



# **SEND Information Report**

## **2025 – 2026**

## Our School

### Our School Vision

At Cotteridge Primary School the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

### Summer 2025 Information

Cotteridge Primary School currently has 448 children on role (June 2025)

There are currently 73 children on our SEND register with a range of needs from universal to specialist this equates to 16% of the school.





Currently 5 children have an EHCP (1.3%) and 7 children have a SEND Support Provision Plan (1.56%)



## Special Educational Needs

At Cotteridge Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



## Meet our SENDCO

The SENDCO is Mrs D. Timmins

If you would like to contact Mrs D. Timmins, please email: [d.timmins@cotridge.bham.sch.uk](mailto:d.timmins@cotridge.bham.sch.uk)





Please allow time for a response but Mrs D. Timmins will get back to you in line with school policy..



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## Identifying and Assessing Need

We are committed to ensuring that every child has access to an inclusive and supportive learning environment. Identifying and assessing special education needs (SEN) is a critical process that enables us to provide appropriate support and resources to help all learners reach their full potential.

Many of our children who join our school have already attended a Foundation Stage setting. In many cases children join us with their needs already assessed. We undertake an initial assessment on all children that join us during the school year if we consider there may be a special educational need. We do this to formulate an appropriate curriculum at the earliest stage.

The identification of special educational needs begins with high-quality, adaptive classroom teaching. Where a child/pupil is not making expected progress despite targeted teaching, concerns may be raised by teachers, parents and or other external professionals. Early identification is key, and we encourage open communication and collaboration with families and external agencies. We will use a range of observations and data to form a comprehensive view of the child's learning profile.

If a potential need is identified, a graduated approach is used to assess and respond which is in line with the Code of Practice (2015) and Local Authority Offer. This follows the principles of the Assess-Plan-Do-Review (ADPR) cycle:

### Graduated approach.



The Assess–Plan–Do–Review (APDR) process is a flexible, ongoing cycle, but in practice, each cycle usually lasts about 6 to 12 weeks. However, the duration can vary depending on the needs of the child and evidence that needs to be gathered along with external/outside agencies that are assessing the child if required. All assessments are conducted in a person-centred manner, involving the student and their family throughout the process.

Our goal is to ensure that pupils with SEND needs are accurately identified and supported through tailored, evidence-based interventions that promote their well-being, engagement, and achievement in school.

Some children/pupils will be monitored using the Birmingham Audit Continuum, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently, these will be set out on an individual target plan (ITP) which is reviewed and communicated with parents/carers within SEND reviews and discussions.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom.



### Our approach to teaching children with SEND

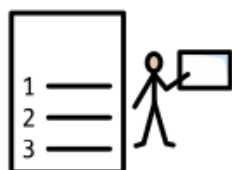
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

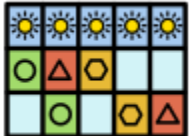
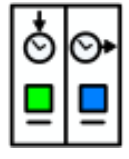


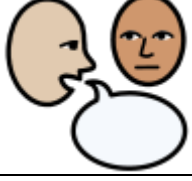





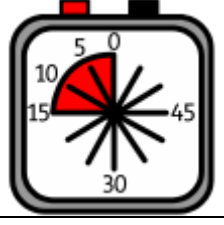
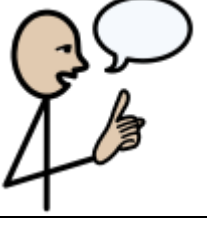
We use the Rosenshine Principles to support and scaffold learning. We embed these key principles into our lessons.

Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 Weekly and monthly review

We also have an awareness of, the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024) and SEND provision.

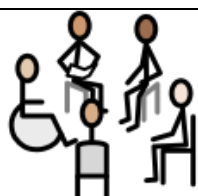


## Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks/Scaffolding	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons and day to day practise to ensure we offer an inclusive approach to learning at Cotteridge Primary allowing all children to successfully access their classroom environments.

When needed we also seek advice and equipment from outside agencies. The SENDCo meets with outside agencies on a termly basis.














## Parent Consultations

At Cotteridge Primary School working closely with parents and carers is key along with clear and consistent communication. We recognise how much parents/carers must contribute to the support of their child.

We hold SEN reviews/discussions every term to discuss progress and provision for SEND pupils. Alongside this Mrs D. Timmins is available at parents' evenings to discuss any concerns.

We also hold frequent coffee mornings whereby parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Cotteridge Primary School, direct to

	<p>training courses and support groups and offer opportunities to meet up with outside agencies.</p> <p>For children/pupils who have an Education, Health and Care Plan (EHCP), SEN Support Provision Plan (SSPP) parents/carers will additionally be invited in to attend statutory reviews annually. These meetings are used to celebrate your child’s learning, look at the progress they have made against the outcomes and targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings and forwarded onto the local authority.</p> <p>During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.</p>						
<div></div> <div><h3>Child Consultations</h3></div>	<p>Pupil’s views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. They are also given time for pupil voice on a termly basis.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p> <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.					
<div></div> <div><h3>Evaluating Provision</h3></div>	<p>Review progress in SLT meetings and discussing next steps.</p> <p>Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.</p> <p>Reviewing children’s individual progress towards their goals at regular intervals, as a minimum every term.</p> <p>Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals.</p> <p>Asking our children if they feel the adjustment or intervention is helpful and makes a difference.</p> <p>Monitoring by the SENDCO.</p> <p>Regularly using a tracking tool to update targets and measure progress.</p> <p>Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support and needing an Individual Target Plan (ITP).</p> <p>Holding annual reviews for children with Education Health Care Plans.</p> <p>Termly</p>						



## Staff Training

At Cotteridge Primary School we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with through our induction policy.



The Senior Leadership Team within the school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training is organised to ensure all staff understand specific learning needs and appropriate teaching or support strategies that could be utilised. Training is then delivered either by the SENDCo or arranged with an outside agency to share their expertise.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Pupil and School Support (PSS), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first and gain consent.




Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism (Level 1)	Makaton	Phonics (catch-up)	Team Teach
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
De escalation	Attachment	Reading for	Sensory needs



			those who struggle	
 <b>Transition Support</b>	<p><b><u>Nursery to Reception</u></b></p> <p>We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCO.</p> <p>We hold a taster transition session in the second half of the summer term in preparation for their September start.</p> <p>Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.</p> <p>Our SENDCo will visit along with Mrs Darby (Assistant Head teacher) and Miss Reed (our Early Years lead) any Private Nurseries to meet pupils with identified SEND needs to support their transition further.</p> <p><b><u>End of Year transition</u></b></p> <p>When children move up a year, we provide transition booklets which include photos of the teacher, TA and classroom environment.</p> <p>We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their new teacher.</p> <p>Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share pupil information.</p> <p><b><u>Secondary Transition</u></b></p> <p>We liaise very closely with our partner secondary schools to ensure that the transition from primary school to the secondary school is as smooth as possible. All SEND information is passed over through face-to-face meetings.</p> <p><b><u>Mid-Year new starters</u></b></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.</p>			
	 <b>Outside Agencies</b>			
	<p>We work with the following agencies to provide support for children with SEND:</p> <p>Pupil and School Support (PSS), Communication Autism Team (CAT), Birmingham Educational Psychology Service (EP), School Health Advisory Service, Speech and Language Therapy (SALT), Visual and Hearing impairment team and Behaviour Support.</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we</p>			



	will call you in for a meeting to share the advice.												
 <p><b>Clubs and Trips</b></p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips including residentials.</p> <p>Every child is encouraged to take part in sports day, school competitions, assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility within school e.g. head boy and girl, house group leaders and school council roles.</p> <p>No child is ever excluded from taking part in these activities because of their SEND need or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>												
 <p><b>Complaint Procedure</b></p>	<p>Your first point of contact is your child's class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo (Mrs D.Timmins). If they cannot solve your issue then an appointment can be made to speak with an Assistant Head or indeed the Head Teacher.</p> <p>If you are not happy with the response, then you may contact the governors through the school office and or this is available on our school website.</p>												
 <p><b>Birmingham Local Offer</b></p>	<p>The Birmingham Local Authority Local Offer can be found at <a href="https://www.localofferbirmingham.co.uk/home/parents-and-carers/">https://www.localofferbirmingham.co.uk/home/parents-and-carers/</a></p> <table border="1"> <tr> <td><b>SENAR</b></td><td>0121 303 0829</td></tr> <tr> <td><b>School Health Advisory Service</b></td><td>0121 465 5457</td></tr> <tr> <td><b>Forward Thinking Birmingham</b></td><td>0121 250 1560</td></tr> <tr> <td><b>Child Development Centre</b></td><td>0121 465 1582</td></tr> <tr> <td><b>Birmingham Children's Trust</b></td><td>0121 303 1888</td></tr> <tr> <td><b>SEND Information Advice Support Service</b></td><td>0121 303 5004</td></tr> </table> <p>Other avenues of support for parent and carers:</p> <p><a href="https://birminghamcarershut.org.uk/carer-support/parent-carers-hub/">https://birminghamcarershut.org.uk/carer-support/parent-carers-hub/</a></p> <p><a href="https://sendsocialsbirmingham.co.uk/">https://sendsocialsbirmingham.co.uk/</a></p>	<b>SENAR</b>	0121 303 0829	<b>School Health Advisory Service</b>	0121 465 5457	<b>Forward Thinking Birmingham</b>	0121 250 1560	<b>Child Development Centre</b>	0121 465 1582	<b>Birmingham Children's Trust</b>	0121 303 1888	<b>SEND Information Advice Support Service</b>	0121 303 5004
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## Parental Feedback

*Cotteridge school have always been amazing with supporting our child and we have always been so happy with the SEN support that our child has received. They make sure they support our child the best they can and really do care about them. They are also always so supportive and helpful with us. (July 2025)*