



# **SEND Information Report 2025 – 2026**

## Our School

### Our School Vision

At Reaside Academy, the well-being and development of each child underpins all that we do. As a school, we aim to provide an inclusive education to give all children a fair chance to learn and develop the skills they need to thrive, with students of all backgrounds and abilities learning and growing side by side. To do this, we work tirelessly to help remove barriers to learning, adapt teaching and learning to meet pupil's individual needs, and promote high standards and the fulfilment of potential for all students. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning, encourage them to explore opportunities outside of their comfort zone, and learn wider life skills that they can use to underpin their development as citizens.



### Meet our SENDCO



The SENDCO is Mrs Thompson. Her working days are Monday to Friday.





If you would like to contact Mrs Thompson, please call school on [0121 820 0972](tel:01218200972) or email [sensupport@rea.greenheartlearning.org](mailto:sensupport@rea.greenheartlearning.org)



### Special Educational Needs

At Reaside 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 2014:

	Cognition and Learning
	Communication and Interaction ( <i>inc. Speech and Language, and ASD</i> )
	Social, Emotional and Mental Health ( <i>inc. ADHD</i> )
	Sensory and Physical

Reaside Academy currently has 197 children on roll (September 2025)

There are currently 83 children (42%) on the SEND register with a range of needs from universal to specialist.

Of these 83 children:

- 25 have **Speech, Language and Communication Needs** (30%)
- 13 have a diagnosis of **Autism Spectrum Disorder** (16%)
- 17 have a '**Moderate Learning Difficulty**' (20%)

- 1 has a diagnosed **Specific Learning Difficulty (Dyspraxia/Developmental Coordination Disorder)** (1%)
- 1 child has a **hearing impairment** (1%)
- 1 child has a diagnosed **physical disability** (2%)
- 10 children have a diagnosis of **Attention Deficit Hyperactivity Disorder** (12%)
- 17 children have a primary area of need under the umbrella of **Social, Emotional and/or Mental Health** (20%)
- 2 children that have an **EHCP** (2%) and 12 children have a **SEND Support Provision Plan** (14%)



## Identifying and Assessing Need

At Reaside we work closely as a team and if staff have a concern about a child, they will discuss concerns with parents and complete a SEND referral form for the SENCo.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom, as a universal approach in the first instance. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a term, during our pupil progress meetings, we will decide if a child needs to be placed on the SEND register. Some children will be monitored using the Birmingham Toolkit Continuums, which allow the children who are working at below key stage standards to have small step targets set in lessons and interventions to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

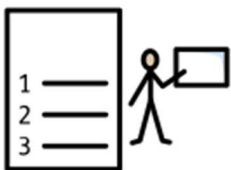
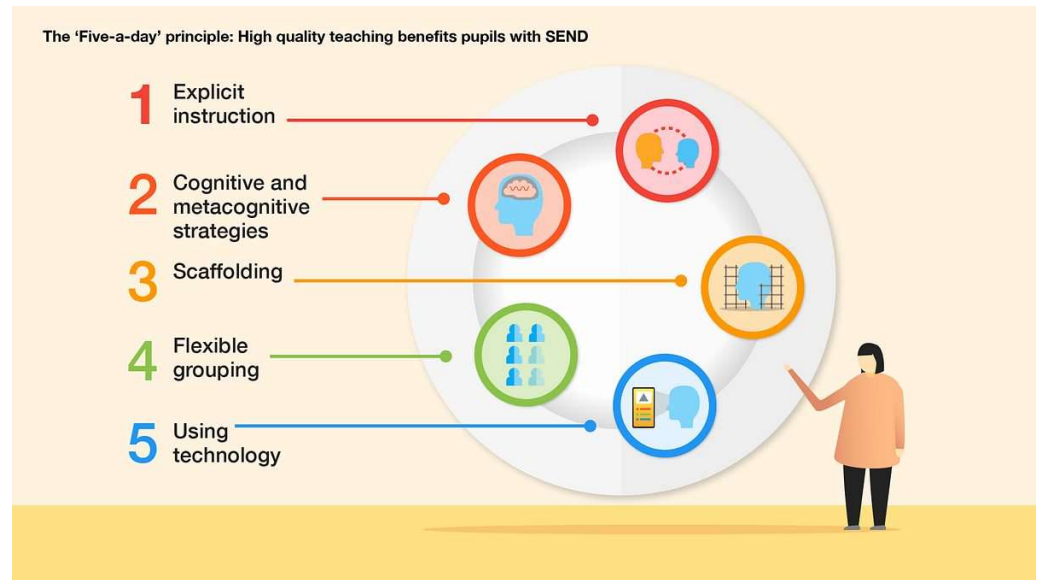




## Our approach to teaching children with SEND

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 EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



## Curriculum adaptations

Visual timetables	Task boards	Mentoring / Interventions
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	'Fidgets'
Ear defenders	Timers	Explicit instruction



## Parent Consultations

At Reaside we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

This year, we will be setting up a Parent/Carer Forum session every term, and Mrs Thompson is available at parents' evenings to discuss any concerns. We also hold fortnightly coffee mornings where parents can meet up and support each other in a safe environment. During the year a parental questionnaire will be sent out to gain views on the school and the SEND provision.

For children who have an Education, Health and Care Plan or SEN Support Provision Plan (requiring support that is over and above what is ordinarily available), we will invite you in for further meetings during the year. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps.

During the year a parental questionnaire will be sent out to gain views on the school and the SEND provision.



## Child Consultations

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.

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:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



## Evaluating Provision

There are many ways in which we as a school monitor and evaluate the provision on offer.

- Review progress in SLT meetings and discuss 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.
- Monitoring by the SENDCo.
- Regularly using a tracking tool to update targets and measure progress.
- Holding annual reviews for children with Education Health Care Plans (EHCPs) and SEND Support Provision Plans (SSPPs).



## Staff Training


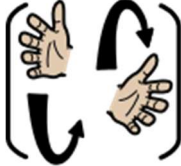






At Reaside, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

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.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

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

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.

			
Autism (Level 1)	Makaton – Level 1	Phonics (catch-up)	Team Teach
			
Attachment	Sensory needs	Nurture support	Speech and Language



## Transition Support

### Year 2 to 3 transition

We hold a number of sessions in the summer term for our upcoming Year 2 children, in preparation for their September start. Parents of children with additional needs will also be invited in to meet with the SENDCo and bring their children along in a smaller, more informal session than the main transition with their classes. We have introduced transition sheets which include photos of the teacher, TA and school environment.

### End of Year transition

We hold a transition day during the summer term, in line with all Birmingham school, allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of individual children.

### **Secondary Transition**

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. This includes some of the secondary schools coming into school to provide workshops.

### **Mid-Year new starters**

When we are aware that pupils joining us from other settings have identified special educational needs, we will 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:

- Pupil and School Support
- Communication Autism Team
- Birmingham Educational Psychology Service
- School Health Advisory Service
- Speech and Language Therapy
- Visual and Hearing Impairment Teams
- City of Birmingham School's 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**

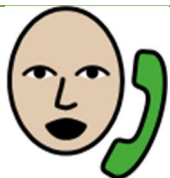
All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residentials, ski-trips and overnight stays at school.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

**No child is ever excluded from taking part in these activities because of their SEN or disability.**



## Complaint Procedure

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 Deputy Head Teacher or SENDCo. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact executive members of Greenheart Learning Partnership governance through the school office.

SEND Trustee – Gurbax Hayward  
Vice Chair -Laura Martin  
Mr Charles Chambers – Director of Education  
Mrs Clair Jenkins – Director of People and Engagement



## Birmingham Local Offer

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

<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



## Feedback

"We are pleased with how our child has settled into Y3 and how proactive the staff have been in providing support."

"We have had so much support from both Mrs Addis (previous SENDCO) and Rosey (Learning Mentor) as a family."

"My child is making so much progress – the class teacher really understands him and his needs."