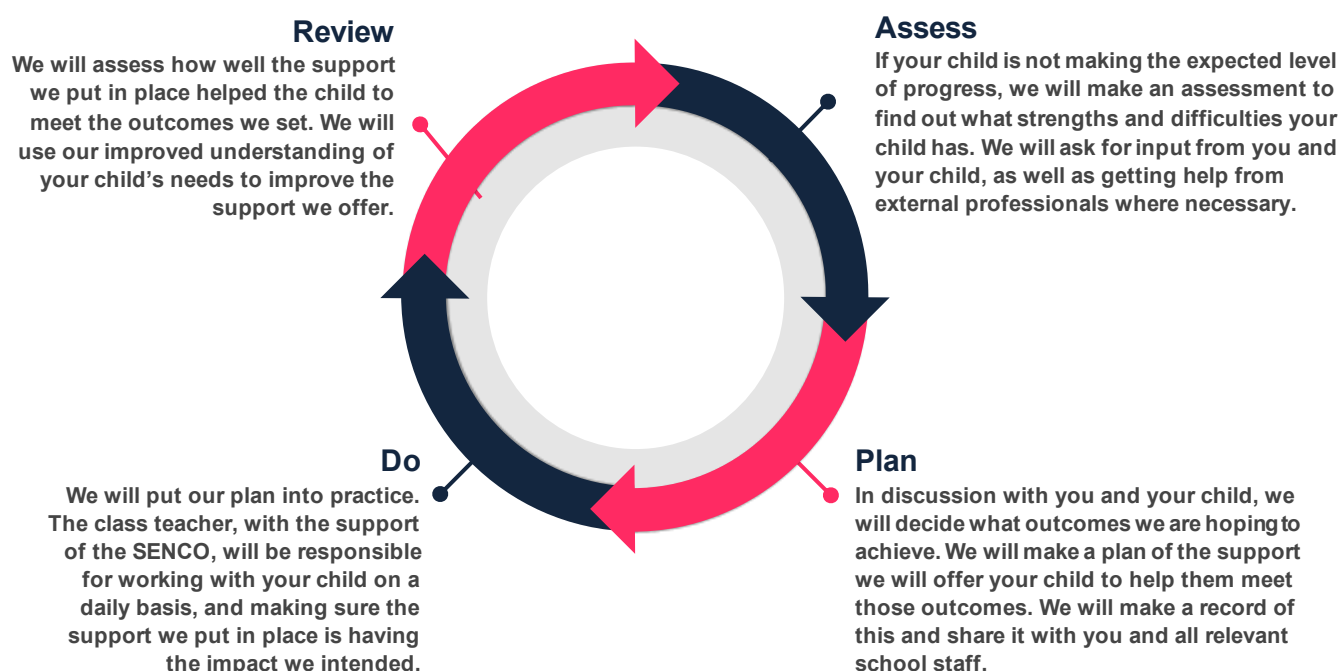
Based on all of this information, the SENCO will decide whether your child needs SEN support and what provision may need to be implemented in order to support your child's needs.

If your child does need SEN support, their name will be added to the school's SEND register.

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

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

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

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

We will review cycles of Assess, Plan, Do, Review termly.

Your child's class teacher will meet you a minimum of three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know so that we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and with parents / carers.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Providing scaffolds to support within our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing visual aids, writing scaffolds etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Effective deployment of Teaching assistants to have a meaningful impact on pupils' education.
- Use of interventions where necessary.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each APDR cycle.
- Using pupil questionnaires.
- Monitoring by the SENCO and SLT.

- Using Edukey Provision to record progress.
- Holding an annual review (if they have an education, health and care (EHC) plan or SEN Support Plan (SSPP))

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional resources or intervention programmes / software
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If funding is needed beyond the school's notional budget, we will seek it from Birmingham local authority.

11. How will the school ensure that pupils with SEND are not treated less favourably than those without SEND?

The school has an accessibility plan which aims to make constant improvements to our school and particularly supports those pupils with SEND.

Our staff training programme supports the needs of pupils with SEND and help to ensure that these pupils are not treated less favourably than others.

To ensure equality, the school aims to anticipate needs and make reasonable adjustments where necessary to:

- The physical environment
- The routines in school
- Extra-curricular activities and school trips
- Provide enhanced admission and transition procedures
- Arrangements during examinations and tests

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

All pupils are encouraged to go on our school trips, including our residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Our school's admissions policy applies equally to pupils with and without SEND (Special Educational Needs and Disabilities). We strongly encourage parents and carers of prospective pupils with SEND to approach us

well in advance, allowing us to prepare thoroughly to welcome the pupil into our school. Our goal is to make the transition as seamless as possible, and, depending on the level of SEND, we may:

- Meet with the pupil and their parents/carers to talk about their needs and answer any questions about our school.
- Provide the pupil with a transition book that has photographs of the key staff and areas around school.
- Read reports from and have meetings with people who have worked with the pupil.
- Arrange visits to our school so the pupil gets to see it before they start attending.
- Make plans about how best to support the pupil with SEND when they start at our school.

13. How does the school support pupils with disabilities?

Schools are required under the Equality Act 2010 to have an accessibility plan.

The school's accessibility plan can be found on the school website: [SEN – Nonsuch Primary School – Birmingham Diocesan Multi-Academy Trust \(bdmat.org.uk\)](#)

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Create 'passport' visual aids to help pupils prepare for the upcoming change
- Provide opportunities, where helpful, for additional time with new class teachers
- Hold transition information sharing meetings between staff to ensure new staff have a good understanding of your child and how best to support their needs, including what works well / what has not worked.

Between schools (Nursery to Primary)

When we know that your child is due to start at our school, we will reach out to you to ask whether your child has attended a nursery. If your child has attended nursery, our school SENCO will meet with the SEN team who have supported your child at nursery and ask them to share information as to how best to support the needs of your child in an educational setting. This will happen during the summer term prior to your child starting primary school.

The SENCO will arrange meetings with the parents/carers of incoming pupils to discuss ways to welcome and support your child effectively.

Between schools (Primary to Secondary)

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the primary school meets with the SENCO at the secondary schools to discuss the needs of the incoming pupils near the end of the summer term.

Secondary schools might arrange meetings with the parents/carers of incoming pupils to discuss how they can best welcome your child and support their needs.

15. What support is in place for looked-after and previously looked-after children with SEN?

Miss Sinead Wyatt, our SENCO, is also the Designated Teacher (DT) for Looked After and Previously Looked After children. She will collaborate with the school leadership team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

The school's complaints policy can be found on the school website: [Policies – Nonsuch Primary School – Birmingham Diocesan Multi-Academy Trust \(bdmat.org.uk\)](https://www.bdmatt.org.uk/policies-nonsuch-primary-school/)

Complaints about SEN provision in our school should be made to your child's class teacher, in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at information published on the Birmingham local offer site:

[Home - Local Offer Birmingham](#)

Our local special educational needs and disabilities information, advice and support (SENDIASS):

<https://www.birminghamsendiass.co.uk/about-1>

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

18. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **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 SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **Adaptation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) 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
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **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 that explains what services and support are on offer for pupils with SEN in the local area

- › **Outcome** – target for improvement for pupils with SEN. 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
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages