

SEND Information Report

2026 – 2027

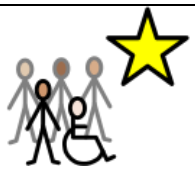
Our School

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.

Current SEN Context:

The school currently has 51 pupils on the SEND register, representing **11.6%** of the school population. Of these, **5 pupils (1.1%)** have an Education, Health and Care Plan (EHCP) and **4 pupils (0.9%)** are supported through a School Support Provision Plan (SSPP).



Special Educational Needs

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

SEND is currently 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

Our SENDCo is Mrs D. Timmins

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

Please allow time for a response as Mrs Timmins currently teaches on a Tuesday and Wednesday will get back to you as soon as possible.



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 aa early years setting. In many cases children join us with their needs already assessed. We undertake 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:



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 pupils will be monitored using the Birmingham Toolkit, this allows the children who are working at below age related 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 (OAG) online and have had training on this to help support children's learning within the classroom. Cotteridge Primary School is also proud to be part of the online OAG demonstrating our universal provision.

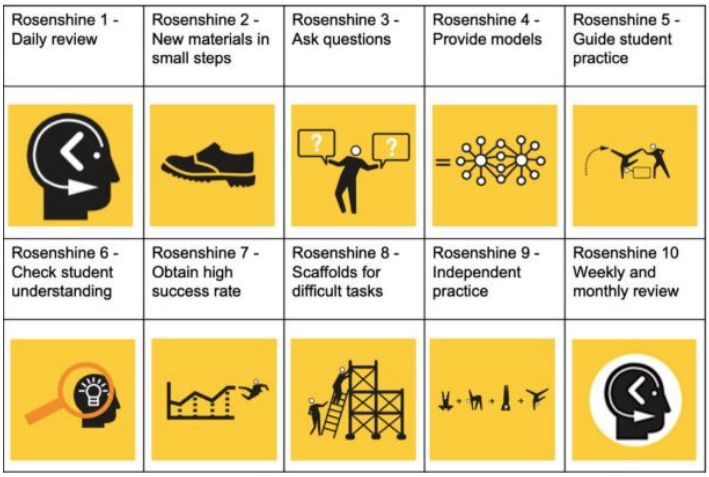


Our approach to teaching children with SEND

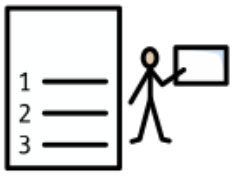
We are an inclusive school. Children are taught alongside their peers in flexible teaching groups.

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

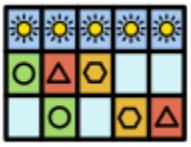
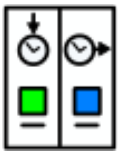
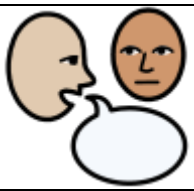
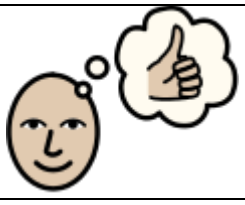
We fundamentally use the Rosenshine Principles to support and scaffold learning. We embed these key principles into our lessons.



We also have an awareness of the Ordinarily Available Guidance produced by the Local Authority to complement our teaching and SEND provision. Along with Kagan Structures to encourage active participation and team building.

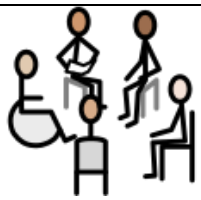


Curriculum adaptations

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

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<tr><td>Ear defenders</td><td>Timers</td><td>Explicit instruction</td></tr>
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We use a range of strategies across our lessons and in day-to-day practice 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 through multi-agency meetings.</td></tr>
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Parent Consultations</td><td>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 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 training courses and support groups and offer opportunities to meet up with outside agencies.

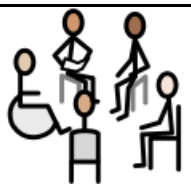
For children/pupils who have an Education, Health and Care Plan (EHCP), SEN Support Provision Plan (SSPP) parents/carers will additionally be invited in to attend statutory reviews annually. These meetings are used to celebrate your child's learning, look at the progress they have made against the outcomes 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.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.</td></tr>
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Child Consultations</td><td>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.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:</td></tr>
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	Self-assess how they are doing	Attend PCR meetings and help decide the support needed.	Feedback and Review progress/interventions.



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly use of Birmingham tracking tool to update targets and measure progress for pupils with Cognition & Learning Needs.

Holding termly reviews for children who have an Individual Target Plan (ITP).

Holding annual reviews for children with Education Health Care Plans and SSPPs.



Staff Training

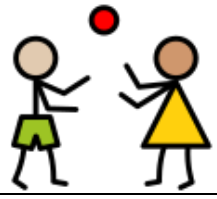
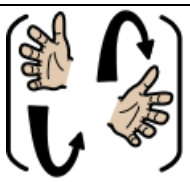
At Cotteridge Primary School we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

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 those who struggle	Sensory needs



Transition Support

Nursery to Reception

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.

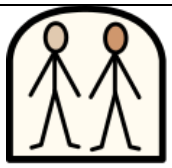
We hold a 'taster' session following in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition booklets which include photos of the teacher, TA and classroom environment.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their new teacher.

	Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share pupil information. **<u>Secondary Transition</u>** 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. **<u>Mid-Year new starters</u>** 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.
 **Outside Agencies**	We work with the following agencies to provide support for children with SEND: Language, Learning, Specialist Support (LLSS), 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. 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 will call you in for a meeting to share the advice.
 **Clubs and Trips**	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 trips, including residentials. Every child is encouraged to take part in sports day, school competitions, assemblies and performances, workshops, etc. 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. No child is ever excluded from taking part in these activities because of their SEND need or disability. 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.
	Your first point of contact is your child's class teacher. 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.



Complaint Procedure

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.



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at https://www.localofferbirmingham.co.uk/home/parents-and-carers/

SENAR	0121 303 0829
School Health Advisory Service	0121 465 5457
Forward Thinking Birmingham	0121 250 1560
Child Development Centre	0121 465 1582
Birmingham Children's Trust	0121 303 1888
SEND Information Advice Support Service	0121 303 5004

Other avenues of support for parent and carers:

https://birminghamcarershub.org.uk/carer-support/parent-carers-hub/

https://sendsocialsbirmingham.co.uk/



Parental Feedback

Autumn 2026:

We have been pleased with the SEN support provided by Cotteridge. The SENCo is supportive and always takes the time to listen to our thoughts and concerns. We feel heard and valued, and when concerns are identified, appropriate support is put in place quickly.
(Parent of pupils in Year 3 and Year 6)

"The SENDCo, Mrs Timmins, deserves special recognition for consistently going above and beyond. Whether supporting my child when they struggle to separate from me at the start of the school day or taking the time to explain their autism diagnosis and discuss strategies to help them cope, the school's dedication is unmatched. Mrs Timmins has created an environment where I feel completely at ease, listened to and respected."
(Parent of pupils in Year 2 & Year 6)