





# Maney Hill Primary School




## SEND Information Report

May 2026

<p><b>The Local offer</b></p>	<p>Please click on the below link to find out more information about Birmingham City Council’s Local Offer. Here you will find help, advice and information available for families of children with special educational needs and disabilities.  <a href="https://www.localofferbirmingham.co.uk/">https://www.localofferbirmingham.co.uk/</a></p>
 <p><b>What types of Special Educational Needs and/ or Disabilities do we provide for?</b></p>	<p>At Maney Hill, we want all children to feel safe, supported and happy in school so they can thrive and achieve their full potential. As a mainstream primary school, we are committed to meeting the needs of all our pupils, including those with special educational needs and disabilities, using the resources and provision available to us.</p> <p>The SEND Code of Practice (2014) states: “A child or young person has a Special Educational Need (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.”</p> <p>The Code of Practice identifies four broad areas of need:</p> <ul style="list-style-type: none"> <li>• <b>Cognition and Learning</b> (e.g. Dyslexia, Dyscalculia)</li> <li>• <b>Communication and Interaction</b> (e.g. Autistic Spectrum Disorder, speech and language delay)</li> <li>• <b>Social, Emotional and Mental Health difficulties</b> (e.g. anxiety, behavioural needs)</li> <li>• <b>Physical and/or Sensory needs</b> (e.g. hearing impairment, sensory processing difficulties)</li> </ul>
 <p><b>How do we identify and assess pupils with SEND?</b></p>	<p>All children at Maney Hill are supported through High Quality Teaching (HQT) in every lesson. This means learning is carefully planned and adapted to meet the needs of all pupils, with high expectations for everyone, including those with SEND. Adaptations may include visual timetables, word banks, practical resources, adjustments to teaching approaches, and, where appropriate, additional adult support.</p> <p>Teachers regularly assess the progress of all pupils. Where a child’s progress is significantly slower than their peers, or there is a widening attainment gap—including in areas such as behaviour or social development—this is carefully monitored. Teachers will then adapt provision and support accordingly. This process is known as the <b>Graduated Approach</b>.</p>

	<p>If a child continues to experience difficulties despite targeted support, further provision may be put in place. Parents will be kept informed throughout, and we will work together using the “assess, plan, do, review” cycle. A One Page Profile will be used to outline strategies and targets, which are reviewed termly. Parents and carers will be invited to meet with the class teacher to discuss progress and next steps collaboratively.</p>
 <p><b>Who is our Special Educational Needs and Disability Coordinator (SENDCO) and how can they be contacted?</b></p>	<p>Mrs Morecock and Mrs Fullard work with pupils, teachers, teaching assistants, parents and outside agencies.</p> <p>They can be contacted by phone on 0121 464 9673 Or via the enquiry email at <a href="mailto:enquiry@maneyhill.bham.sch.uk">enquiry@maneyhill.bham.sch.uk</a></p>
 <p><b>What is our approach to teaching pupils with SEND and how do we adapt the curriculum and learning environment?</b></p>	<p>Maney Hill Primary is an inclusive school and, wherever possible, pupils are taught alongside their peers in mixed-ability classes. Teachers adapt high quality teaching to meet the needs of all learners, including those following a more personalised curriculum. Adaptations may include differentiated activities, tailored resources, flexible teaching strategies (such as additional processing time and pre-teaching), and targeted adult support. Where appropriate, pupils may also use supportive aids such as laptops, individual resources or coloured overlays.</p> <p>Teachers share learning objectives and success criteria at the start of each lesson and assess progress throughout, maintaining high expectations for all pupils, including those with SEND.</p> <p>In addition to whole class support, your child might also be supported through individual and/or small group interventions. These interventions are planned and delivered to meet specific needs linked to One Page Profile targets and classroom learning.</p>

	<p>For pupils with more persistent or complex needs, we may involve external agencies to support assessment and provide further recommendations. This is always discussed with, and consent gained from, parents and carers. The class teacher remains responsible for each child's progress and works closely with support staff to plan, deliver and review the impact of support.</p> <p>All adults working with pupils will have access to their One Page Profiles and will understand their needs, strategies to support them in class, interventions in place and targets that they are working towards. One Page Profile and pupil progress reviews evaluate the impact of support and provisions and consider next steps which take into account the views of pupils, parents and staff.</p> <p>Pupils with social, emotional and mental health needs are supported with specific interventions such as the STICK toolkits, Fun Friends and through our pastoral team.</p>
 <p><b>How do we consult children with SEND and their parents and involve them in their child's education?</b></p>	<p>At Maney Hill, we value strong partnerships with parents and carers and operate an open-door approach to communication. You know your child best, and we welcome your views at all times. Parents are encouraged to contact their child's class teacher or the SENDCo whenever they have questions, concerns or information to share.</p> <p>For pupils with a One Page Profile, parents and carers are invited to attend termly review meetings with the class teacher. These meetings provide an opportunity to discuss progress towards targets, review the effectiveness of strategies and agree next steps. Parents also have the option to book an additional meeting with the SENDCo during parents' evening if they would like further discussion or support.</p> <p>Pupils are involved in this process, sharing their views and contributing to their One Page Profile so that their voice is reflected in the support they receive.</p> <p>In addition, parents are invited to termly parents' evenings and are kept informed about learning, school developments and key events through newsletters, the school website and curriculum information.</p>



**How do we assess and review pupil's progress towards their outcomes?**

We follow the Graduated Approach and follow a cycle of **Assess, Plan, Do, Review**. As part of a class teacher's ongoing assessments, progress towards One Page Profile outcomes is measured termly. The class teacher works closely with the SENDCo to consider assessment evidence, the impact of any interventions, and the views of both parents and pupils. Where appropriate, advice from external agencies is also taken into account.

Interventions and support are reviewed termly to evaluate their effectiveness, and adjustments are made where needed to ensure they continue to meet the pupil's evolving needs.



**How do we support pupils moving between different phases of education?**

If your child has an identified special educational need or disability before joining Maney Hill, we will liaise with their previous setting to discuss needs and effective support strategies. Where appropriate, we may arrange additional meetings and visits, including a transition meeting involving parents, the previous setting and the SENDCo.

Some children may benefit from enhanced transition support, which could include additional visits to school or the use of a personalised transition book to support understanding at home and in school.



We have strong links with our local secondary schools and ensure that all relevant information is shared with the receiving school's SENDCo so that they have a full understanding of your child's needs. Where appropriate, we also arrange additional transition visits to secondary school, and members of the receiving school's inclusion team may visit pupils at Maney Hill to support a smooth transition.




**How will we secure specialists, equipment and facilities to support pupils with SEN?**

We use a wide range of resources and equipment to support pupils in accessing learning. This includes visual timetables, Widgit symbols, manipulatives, timers, and the use of laptops and iPads where appropriate.

Across the school, we also provide designated quiet spaces for pupils who may find the classroom environment overwhelming. These small, calm areas support emotional regulation and provide a space for reflection when needed. In addition, we have the Rainbow Room, which is available at lunchtime for pupils who find the dining hall environment overstimulating. This space offers calm, structured activities to

	<p>help ensure a positive lunchtime experience and a settled transition into the afternoon.</p> <p>Where additional support is required, we seek advice from external agencies as appropriate. We work closely with a range of specialist services, including:</p> <ul style="list-style-type: none"> <li>Communication and Autism Team</li> <li>Educational Psychology Service</li> <li>Language, Learning and Strategic Support</li> <li>Central Therapy Services (Speech and Language Therapy)</li> <li>Compass Birmingham MHST</li> <li>Special School Outreach Service</li> <li>COBS Birmingham</li> </ul>
 <p><b>SSPP and EHCP</b></p>	<p>A SEND Support Provision Plan (SSPP) is a document used by Birmingham Local Authority in schools and settings. It is developed in partnership with parents and carers and helps to build a clear picture of a child's needs, the support they are receiving, and how this develops over time.</p> <p>An Education, Health and Care Plan (EHCP) is a legal document which sets out a child or young person's education, health and social care needs, and the additional support required to meet those needs. It is used when a child requires provision beyond what can normally be provided within a mainstream school or setting.</p>
 <p><b>Who can young people and parents contact if they have concerns or a complaint?</b></p>	<p>Parents may wish to raise any concerns with their child's class teacher or speak directly with the SENDCo, Mrs Morecock and Mrs Fullard. You may also wish to contact the Headteacher, Mr Edgerton.</p> <p>For more formal complaints, parents are signposted towards the complaints procedure on the school website. We would hope that any concerns are dealt with quickly before the need for this stage.</p> <p>For more formal complaints, parents are directed to the school's Complaints Procedure, which is available on the school website. We would always hope that any concerns can be resolved quickly and informally before reaching this stage. Parents of pupils with disabilities also have the right to make a disability discrimination claim to the First-tier SEND Tribunal if they believe that the school has discriminated against their child. This may relate to:</p> <ul style="list-style-type: none"> <li>• exclusions</li> </ul>

	<ul style="list-style-type: none"> <li>• the provision of education and associated services</li> <li>• reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>
 <p><b>Support services available to parents</b></p>	<p>Useful links:</p> <p><b>SENAR</b>  <a href="https://www.localofferbirmingham.co.uk/education-health-and-care-plan/senar/">https://www.localofferbirmingham.co.uk/education-health-and-care-plan/senar/</a></p> <p><b>SENDIASS</b>  <a href="https://www.localofferbirmingham.co.uk/send-support-and-information-2/sendiaass/">https://www.localofferbirmingham.co.uk/send-support-and-information-2/sendiaass/</a></p> <p><b>Communication and Autism Team</b>  <a href="https://www.localofferbirmingham.co.uk/communication-and-autism-team/">https://www.localofferbirmingham.co.uk/communication-and-autism-team/</a></p> <p><b>Educational Psychology</b>  <a href="https://www.localofferbirmingham.co.uk/birmingham-educational-psychology-service/">https://www.localofferbirmingham.co.uk/birmingham-educational-psychology-service/</a></p> <p><b>Language, Learning and Strategic Support</b>  <a href="https://www.localofferbirmingham.co.uk/pupil-and-school-support/about-the-service/">https://www.localofferbirmingham.co.uk/pupil-and-school-support/about-the-service/</a></p> <p><b>Grow Family Services</b>  <a href="https://www.growfamilyservices.org/">https://www.growfamilyservices.org/</a></p> <p><b>Our Place Support</b>  <a href="https://www.ourplacesupport.org/">https://www.ourplacesupport.org/</a></p> <p><b>Birmingham Safeguarding Children’s Partnership</b>  <a href="https://lscpbirmingham.org.uk/">https://lscpbirmingham.org.uk/</a></p> <p><b>Compass Birmingham MHST</b>  <a href="https://compass-uk.org/services/compass-birmingham-mhst/">https://compass-uk.org/services/compass-birmingham-mhst/</a></p> <p><b>All Age Autism Directory</b>  <a href="https://www.aadirectory.co.uk/">https://www.aadirectory.co.uk/</a></p> <p><b>Forward Thinking Birmingham</b>  <a href="https://forwardthinkingbirmingham.nhs.uk/">https://forwardthinkingbirmingham.nhs.uk/</a></p>