

William Murdoch Primary School

SEN Information Report 2025–2026

SEN Information Report

The SEN Information Report explains the services available to support children with special educational needs and disabilities (SEND) and their families. This document provides parents/carers with information about how to access services in the local area and what they can reasonably expect from those services.

In relation to education, it explains how the school will support pupils with SEND and the provision available within the local setting. This report is published in line with Section 69 of the Children and Families Act 2014 and the SEND Code of Practice (2015), and forms part of the school's Local Offer.

1. The types of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example autism / Autism Spectrum Condition (ASC) and speech and language difficulties
- **Cognition and learning**, for example dyslexia and dyspraxia
- **Social, emotional and mental health difficulties**, for example Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or physical needs**, for example visual impairments, hearing impairments, sensory processing difficulties and epilepsy

2. Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- widens the attainment gap

This may include progress in areas other than attainment, for example social, emotional and behavioural development.

Slow progress and low attainment alone do not automatically indicate that a pupil has special educational needs.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and take full account of the views and wishes of the pupil and their parents/carers. This information is used to determine the level of support required and whether this can be met through adaptations to our core offer or through additional or different provision.

3. Consulting and involving pupils and parents

We have early and ongoing discussions with parents/carers and pupils (where appropriate) when identifying whether a pupil needs special educational provision. These conversations ensure that:

- there is a shared understanding of the pupil's strengths and areas of difficulty
- parents' concerns are taken into account
- agreed outcomes are clearly understood
- next steps are clear to all involved

Parents are formally notified when it is decided that a pupil will receive SEN Support, and a meeting is arranged to discuss the child's SEN Support Plan.

4. Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

A pupil's needs may be assessed using a range of methods, including:

- teacher assessment
- standardised testing (PiRA)
- termly progress checks
- age-related expectations
- retrieval practice
- Power Maths assessments
- specialist assessments (for example BPVS, memory assessments, YARC, WellComm)
- end of Key Stage assessments
- phonics screening check
- SEN Toolkit resources

Information gathered through assessment and advice from external agencies informs outcomes for the pupil's SEN Support Plan. The plan identifies provision, support and teaching strategies and is shared with parents/carers and pupils (where appropriate). Outcomes are reviewed termly with parents and pupils actively involved in the process.

5. Supporting pupils moving between phases and preparing for adulthood

We share relevant information with the school, college or setting a pupil is moving to support effective transition. Where necessary, we work closely with the next provider to ensure continuity of support.

This also applies to pupils joining the school from other settings. Additional transition visits, phased entry, or bespoke transition materials may be provided when a child requires additional support.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all pupils in their class.

High-quality teaching is the first response to meeting pupils' needs. Teaching is adapted and scaffolded where necessary through changes to teaching approach, lesson structure and resources to ensure pupils can access the curriculum.

At William Murdoch Primary School, we value the development of independence. Adult support is therefore carefully planned to build confidence, skills and self-reliance, rather than long-term dependency.

7. Adaptations to the curriculum and learning environment

We make adaptations to ensure that all pupils' needs are met, including:

- scaffolding the curriculum through grouping, one-to-one support, teaching style, lesson content and additional resources
- adapting resources and staffing arrangements
- using recommended aids such as laptops, coloured overlays, visual timetables, writing slopes and enlarged print
- adapting teaching approaches, including allowing additional processing time, pre-teaching key vocabulary and reading instructions aloud
- ensuring pupils are seated in the most appropriate part of the classroom
- planning classroom displays and environments to avoid over-stimulation and act as effective learning aids
- providing specialist equipment where required

8. Additional support for learning

Teaching assistants are trained to deliver targeted interventions, including:

- Read Write Inc (RWI)
- Maths pre-teaching
- WellComm
- Speech Link

- Pastoral and mentoring support (ELSA)
- Bereavement support
- Colourful Semantics
- Precision Teaching
- Herts Reading Fluency
- Word Wasp

We work with a range of external agencies to support pupils with SEND, including:

- Pupils and School Support
- Educational Psychology Service
- Communication and Autism Team
- Hearing Impairment Team
- Visual Impairment Team
- Physical Disability Support Service
- Speech and Language Therapy
- Physiotherapy Service
- School Nurse Service
- Occupational Therapy
- Forward Thinking Birmingham

Advice from external professionals is embedded into classroom practice and reviewed regularly.

9. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- reviewing individual progress towards agreed outcomes each term
- monitoring the impact of interventions
- gathering pupil voice through questionnaires and discussion
- regular monitoring by the SENCo
- holding annual reviews for pupils with Education, Health and Care Plans (EHCPs)
- participating in external or independent reviews of SEN provision

10. Enabling pupils with SEN to engage in activities available to pupils without SEN

All extra-curricular activities and school visits, including before- and after-school clubs, are available to pupils with SEN.

All pupils are encouraged to participate in the annual residential, sports days, school performances, assemblies, cultural events and workshops. Reasonable adjustments are made where required, and no pupil is excluded from participation due to their SEN or disability.

11. Support for improving emotional and social development

We support pupils' emotional and social development in a range of ways, including:

- encouraging pupils with SEN to take part in the school council
- promoting participation in school clubs
- providing opportunities to learn musical instruments
- offering mentoring and pastoral support where needed
- supporting inclusion during unstructured times

The school has a zero-tolerance approach to bullying and complies with its duties under the Equality Act 2010, making reasonable adjustments to ensure pupils with SEN are not placed at a substantial disadvantage.

12. Working with other agencies

When the SENCo identifies that a pupil requires additional support beyond what the school can provide, referrals to external agencies may be made.

Parents/carers are always consulted before referrals are submitted, and parental consent is obtained. Where possible, feedback from external agencies is shared with parents/carers and informs provision in school.

13. Complaints about SEN provision

Complaints about SEN provision should initially be raised with the SENCo and will follow the school's Complaints Policy. A copy of the policy is available on the school website or from the school office.

Parents of pupils with disabilities also have the right to make disability discrimination claims to the First-tier SEND Tribunal if they believe their child has been discriminated against in relation to exclusions, provision or reasonable adjustments.

14. Contact details for raising concerns

If you wish to discuss your child's educational needs or progress, please contact:

1. Class Teacher
2. SENCo – Mrs M Pannu / Mrs K Kullar
3. Deputy Headteachers – Mrs M Pannu / Mr A Matthews
4. Headteacher – Mr M Singh

Parents are encouraged to use Class Dojo to contact their child's class teacher or the SENCo. Meetings can also be arranged via the school office.

Telephone: 0121 554 0999

Email: enquiry@williammurdoch.bham.sch.uk

15. The local authority local offer

The Birmingham Local Authority Local Offer is published at:
www.localofferbirmingham.co.uk