



# **HALL GREEN SCHOOL**

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

<b>Adopted:</b>	February 2026
<b>Next Review:</b>	February 2027
<b>Governing Committee:</b>	Headteacher
<b>Responsibility:</b>	SENDCo

**This policy was reviewed with parents/carers (November 2025) and pupils (January 2026). This is in line with the SEND Code of Practice.**

**The aim of this information report is to explain how we implement our SEND Policy. In other words, we want to show how Special Educational Needs support works in our school.**

**If you want to know more about our Needs arrangements for SEND, read our SEND Policy.**

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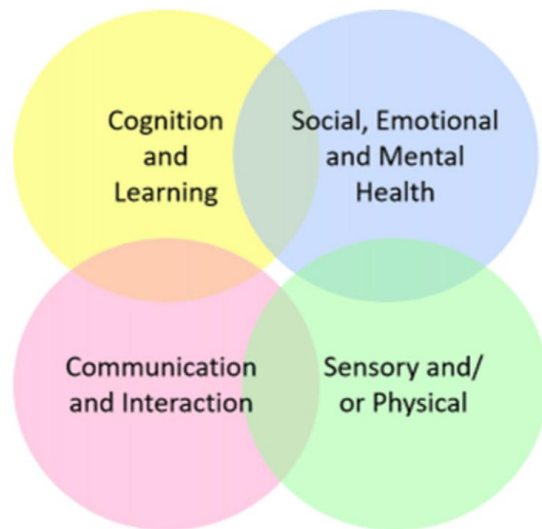
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## 1. About the Special Educational Needs and Disabilities Information Report

- The information in this document describes our provision for pupils with a Special Educational Need or Disability (SEND) and reflects Birmingham City Council's Local Offer which can be found at <https://www.localofferbirmingham.co.uk/>
- "The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible" (SEND Code of Practice 6.79)
- "Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language." (6.81)

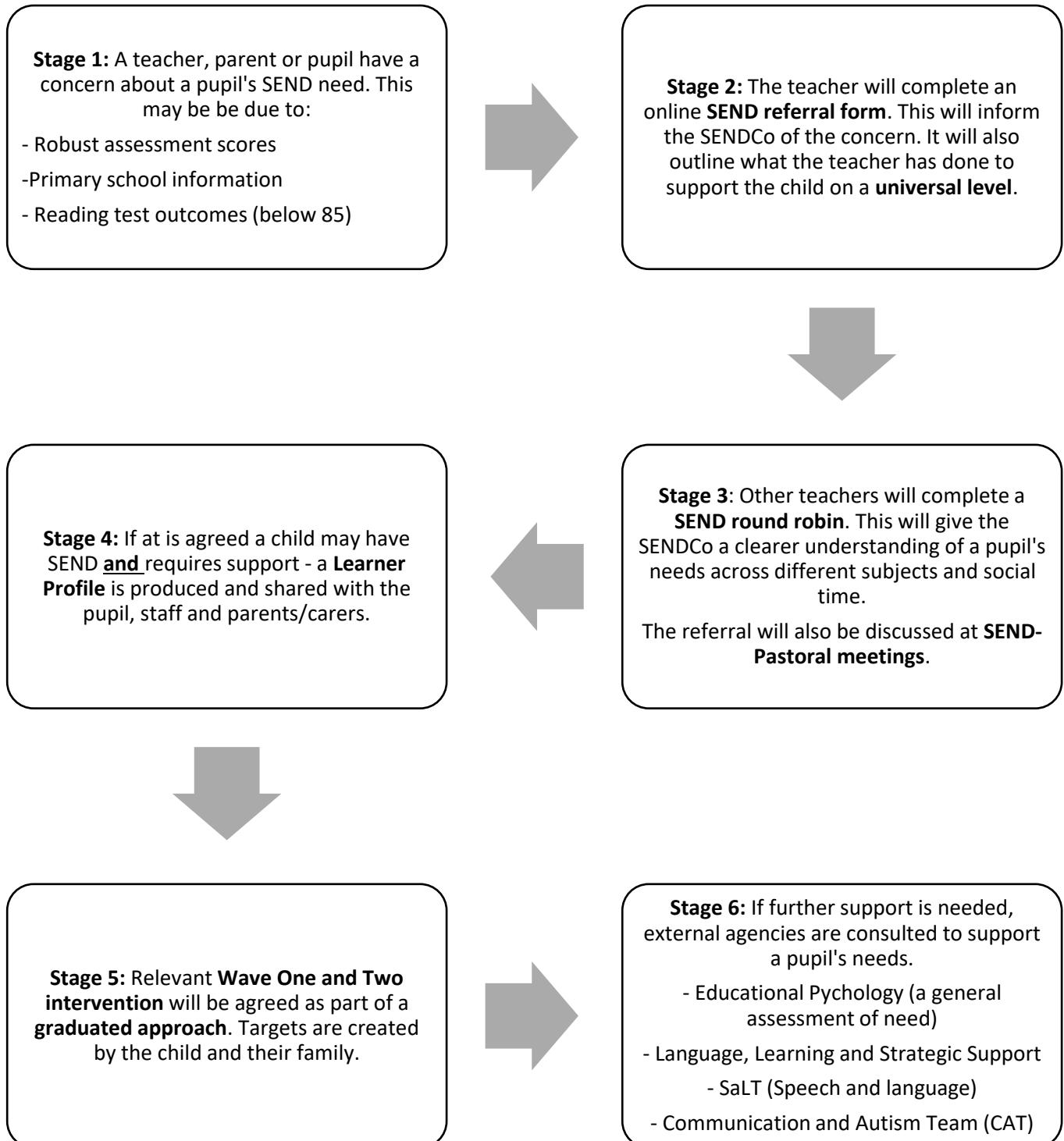
## 2. What kinds of SEND does Hall Green make provision for?

- Hall Green is a mainstream school. We support many different students who have one or more broad areas of SEND (as identified by the Department for Education) and we understand these SEND needs can overlap.

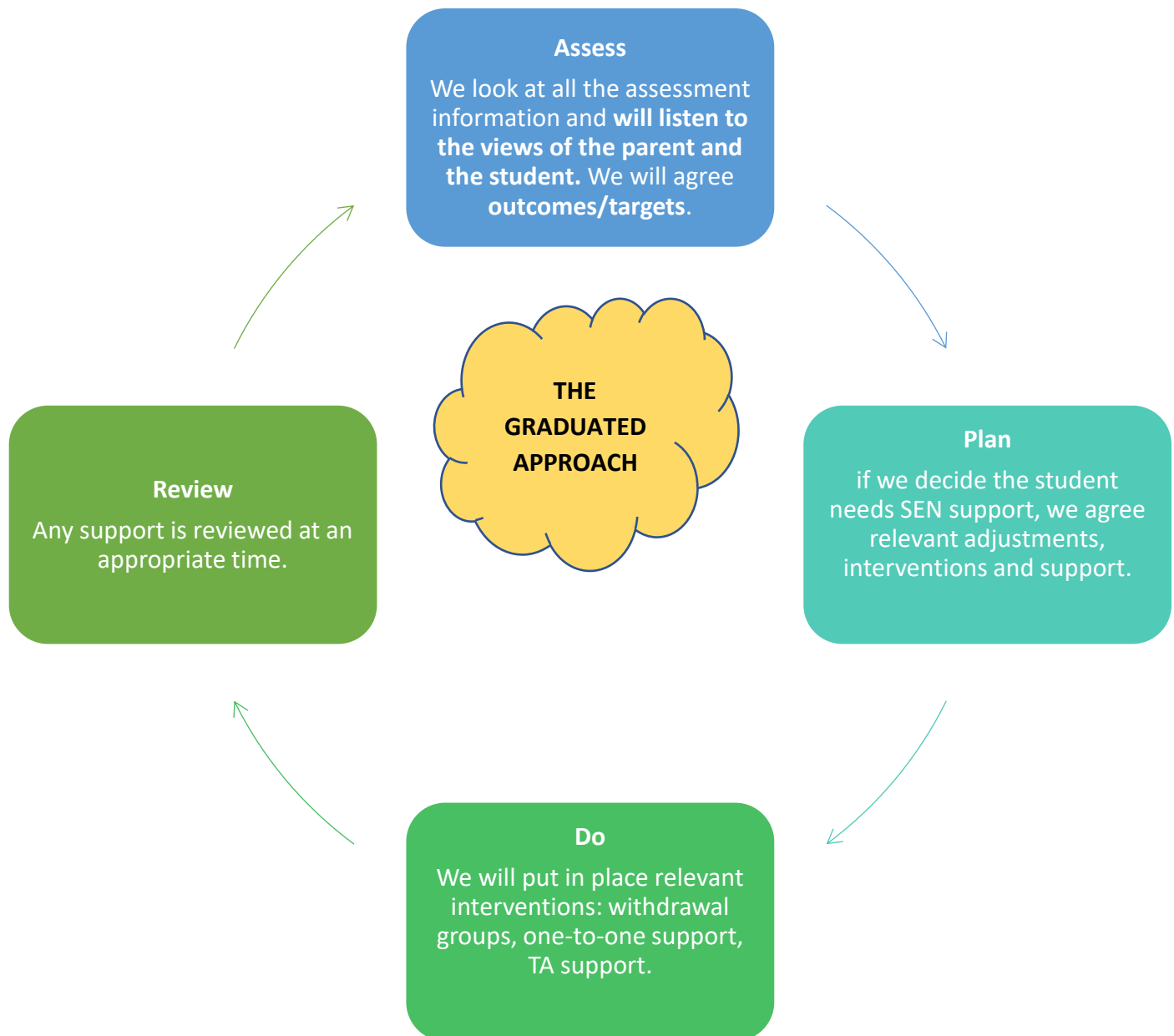


3. How does Hall Green School identify students with Special Educational Needs?

- At Hall Green we aim for each student with SEND gets the support they need. Subject teachers are responsible for the progress and development of students in their class. **At Hall Green, we identify Special Educational Needs using a systematic approach.**
- At Hall Green, we support students with SEND through a step by step approach called the **graduated approach**.



- This means we don't try one thing and stop, but continually plan and review what we are doing in order to best support students.

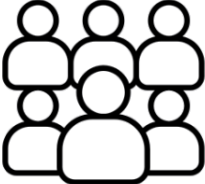


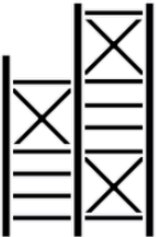


As part of the planning stage of the graduated approach we will set outcomes that we want your child to achieve. Whenever we provide support for a child, we assess their baseline attainment before it begins. We do this to ascertain how much progress (or otherwise) a child has achieved. We will track your child's progress towards the outcomes we set over time and adapt our offer over time as we learn what your child

needs best. This process will not automatically be continual. If a review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school’s targets, strategies and provisions will be revisited and refined.

### 3. How does Hall Green approach teaching students with SEND?

- High Quality Teaching is the foundation for academic success for all students, especially for those with SEND.
- All our teaching staff understand that every teacher is a teacher of SEND. Our teachers understand that there is no “magic bullet” (Education Endowment Foundation, 2025) for teaching SEND learners. We focus on the elements of high-quality teaching which are good for all learners, but essential for those with SEND.
- In particular, we focus on the Education Endowment Foundation’s (EEF) Five-a-Day principles because they are informed by the best research into how children learn. These include:






<p><b>1. Flexible groupings</b> Groupings can be changed and moved according to need.</p>	
<p><b>2. Cognitive and meta-cognitive strategies</b> Develop a pupil’s understanding of how they learn and how they can apply this to their learning in the classroom.</p>	
<p><b>3. Explicit Instruction</b> Teachers are the expert in the room. Explicit Instruction focuses on teacher led approaches which support students to move from guided practice to independence.</p>	
<p><b>4. Scaffolding</b> Supporting students when they are doing or learning something new, but removing this support over time to help support their independence.</p>	


## 5. Assistive Technology

Using relevant technologies to ensure all learners can access the curriculum



- As a school, we value the autonomy of our teaching staff, but also understand that consistency can help all our learners, especially those with SEND. As a result, we have clear expectations that lessons should include:

Key terminology	What is it?	Example
<b>Starter</b>	For all activities set as a student enters the room	<p><b>Starter</b></p> <p>Answer the following questions in full sentences. You don't need to write the question: </p> <p>1. Name one problem William had after the Battle of Hastings? <i>One problem William had was...</i></p> <p>2. What advice would you give to William to deal with this problem? <i>The advice I would give to William is...</i></p> 
<b>Check for Learning</b>	For an assessment for learning activity at the end of a phase of learning	<p><b>Check for learning</b></p> <p>1. Give me...</p> <p>a. A continent beginning with S. _____</p> <p>b. A continent beginning with N. _____</p> <p>c. A continent with less than 5 letters. _____</p> <p>d. The five continents beginning with a vowel (A, E, I, O, U). _____</p> <p>e. The three continents with 10 or more letters. _____</p> <p>2. Identify these upside-down continents...</p>  <p>3. Name one country that can be found in each of the continents.</p>
<b>Exit Ticket</b>	For a final activity before pupils leave	<p>Today's <b>exit ticket</b>:</p> <p>Write an acrostic poem about our school or playground using interesting words and phrases that reflect your observations from today's lesson.</p> 
<b>MINT Icon</b>	This icon is displayed on each activity slide to remind pupils about transitions, timings and noise expectations.	

<p><b>Icons</b></p>	<p>Set out for each slide to indicate and remind pupils what they should be doing.</p>	
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- Furthermore, we know that good teaching is not just about excellent pedagogy, but about knowing our SEND pupils well.
- In order to facilitate good relationships with SEND pupils, each teacher has a copy of a student’s **learner profile**. These are updated at least three times a year in accordance with the SEND Code of Practice.

Learner Profile - Hall Green School

Date: 21/7/2025  
Teacher: Mr Tom Ellis-Breakwell

**Review number and term**

- Summer 2
- 3

**I would like you to know**

- People like my personality and the way I get on with my friends.
- I enjoy spending time with my brothers and their friends.
- **I want to do well in school but often don't know where to start.**

**This means that**

- I find most of my work challenging and often don't understand what to do.
- I need instructions repeated and benefit from support through Welfare.
- I may struggle to stay focused and need help managing distractions.

**It would help me if you could**

- Repeat instructions clearly and check my understanding
- Use a task board to help me stay on track
- Break tasks into small, manageable steps
- Provide adapted resources and extra time
- Offer encouragement and praise to build my confidence
- Communicate with me through Welfare when needed

**I will help myself by**

- Asking for help when I don't understand
- Using a task board to stay focused
- Ignoring distractions and trying to stay on task

**Subjects I am doing well in**

**Subjects I would like more support in**

**An adult in school I like to speak to is**

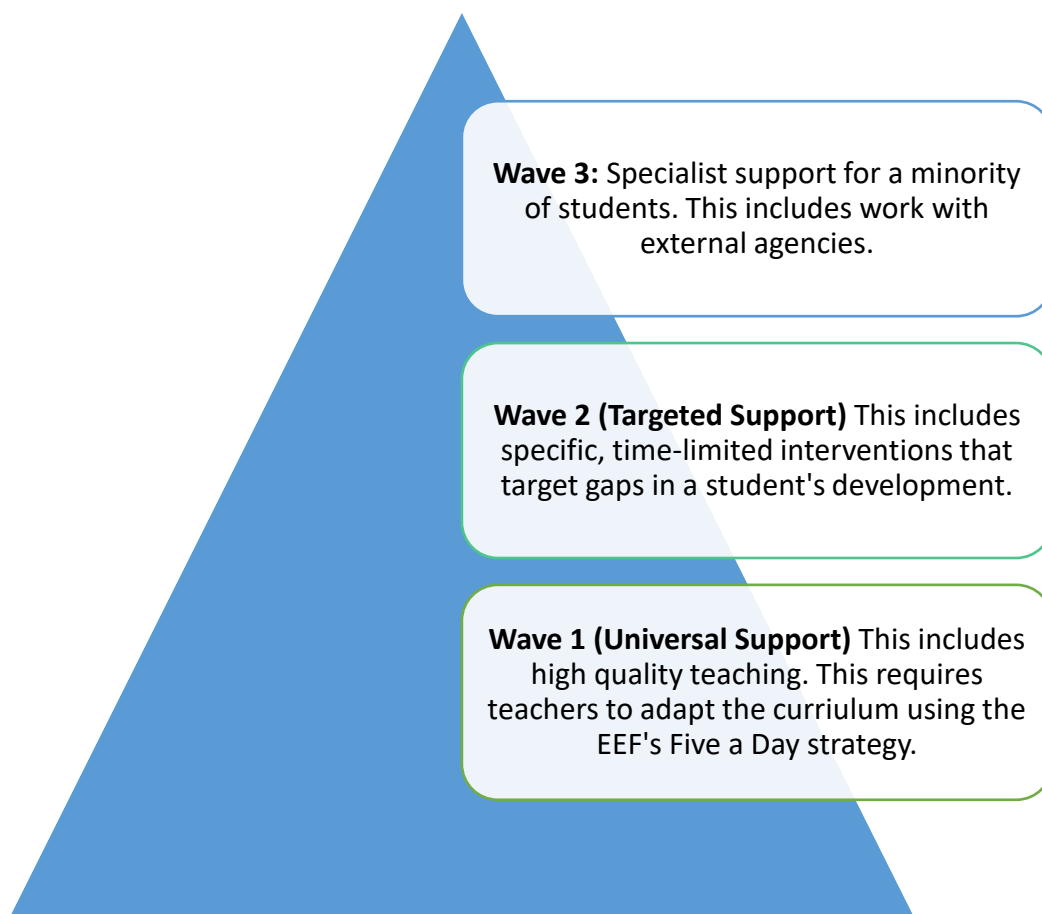
**Target(s) [met, partially met, not met]**

1. Use a task board in at least 3 lessons per week to



## 4. How does the curriculum support the diverse needs of our pupils?

- The curriculum is a structured plan of what students are expected to learn. Each department has a clear curriculum intent which reflects the latest developments in their subjects.
- Alongside this, we understand that an inclusive and ambitious approach to learning is at the heart of school improvement. Robust quality assurance systems are subject to regular review, these include learning walks, book looks, pupil voice and departmental target setting.



## Education Health Care Plan

- An Education Health Care Plan (EHCP) is a statutory (legal) document which outlines a child's needs. An Education, Health Care Needs Assessment (EHCNA) can be requested by health and social care professions, parents/carers and the school. As a

school, we may consider an EHCNA if, despite a numerous cycles of the graduated approach (at least 2), expected progress has not been made, and the support a child is receiving (or may receive in the future) is beyond what a school can ordinarily provide.


- For children with an EHCP, the plan is reviewed at least annually and at this point feedback is obtained from the young person, significant people in their lives, teachers and external professionals involved in their care and education so that the impact of provision can be measured and new targets set.



For further information regarding this process details can be found at;


[https://www.birmingham.gov.uk/info/50142/education\\_health\\_and\\_care\\_plans/854/education\\_health\\_and\\_care\\_plans\\_for\\_children\\_and\\_young\\_people](https://www.birmingham.gov.uk/info/50142/education_health_and_care_plans/854/education_health_and_care_plans_for_children_and_young_people)

## 5. What interventions/provisions are available to support pupils with SEND?

- The list below is an example of the various provisions available to our pupils as part of the graduated response:

Types of Need and what that could look like	Examples of Support in our school
<p style="text-align: center;"><b>Cognition &amp; Learning</b></p>  <ul style="list-style-type: none"> <li>• Pupils with cognition and learning difficulties may learn more slowly than other pupils of the same age and may have difficulty with concentration, the speed with which they process information, learning and using new vocabulary or organising tasks.</li> <li>• Pupils may also have diagnosed specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics programme i.e. Toe By Toe/Rapid Plus/Fresh Start</li> <li>• Reciprocal Reading to support comprehension needs</li> <li>• Spelling programme i.e. Word Wasp/Precision teaching/Cued Spelling</li> <li>• Hodder Reading Tests</li> <li>• Lexia/Lexonik/IDL (Literacy and Numeracy)/Widgit online</li> <li>• The Power of Two numeracy intervention</li> <li>• Colour overlay</li> <li>• Access to assistive technology for extended writing support</li> <li>• Subject specific intervention groups for Pre and Post tutoring</li> <li>• Homework Support</li> </ul>

<p><b>Communication and Interaction Needs</b></p>  <ul style="list-style-type: none"> <li>• Pupils with communication and interaction difficulties may find it more difficult to communicate their needs than their peers. They may also find it difficult to find the words they want to say or use in their writing.</li> <li>• Pupils on the autistic spectrum may also have difficulties with understanding language, communication and imagination which can impact on how they relate to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner Profile</li> <li>• Widgit online</li> <li>• Red and green cards</li> <li>• Speech and Language Therapist (SALT)</li> <li>• Speech and language vocabulary intervention</li> <li>• Personalised 1:1 programme</li> <li>• SLCN screener</li> <li>• Secondary Speech and Language Link</li> <li>• Access to CAT – Communication and Autism Team</li> <li>• Birmingham Community Healthcare Referrals to ADHD/ASD Teams</li> <li>• T2E and Circle of Friends – clubs in unstructured time to encourage social communication and interaction skills</li> <li>• Year 7 Transition Programme</li> <li>• Daily speech fluency interventions with a teaching assistant</li> </ul>
<p><b>Sensory/Physical Impairment</b></p>  <ul style="list-style-type: none"> <li>• Pupils with sensory and or physical needs may have a hearing or visual impairment or have physical needs e.g. cerebral palsy.</li> <li>• Other sensory needs may include: visual, auditory, tactile, interoception, proprioception, vestibular, gustatory and olfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner Profile</li> <li>• Support from the Physical Support Team (PST)</li> <li>• Physical Management Plan – written by school, PDSS and parents</li> <li>• Community physiotherapy service attend school weekly to complete packages of care for specific pupils</li> <li>• Fully accessible school environment including personal care facilities.</li> <li>• Docs Plus assistive technology</li> <li>• Personal Emergency Evacuation Plan (PEEP)</li> <li>• Evacuation equipment in place and maintained – staff trained</li> <li>• Reasonable adjustments made to timetabling to support needs</li> <li>• Disability sports opportunities from the support staff and PE departments</li> <li>• Support for recording work – laptop or scribe as required</li> <li>• Support in practical lessons as required</li> </ul>

	<ul style="list-style-type: none"> <li>• Support at lunch times e.g. access to School Nurse if required, assistance with feeding tubes</li> <li>• Referral to the Hearing or Vision Support team - Information about the sensory support teams can be found on Birmingham’s local offer: <ul style="list-style-type: none"> <li>- <a href="#">Sensory Support Hearing   Local Offer Birmingham</a></li> <li>- <a href="#">Sensory Support Vision   Local Offer Birmingham</a></li> </ul> </li> <li>• A Hearing Impairment management plan for all students with hearing aids, cochlear implants, assistive listening devices (radio aids)</li> <li>• Staff CPD for Visually impaired, Hearing Impaired and Physically Disabled pupils</li> <li>• Access arrangements for exams</li> <li>• Teaching assistant support for some pupils with hearing loss</li> <li>• Some pupils with hearing loss will require additional language and curriculum support</li> <li>• Dolphin Easy Reader App used in conjunction with RNIB Bookshare for VI pupils to enlarge font size</li> <li>• Bytello and EShare Apps which enable teachers to screen share</li> <li>• CAT sensory differences profile</li> </ul>
<p><b>Social Emotional and Mental Health</b></p>  <ul style="list-style-type: none"> <li>• This includes a broad range of difficulties such as diagnosed mental health difficulties and illness that may affect a child at various times throughout their education.</li> <li>• Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to</li> </ul>	<ul style="list-style-type: none"> <li>• Learner Profile</li> <li>• Support from the School’s Heads of Year</li> <li>• Counselling/mentoring</li> <li>• Lunch club</li> <li>• Circle of Friends Social Skills Club</li> <li>• Hall Green Youth</li> <li>• Monitoring and support from Pupil and School Support Services</li> <li>• Mental Health Support Services</li> <li>• Stick</li> <li>• Conflict Resolution</li> <li>• Attendance Officer</li> <li>• Referral to Child and Adult Mental Health Service – Forward Thinking Birmingham</li> </ul>

<p>make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. Some children may have other recognised conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</p>	<ul style="list-style-type: none"> <li>• Pupil Welfare Provision</li> <li>• Senior Mental Health First Aid Lead</li> <li>• Staff trained in positive behaviour handling – Team Teach</li> <li>• Additional support for pupils with diagnoses of ADHD/ASD or attachment issues</li> </ul>
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## 6. How do we report and feedback to parents/carers?

- **Progress reports** - All pupils will receive progress reports throughout the school year having undergone assessments detailing their attainment, effort and achievements from across their subject areas. Should teachers, Heads of Department or parents/carers have any interim concerns, home to school contact is essential to resolve any concerns.
- **Learner profiles** - Parents/carers also have the opportunity to contribute to and review their child’s learner profile. Formally this is done in line with consultation evenings and review meetings, however, should information need updating this can be done at any given time in order to keep teachers informed of how best they can support pupils.

## 7. Our Inclusion Team

- Ms S Paxton Gault (Assistant Headteacher: Senior Leader for Inclusion)
- Mr T Ellis-Breakwell (SENDCo): t.ellis-breakwell@hallgreen.bham.sch.uk
- Mrs M Griffiths (Assistant to the SENDCO)
- Learning Support Assistants (LSAs) – All our LSAs are trained in manual handling. This academic year they have also received specialist training in speech and language delivered by both NHS Speech and Language Therapy and West Midlands Speech and Language.

## External agencies

- Birmingham Communication and Autism (CAT) Team
- Learning Language Strategic Support (LLSS)
- Sensory Support Service – Hearing Support Team and Visual Support team
- Physical Support Team (PST)
- Speech and Language Therapist (SALT)
- Educational Psychology Service – Birmingham (EPS)
- Social Services including Children’s Advice and Support Service (CASS)
- Barnardo’s
- James Brindley Service
- Child Development Centre – Paediatricians
- Forward Thinking Birmingham Learning Disability Team
- Mental Health Support Team (MHST)
- School Counsellor
- Hall Green Youth.

### 8. What extra-curricular activities can a pupil with a Special Educational Need or Disability access at school?

- Hall Green School offers a wide range of extra-curricular activities at both lunchtime and after school.
- A timetable of these activities is made available to all pupils and can be found on the school website.
- Where appropriate, pupils with SEND may be accompanied by a teaching assistant and reasonable adjustments made in order for them to access these activities.
- SEND pupils can be selected by teachers as inclusion ambassadors. They have specific role of raising the profile of SEND needs in the school alongside relevant teaching staff.

### 9. What training do the staff in school have in relation to pupils with Special Educational Needs and Disability?

- Every teacher is a teacher of SEND. CPD sessions around High Quality Teaching are available for all teaching staff and a lesson observation schedule is in place across the school to quality assure provision for SEND pupils.
- In addition, specific CPD sessions about the different needs that pupils have are made available for all staff on a regular basis focused on each of the broad areas of need. All teachers are trained regularly in SEND, but Teaching and Learning leads also have specific training which is disseminated to other staff.

#### 10. How does Hall Green make sure the admissions process of fair for students with SEND?

- All EHCP consultations are completed by the SENDCo and signed off by the head teacher. All prospective students and their families are welcome to visit the school prior to or after naming Hall Green as their school. In cases in which we are unsure if we can meet need, we contact carers named on the EHCP paperwork and/or current schools to discuss your pupil's needs.
- We ensure that any oversubscription criteria does not discriminate against students with SEND.

#### 11. How does Hall Green School support pupils with special educational needs and disabilities through transition to prepare for adulthood?

##### Year 6 Transition

- Year 6 Induction Day in July where all pupils are invited to spend a day in their new secondary schools
- For SEND pupils, three SEND transition morning take place prior to the Year 6 Induction Day in order to support these students and for staff to get to know them prior to starting the school.
- Pupils with specific needs are invited to visit school on further additional prearranged mornings which are personalised to the needs of the students

## Key Stage 3/4 Transition

- During the summer term, prior to admission in Year 7, our Inclusion team work collaboratively with Pastoral Teams to visit our feeder primary schools so that information can be shared, parents can be met with, and additional visits can be arranged for pupils that require additional support in preparation for transferring to secondary school.



## In-year Transition

- The appropriate Head of Year coordinates pupil admissions to a form group. Pupils will have the support of a 'buddy' and the support of their Head of Year and Form Tutor.
- Liaison between SENDCO and previous school and parents as appropriate.
- Pupil and parent questionnaires, screening assessments and observation assessment carried out to ensure that the needs of the pupils are correctly identified and met as early as possible.
- Information shared about any additional needs with staff via a learner profile written in consultation with parents.
- Information shared about any additional needs with staff via a learner profile written in consultation with parents.
- The SENDCo will discuss with relevant staff during the options process to ensure appropriate and ambitious pathways are chosen for key stage 4. All EHCPs and Learner Profiles are updated to reflect our commitment to the Four Preparing for Adulthood outcomes which focus on *employment, independent living, community inclusion and health.*



- In preparation for Post 16, from Year 9 onwards planning begins with school-based careers events, information and guidance meetings, 1:1 career advice, a careers fair which involves colleges, training providers, universities and employers, work experience and related vocational trips.
- Should a pupil require individual support with their post 16 application forms and interviews our Inclusion team can support this process helping to forge links with supported learning teams/key staff at the colleges/sixth forms to ensure a successful and confident transition is planned for.
- Where appropriate, pupils are assessed and Access Arrangements for examinations are put into place.



## Transition to adulthood

- Transition to adulthood is really important for all students. For students with EHCPs receive careers advice in both Year 10 and Year 11. All students receive careers advice in Year 11. This ties into work experience which all students complete at the end of Year 10.
- Careers lessons are an essential part of the PSHE curriculum across Years 7-11. Likewise, we offer a range of college taster days, work experience placements, talks by external agencies.



## 12. How are parents/carers of children with special educational needs or disabilities involved in the education of their child?

- At Hall Green school we are fully committed to the principles of co-production. We want to hear from you as much as possible in order to best understand your child's needs and aspirations in order that this can be shared with relevant staff. In order for this to be effective, we understand there are different ways parents are involved in the education of their children. This includes what we expect us to do, you to do and your child to do.

- **Parent and carer meetings** - Parents /carers are invited into school to discuss their child's progress and how well the support is working at SEND review, Pastoral and Welfare meetings. Where a parent/carer is unable to make it into school, the review can be carried out over the phone or on a home visit. Additional meetings can be arranged at parental request with the SENDCO.



- **SEND Workshops** - Parents are also invited into school regularly to attend workshops where they can receive training on how they can help their child at home.



- **Pupil voice** - Pupils are frequently asked to report on their progress towards outcomes during interventions, when completing surveys and in pupil voice feedback groups.

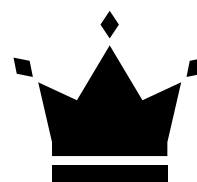


### 13. How are pupils with special educational needs or disabilities involved in their own education?

- **Pupil voice** - Pupil voice is recognised and valued. As part of our robust review of the curriculum and our provision, the views of our pupils are regularly sought and responded to ensuring support and challenge is effectively implemented.



- **Student leadership** - We have a school culture that promotes pupil leadership with all pupils having the opportunity to raise their views via a range of pupil leadership roles, such as our whole school ambassadors, and year group subject ambassadors.

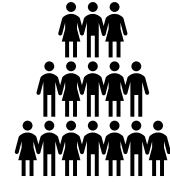


- **Person centred approaches** - We use person centred tools and approaches to ensure that our pupils are actively involved in their review meetings and decision making regarding their support and provision.



## 14. How does the school support the social and emotional development of pupils with SEND?

- **Key adults** – As well as the SENDCo, students can talk to any adult in the school about their needs. Every member of staff is trained in safeguarding.
- **Right Start** – LSA support is available at the start of the school day for any student for a wellbeing check in
- **Room 3** – Is a safe space in school which can be accessed before school, at break and lunch time.
- **Pastoral and welfare teams** – Pupils who need to report incidents of bullying or want emotional support can access this from the Pastoral Managers and Heads of Year.
- **External support** – External professionals such as the Police School Liaison Officer or representatives from MHST support pupils via whole school assemblies or small group work on friendship and anxiety. A counsellor from Birmingham City University attends one day each week. The Welfare Team offer individual support on anxiety, anger management, bereavement counselling and Early Help support for families.
- **Trauma Informed School** - The school is currently undergoing training to be a Trauma Informed School (TIS UK).



## 15. How is SEND provision evaluated?

There is multi-layered approach to evaluating SEND provision at School and Governing Body level. At School level:

- Fortnightly meetings are held between the Senior Leader Inclusion and SENDCo to evaluate the quality of provision and outcomes.
- Fortnightly meetings are held by the Inclusion Referral Group which includes the Senior Leader Inclusion, SENDCo, Deputy Headteacher Pastoral (DSL), Welfare Manager, Attendance Officer, Heads of Year and other Inclusion staff.
- The Senior Leader Inclusion and SENDCo work with Heads of Department to review and evaluate curriculum adaptations.
- Progress data from formative assessments is collected twice a year (three times in Year 11), key information shared and followed up.
- Attendance is monitored weekly with appropriate action taken.
- At least annual ECHP reviews in line with the SEND Code of Practice.

#### 16. How do I contact the Special Educational Needs and Disabilities Coordinator?

- In the first instance should a parent/carer have a query they would like to raise regarding their child's special educational needs, support or provision we ask that they make contact via email or telephone to the SENDCO. A face to face meeting can also be arranged via email or telephone at a mutually convenient time.
- SENDCo Mr T Ellis-Breakwell
- 0121 628 8787 (extension number **3**) [t.ellis-breakwell@hallgreen.bham.sch.uk](mailto:t.ellis-breakwell@hallgreen.bham.sch.uk)
- Assistant to the SENDCo Mrs M Griffiths [m.griffiths@hallgreen.bham.sch.uk](mailto:m.griffiths@hallgreen.bham.sch.uk)

#### 17. How are complaints dealt with?

- We take parent/carer concerns seriously and will act upon these on an individual basis.
- In the first instance we would always ask that a parent/carer raises their concerns with their child's form teacher, subject teacher, Head of Department or

Head of Year. Should they have any specific questions or queries thereafter regarding their child's SEND support or provision contact should be made via the school's main reception for the attention of Mr T Ellis-Breakwell, SENDCo

- If a parent/carer is still unhappy about the resolution of their concern or if it is of a more serious nature, then they should follow the school's complaints procedure which can be found on our website. A copy can also be requested from reception.

## 18. Who are Birmingham SENDIAS Service and how can they support and advise parents/carers and young people?

Birmingham SENDIAS Service aims to:

- Provide information, advice and support to children and young people up to the age of 25 with SEND.
- Provide information, advice and support to the parents/carers of children and young people up to the age of 25 with SEND.
- Provide impartial advice about matters relating to SEND, including issues relating to health and social care.
- Offer support to parents/carers and children and young people with SEND in participating in decisions made about the child/young person's education, health and social care.

### **Birmingham SENDIAS Service**

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