

SEND Information Report

2025-2026

In accordance with the Children and Families Act 2014 all schools are expected to publish information about their provision for special educational needs and disabilities (SEND). This includes the 'Local Offer', which helps parents/carers understand what services they and their families can expect from a range of local agencies.

Frequently Asked Questions

1. What kinds of Special Educational Needs does the school make provision for? What type of provision do we make and how do they know it works?

Types of need	Examples of support in our school	How we check it is working
Cognition And Learning	Quality first teaching Small classes. Enhanced adult to child ratios. Personalised targets for pupils. Experienced staff team.	Regular assessments of Personal Learning Goals (PLGs) Review of EHCP Regular learning walks
Autistic Spectrum Condition	Quality first teaching Staff experienced in teaching and supporting children and young people with autism. Ongoing CPD for staff. Use of visual timetables, workstations, now and next boards	Regular assessments of Personal Learning Goals (PLGs) Review of EHCP
Speech and Communication	Quality first teaching Use of Assistive Language Display boards, Makaton, objects of reference, weekly input from speech and language.	Regular assessments of Personal Learning Goals (PLGs) Review of EHCP
Sensory difficulties	Quality first teaching Breakout spaces, sensory circuits, zones of regulation, wake up shake up, rebound therapy, sensory room.	Regular assessments of Personal Learning Goals (PLGs) Review of EHCP Staff evaluations of training

Our pupils may have any combination of the above.

We accept pupils from referring Local Authorities with the vast majority coming from Birmingham LA.

2. How does the School identify and assess Special Educational Needs?

All our pupils have SEND and an Education Health and Care Plan. Occasionally, we are asked to admit pupils who are still in the process of receiving an assessment. We

assess the effectiveness of our provision through the statutory EHCP process and monitoring of all aspects of education and care provision in school.

3. Who will work with my child or young person and how often?

The class/subject teacher will work with your child daily to ensure progress is achieved. Teaching assistants will also deliver activities that have been planned by the class teacher.

4. What training does the staff in school have in relation to pupils with Special Educational Needs?

Many of our teachers and support staff have a great deal of experience working with children with SEND. For staff who are new to the school we offer induction and training including Safeguarding, Manual Handling, Communication, Team Teach, supporting sensory needs and ASC.

The school places an emphasis on continual professional development, and all staff receive regular additional training to support all pupils. We have a schedule of training across the year, including ASC, teaching and learning, safeguarding, phonics, reading, specific needs strategies, and medical training.

5. Will staff be given time to plan and prepare materials, activities and lessons to enable my child or young person to access the curriculum?

Our teachers have access to planning, preparation, and assessment (PPA) time to ensure all students learn. Our curriculum is specifically adapted to ensure we apply an effective child centered approach to learning providing a broad, balanced and relevant curriculum meeting your child's needs. This curriculum is regularly reviewed to ensure it meets the needs of our students. Special adaptations to the curriculum are made to ensure personalisation in relation to individual circumstances if required.

6. How does the school know how much progress is being made with pupils with Special Educational Needs?

We have robust systems of baseline assessments, recording data, target setting, and tracking progress in place. All pupils are set targets (Personalised Learning Goals and targets from their annual EHCP review) as their next step of learning. These targets are regularly reviewed and once achieved, will be escalated into a more challenging target. Targeted intervention is in place for all pupils who we feel are making less than expected progress.

7. What opportunities will there be for me to discuss my child's progress with the staff?

Regular parents/carer evenings/review meetings take place, and parents can arrange meetings at other times to discuss progress. We provide two parent/carer consultations evening through the year and ensure contact with home and school is encouraged using home/school diaries, class dojo as well as the annual EHCP review. Pupil reports are provided annually.

8. How are parents of children and young people with SEND involved in the education of their child?

Ongoing dialogue and discussion are encouraged between home and school. We are happy to meet with parents as often as necessary to ensure that they are happy with the education their children receive.

There are a range of opportunities both formal and informal for parents to come into school. These range from parents' evenings, Annual Review meetings, and special assemblies. Class teachers are happy to speak to parents regularly on the phone, and all pupils have a home schoolbook to assist in communication.

9. How are pupils with Special Educational Needs involved in their own education?

Wherever possible, we will include our pupils in their education by encouraging them to participate in review meetings, whether that is by talking with them outside of the meeting to ascertain their views or by them taking part in the meeting itself.

We also have a student council; pupils are voted onto this each year in the Autumn term by their peers. They meet regularly and have the opportunity to influence decisions.

10. How do you communicate with those whose first language is not English or who use alternative communication methods other than the spoken word?

Teachers also use specific styles of teaching which are designed for pupils with English as an additional language. We aim to use a Total Communication Strategy to meet the communication needs of our students and employ some bilingual staff who can translate for some language. A translator can be made available for meetings and annual reviews if families require this.

11. How will you prepare and support children or young people to join the school or sixth form to move to the next stage of education, or move on to adult life?

The arrangements for transition vary dependent on the stage in their educational journey that pupils are at.

On entry to school, the transition is planned on an individual basis with you and your child. If a pupil is coming to us from a different school, we will always try to visit them in their current setting and if possible, attend their final review. For pupils starting in September, transition visits are arranged in the summer term for pupils moving from Year 6 to Year 7. All prospective pupils and parents will have the opportunity to visit the school on a 'transition day' in the summer term. Similar visits are arranged for pupils moving into the school's post 16 provision (Sixth Form) where this placement is deemed appropriate through consultation with SENAR and is confirmed in their EHCP.

Through ECHP meetings we work with pupils and families to identify their aspirations for adults and provide support for working towards this.

12. What information will be provided to a child or young person's new setting, school, or college?

Discussions take place about your child's next stage in life at least a year before they are due to leave Hallmoor School. We will then take them to see their preferred provision and course to be studied. One identified, progress levels and details of qualifications studied are shared and transition visits organised.

13. Does the School have a Special Educational Needs Co-ordinator, if so who are they and how can someone get in touch with them?

Mr Pardeep Kairo is the school's designated SENCO. He can be contacted via the main school telephone number.

All parents also have the opportunity to discuss issues with class teachers. All teachers have extensive knowledge of Special Educational Needs.

14. Do you offer any parent/carer training or learning events?

Parent/carer training events have been offered throughout previous academic years, and the school continues to encourage the involvement of parents/carers in training opportunities. We run Cygnet and Makaton courses throughout the academic year, as well as parent coffee mornings. Our family support worker John Cherry can be contacted via the main school telephone number for further details.

15. What extra-curricular activities can a pupil with Special Educational Needs access at School?

We run a variety of extra-curricular/enrichment activities for our pupils, for example: drama club, choir and football club. These are currently run throughout the school day.

16. How are the Board of Directors and Local Academy Council Members (governors) involved?

Our governors take a keen interest in all aspects of school. Regular ½ termly Local Academy Council meetings ensure that members are up to date with all aspects of school e.g. curriculum, progress, attendance, safeguarding etc.

17. How does school get more specialist help for pupils if they need it?

We have access to a team of professionals who can offer specialist advice; these include special school nurses, occupational therapists and speech and language therapists, and family support work services. We work very closely with all the professionals as well as parents/carers to ensure we offer the best provision.

If we need to we will also work with other agencies, for example Forward Thinking Birmingham, Social Care and Health, Educational Psychologists, Behaviour Specialist and the Communication and Autism Team.

18. If a parent or a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

We have a complaints policy which is available on the school website, however in the first instance we would encourage parents and carers to contact the Head Teacher to discuss the complaint.

19. Who are the support services that can help parents with pupils who have special educational needs?

SENDIAS, a parent support service, is available to help parents through the assessment process and can also help facilitate school visits and offer advice. SENAR are the department within the LA who manage the assessment process.

20. How can parents find the Birmingham Local Authorities Local Offer?

Birmingham's Local offer can be found at <https://www.birmingham.gov.uk/localoffer>