

Canterbury Cross SEND Information Report (SENIR) 2026-2027

In line with the Equality Act (2010) , Children and Families and the Special Educational Needs Code of Practice (2014) and Canterbury Cross Primary School's Equality Policy 'Every child is special'

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What kinds of Special Educational Needs does Canterbury Cross make provision for?

Types of need and what it could look like	Examples of support in our school	How we check it is working and the progress of the child
Cognition and learning	• Read Write Inc • Daily phonics/SPAG sessions • Awareness of learning styles - Visual, auditory and kinesthetic approach • Pre and Post tutoring • 5 minute readers • Precision teaching • Sparkly folders • Rapid reading • Specific intervention groups • TA trained in delivering a programme for dyslexia support • Specific maths programmes • Lexia • Scanning Pens • Doodle	• Pupil progress meetings looking at individual progress • Annotated IEPs • IEP reviews • IEP scrutinies • Book and planning scrutinies • Observations • Learning walks • Children's voice • Parent input • School provision map • Cause for concern provision for children who have not made expected progress • Annual Reviews
Communication and interaction	• Individualised speech therapy programmes set by SALT, followed through by TAs • Word/topic maps • Individual visual timetables • TA support during whole class teaching time • Pre and Post tutoring • Access to ipads • Lego Club • Wellcomm • Makaton • PICS • Communication books	• Pupil progress meetings looking at individual progress • Annotated IEPs • IEP reviews • IEP scrutinies • Book and planning scrutinies • Observations • Learning walks • Children's voice • Parent input • School provision map • Cause for concern provision for children who have not made expected progress • Annual Reviews

Social, emotional and mental health difficulties	• Pupil Wellbeing Co-ordinator • Social stories • TEACHH • PHSE/SMSC • Circle time • Resolution Circle/circle of friends • Celebration assembly including reward cards, good to be green (for good behaviour) and house point cup • Class charters • School Behaviour Policy • Communication and Autism Team (CAT) support and resources • Forward Thinking Birmingham • Early Help • Lego Club	• Pupil progress meetings looking at individual progress • Annotated IEPs • IEP reviews • IEP scrutinies • Book and planning scrutinies • Observations • Learning walks • Children's voice • Parent input • School provision map • Cause for concern provision for children who have not made expected progress • Annual Reviews
Sensory and/or physical needs	• Pencil grips • Specialist pencils/pens • Posture support • Sloping writing boards • Further differentiation of physical activity (fine and gross motor) • Trained TAs for specific programmes from the physiotherapist • PDSS involvement through developing management plans • Occupational Therapist • Physical Adjustments and support as necessary • Provision of specialist equipment & resources eg. caring cutlery, sports equipment • Fine motor skills interventions • Gross motor skills interventions • Sound field systems	• Pupil progress meetings looking at individual progress • Annotated IEPs • IEP reviews • IEP scrutinies • Book and planning scrutinies • Observations • Learning walks • Children's voice • Parent input • School provision map • Cause for concern provision for children who have not made expected progress • Annual Reviews • Review and adaptation of PEEPs

	• Enlarged texts • Care Plans • Promotion of self-care and personal hygiene • Sensory Support Services • PEEPs (Personal Emergency Evacuation Plans) • Sensory checklists	
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What are the different types of support available for children with SEND at Canterbury Cross?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.
For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more manipulatives.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

All children with SEND engage in the same activities as the children who do not have SEND, differentiated to their needs.

Specific group work with in a smaller group of children.

This group, often called Intervention Groups by the school, may be:

- Run in the classroom or outside.
- Run by a teacher or more often a Teaching Assistant, who has had training to run these groups.

Graduated response on the SEN Code of Practice where a child has been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher will run these small group sessions using the teacher's provision plan/IEP in the classroom or outside.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support for your child

Graduated response on the SEN Code of Practice where a child has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Learning, Language and Strategic Support (LL&SS)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Communication and Autism Team (CAT), Educational Psychologist (EP)

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist or the Learning, Language and Strategic Support. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Graduated response on the SEN Code of Practice where a child has been identified by the SENCO as needing specified individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually, your child will also need specialist support in school from a professional outside the school. This may be from:

- Learning, Language and Strategic Support (LL&SS)
- Educational Psychologist (EP)
- Sensory services
- Physiotherapist
- Occupational Therapist (OT)
- Physical Difficulty Support Service (PDSS)
- Forward Thinking Birmingham
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the graduated support already given.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at the present level.
- The EHC Plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong

How does Canterbury Cross identify, assess and review Special Educational Needs or Disability (SEND)?

We know when pupils need help, if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

Reviews take place 3 times a year, after each block 1, 2 and 3. Each target is reviewed and new targets or adapted targets are set. Teachers complete an audit of each child on the SEND register, and in consultation with children and parents, new targets are set. If a teacher believes a child needs to come off the SEND register, this will be discussed with the SENCO in the first place and then parents.

Annual reviews are held for every child, who has an Educational Health Care Plan (EHCP), with parents and outside agencies supporting the child. These are securely sent to SENAR. Children with an EHCP will have interim targets that work towards their EHCP targets, reviewed every 6-8 weeks.

Who are the best people to talk to at Canterbury Cross about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO- Miss Smith or Mrs. James. Please make an appointment at the office or in person. Miss Smith and Mrs. James are in the playground before and after school.
- If you are still not happy you can speak to the Head Teacher-Mr. Din.

What training do the staff have in relation to pupils with Special Educational Needs or Disability (SEND) ?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language difficulties and is decided according to the needs of the children in school and their specific needs, as well as any gaps in teacher knowledge.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class

How do Canterbury Cross get more specialist help for pupils if they need it?

Permission has to be given by parents to involve specialist help.

Agency or service	Who they work with
Learning, Language and Strategic Support (LL&SS)	All children who have been identified as needing extra specialist support or assessment, or specified individualised support
Educational Psychologist (EP)	All children who have been identified as needing extra

	specialist support or assessment, or specified individualised support
Pupil Disability Support Service	Children who have physical difficulties
Community Speech and Language Therapist	Children who have been diagnosed with a speech and language difficulty
Communication and Autism Team (CAT)	Children with a diagnosis of ASD or who have a communication difficulty
Outreach schools (eg. Wilson Stuart)	Children with physical needs, such as cerebral palsy
School Nurse	Children who need care plans
Occupational Therapist (OT)	Children with diagnosed fine or gross motor difficulties
Physiotherapist	Children with diagnosed fine or gross motor difficulties
Forward Thinking Birmingham	Children who do not have a diagnosis Children who have mental health issues Children with behavioural difficulties Parental support
Medical support (Dietician/Nurse for specialist training)	Children who require specialised medical support, eg. tube feeding and to train/support teachers/TAs in this
Hearing Impairment	Children who have temporary or permanent hearing loss.
Vision Impairment	Children who have a diagnosed visual impairment.

How are parents/carers of children with Special Educational Needs or Disability (SEND) involved in the education of their child?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have, and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Invitations to discuss child with external agencies
- Annual reviews
- IEP's will be sent home and you are encouraged to add your comments in order to support your child's progress, as well as using these to help you to support your child at home.

- Homework will be differentiated, as needed, to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Informal parent group meetings to consult about policies, give advice, have access to experts.

How are pupils with Special Educational Needs or Disability (SEND) involved in their own education?

- Children's views are gathered for annual reviews and IEP reviews
- Pupil Passports
- Children's views expressed directly at reviews
- Through informal discussion-one to one, in groups, circle time
- Self-assessment
- Rights Respecting Award-article 23-taught through RRSA/SMSC/class assembly

If a parent /carer of a child with Special Educational Needs or Disability (SEND) has a complaint about the support the school provides their child with, how do they do this?

- Please follow the school's complaint procedure if you have any concerns about the support your child is receiving. This is in the Parent section under Policies.

How does the Board of Trustees/ Local governing body help to meet the needs of pupils with Special Educational Needs or Disability (SEND)?

- The governing body, through the SENCo, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.
- The SENCo reports regularly to the board of trustees/ local governing body regarding the number of pupils and their additional needs.
- The board of trustees/ local governing body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

Who are the support services that can help parents/ carers with pupils with Special Educational Needs or Disability (SEND)?

We will be happy to give you contact details for the organisations below, who can give advice and support for you and your child. Please speak to Miss Smith / Mrs. James if you need any other contact details.

- City of Birmingham School (COBS) Tel: 0121 303 0272
- Team for children with physical difficulties PDSS Tel: 0121 306 4806
- SENAR- SENAR@birmingham.gov.uk Tel: 0121 303 1888
- School Nurse Service- bhamcommunity.nhs.uk Tel: 0121 466 6000

- Child Development Centre Bacchus Road Tel: 0121 466 9500
- Speech and Language Therapy- childrens.slt@bhamcommunity.nhs.uk Tel: 0121 466 6000
- Social Services Tel: 0121 303 1888
- Forward Thinking Birmingham- forwardthinkingbirmingham.org.uk Tel: 0300 300 0099
- Parent Partnership Tel: 0121-303 5004

How does Canterbury Cross support pupils with Special Educational Needs or Disability (SEND) through transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and a hand over meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on, then it will be made for them.
 - For children with more complex needs, the new teacher will have an extra meeting to gather more in-depth information from the previous teacher, this will be led by the SENCO, to assist with transition into the new class.
- In Year 6:
 - The SENCO will meet with the SENCO of their secondary school to discuss the specific needs of your child, and any specialist sessions for students as appropriate.
 - Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Parents:
 - Where children have more complex needs, the SENCO and new teacher will hold a meeting with parents about their worries/concerns and what they want the new teacher to know about themselves/their child. This will be shared with the new Teaching Assistant and other relevant people who may be working with your child.