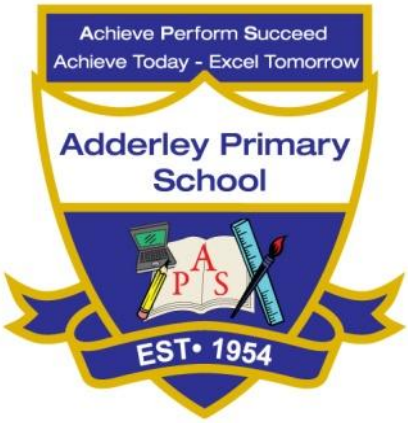

Adderley Primary School Special Educational Needs and Disability Policy 2025-2026

Agreed by:	Governing Body	
Review date:	September 2026	

Part 1

1.1 Legislative Compliance

This policy has been written as guidance for staff, parents/carers and pupils with reference to the following guidance and documents;

- The Revised Special Educational Needs & Disability Code of Practice June 0 – 25 (January 2015)
- Equality Act 2010
- Children and Families Act 2014

1.2 Introduction

Adderley Primary School is an outstanding learning community, where pupils make progress irrespective of their starting point. Learning is challenging, engaging, purposeful and innovative allowing for creativity, sense of fulfilment and a desire to succeed. Pupils and staff feel safe and supported to meet challenging goals; there is a tangible atmosphere of mutual respect.

The school has high standards of behaviour as a result of pupil self-regulation and sense of pride in their community. The parents, pupils and staff all have high aspirations. Pupils and staff feel that they are working together to make a better environment and leadership works to ensure that this culture is sustained and improved. There is an open and honest culture where expectations and accountability are clear. Extra-curricular provision at the school means that talents are developed further giving pupils new experiences.

The school believes that all pupils, whatever their needs, must receive the best possible education. We aim to provide every unique individual with opportunities to excel personally, socially and academically.

1.3 Inclusion Statement

- We strive to achieve maximum inclusion of all pupils at Adderley Primary School, whilst meeting their individual needs.
- All teachers provide differentiated learning opportunities for all the pupils within the school and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the school curriculum.
- A special educational need might be the cause of delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and their peers.
- English as an Additional Language (EAL) is **NOT** considered a Special Education Need.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning or other factors - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils close gaps in learning.

- Pupils who have special educational needs may have lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school budget.

1.4 Aims and Objectives of this Policy

The school aims to give every pupil, including those with Special Educational Needs or Disabilities (SEND), equal opportunities to develop in the fullest sense and realise their full potential. It has a regard for the SEN Code of Practice 2015 in that:

- SEND pupils take as full a part as possible in all school activities.
- Parents of SEND pupils are kept fully informed of their child's progress and attainment.
- SEND pupils are involved in decisions affecting their future SEND provision.
- It sees all pupils are entitled to an education that enables them to make progress and achieve.
- All pupils have access to a broad and balanced, high quality curriculum.
- Teachers are expected to set high expectations for every pupil, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious.
- Potential areas of difficulty are identified and addressed at the outset.
- Pupils with SEND are able to study the full curriculum including physical education and extra-curricular activities.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning facilitators or specialist staff.
- The school regards high quality teaching, differentiated for individual pupil, as the first step in responding to pupils who have or may have SEND.
- The School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.
- Provision is carefully mapped for all SEND pupils to ensure that staff deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- There is a high level of staff expertise to meet pupil need, through well targeted and continuous professional development.
- The school works in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all SEND pupils.
- Staff enable pupils to leave Adderley Primary School with the basic skills of literacy, mathematics and social skills to meet the demands of secondary education.

Pupils may have special educational needs either throughout, or at any time during, their learning journey. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the child.

In addition, this policy ensures that:

- As a Gold UNICEF Rights Respecting school, we ensure all pupils' education provision is in line with Article 23 -a child with a disability has the right to live a full and decent life with dignity, independence and play an active part in the community. Article 28- Every child has the right to an education.

*"Special educational provision is educational or training provision that is **additional to** or **different from**" that made generally for others of the same age. This means*

provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

SEND Code of Practice (2015)

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level"

SEND Code of Practice (2015)

"the keys to good outcomes [in schools] were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision."

Ofsted SEND Review (2010)

1.5 Definition of Special Educational Needs and Disability (SEND):

The SEN Code of Practice 2015 states that pupils have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Pupils have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of pupils of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age.

Pupils who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through High Quality Teaching that identifies strengths, clubs, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made.
Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Broad areas of need:

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to consider the action the School needs to take rather than fitting a pupil into a category. At the School, the needs of the whole young person are considered, not just the special educational needs.

The following are NOT SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and Punctuality
- Health and Welfare
- EAL
- Pupil Premium
- Being a Looked After Child

1.6 English as an Additional Language

The identification and assessment of the SEND of a pupil whose first language is not English needs careful consideration. It is essential to consider the pupil within the context of their home, community and culture. A perceived lack of competence in English is not necessarily indicative of learning difficulties. However, when a pupil who uses English as an additional language makes slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. In these cases, the SEND Lead will look carefully at all aspects of the pupil's performance across the curriculum to identify any further difficulties.

Part 2: Structural Arrangements

2.1 The SEND Governor: Zahreen Asghar
The Head Teacher: Rizvana Darr
The SEND Lead: Nazia Yasmeen

2.2 Roles and Responsibilities

- The Head Teacher will delegate the responsibility for the on-going implementation of this Policy to the SEND lead.
- The SEND Lead is responsible for reporting regularly to the Head teacher and the Governing Body representative with responsibility for SEND on the on-going effectiveness of this SEND policy.
- Members of the Strategic Leadership Team (SLT) also have responsibilities for supporting and monitoring pupils on the SEND register within the year groups for which they are responsible.

The SEND Governor

• The SEND Governor will oversee all elements of the school/s work relating to pupils with Special Educational Needs or Disabilities.
• Act as a link between the school and the governing body on matters relating to SEND.
• Act as a sounding board to the Head Teacher as required.

The Head Teacher and Strategic Leadership Team

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SEND LEAD).
- The Head Teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through;
    - Analysis of the whole-school pupil progress tracking systems.
    - Maintenance and analysis of a provision map for SEND
    - Pupil progress meetings with individual teachers (may be delegated to SLT members).
    - Regular meetings with the SEND LEAD and related teams.
    - Discussions with pupils and parents.

The Disabilities and Special Educational Needs Leader

In line with the recommendations in the SEND Code of Practice 2015 and their job description, the SEND LEAD will oversee the day-to-day operation of this policy in the following ways;

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on the provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans or SEN Support Provision Plans.
- Co-ordinating and monitoring the quality of provision for children with special educational needs.
- Liaising with and advising teachers on delivering excellent provision for these pupils.
- Managing other teaching and support staff involved in supporting SEND.
- Overseeing the records on all pupils with Disabilities and/or Special Educational Needs.
- Liaising with parents of pupils with SEND, in conjunction with class teachers and the SLT.
- Contributing to the in-service training and continuing professional development of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan and complying with requests from an Education Health and Care Plan Coordinator, which may be another agency taking the lead, to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when a pupil has a special educational need which will require significant support.
- Overseeing transition arrangements and transfer of information for pupils on the SEND register from Nursery providers to Reception, from Year 6 to Year 7 and for pupils who arrive or leave mid-year.
- Monitoring the school's system for ensuring that Individual Pupil Profiles (IPPs), where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils

- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting teachers to review the progress of pupils who are being tracked on the SEND provision map.
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending area SEND LEAD network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for SEND pupils.
- Liaising closely with a range of outside agencies to support SEND pupils including the NHS, the voluntary sector and Social Services.

All staff have a responsibility for maximising achievement and opportunity of SEND learners. We believe that all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Class Teacher Responsibilities:

1. Liaising with the SEND LEAD to support:
   - All pupils who are SEND learners.
   - All pupils who require additional support because of a special educational need and need to be included on the school's SEND register. Some of these pupils may require advice/support from an outside professional to address a special educational need (this would include pupils with EHC Plans).

2. Securing high quality provision and outcomes for all groups of SEND pupils by;
   - Providing differentiated teaching, support and personalised learning opportunities for all SEND pupils which takes into account the specific needs of every pupil.
   - Differentiating work for EAL pupils which reduces linguistic difficulty whilst maintaining effective challenge.
   - Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies*".*
   - Ensuring effective deployment of resources – including teaching assistants and other support staff - to maximise outcomes for all groups of SEND pupils and those with medical conditions.
   - Taking into consideration targets and guidance given by the SEND LEAD or other adults in a position of support.
   - Enabling all SEND pupils to access learning activities and opportunities which target IPP objectives or support pupils to work towards targets set on provision maps.
   - Update Birmingham Toolkits where applicable.
   - Taking individual responsibility for acquiring knowledge of special education needs through active self-guided CPD.

Teaching Assistants Responsibilities:

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Individual Pupil Profile sheets and Birmingham Toolkits.

- Assist with drawing up individual plans for pupils and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support pupils on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

2.3 Admissions for pupils with SEND

The school's admission arrangements operate in line with Birmingham City Council procedures. Further details about our admissions arrangements can be found on our website:

https://adderleyprimary.co.uk/information/admissions-policy/

If a child has chosen the school and is already in receipt of an Education Health Care Plan, the SEND Lead will liaise with Birmingham City Council Special Educational Needs and Review Service to ensure a smooth transition and any specialist provision can be planned and implemented swiftly.

2.4 Effective Transition

- We ensure early and timely planning for transfer to a pupil's from and to each phase of their education and will offer transition meetings to all pupils and their parents in receipt of an Education Health and Care Plan. During the meeting (often the annual review meeting) the next phase destinations and transition arrangements will be discussed.
- Support for the pupil in coming to terms with moving on or starting in a new setting will be carefully planned and will include familiarisation visits and mentoring work if required. Pupils will be included in all "class transition days" but may also be offered additional transition visits as appropriate and in line with their wishes.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

2.5 Inclusion

The school occupies two floors that are full accessible by lift. There are staff and pupil toilet facilities on each floor. Classrooms are fully accessible. On the ground floor, there are accessible toilets and shower room facilities. Also located on the ground floor is the medical room. The dining room is located on the ground floor and there is easy access to outside recreational areas.

At the school, all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems. Pupils with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

• The needs, rights and entitlements of individual pupils are the focus of both an educational and social environment.
• Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.
• The family and community should work together.

2.6 Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SEND LEAD. If a complaint needs to be escalated it will go to a Senior Member of staff, then, if unresolved, Head Teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the school complaints procedure (see Dealing with Complaints Policy).

2.7 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of pupils and parents or carers, particularly at meetings.
- Recorded views by teachers on pupils' competence, confidence and social acceptability.
- Measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SEND lead reviewing procedures in consultation with subject leaders, class teachers and external agencies.
- Feedback from departments and external agencies
- Number of complaints received.

Part 3 Identification Assessment and Provision

3.1 Identification and Assessment

The school uses the graduated response as outlined in "The SEND Code of Practice (2015)". To help with this process a variety of screening procedures are used, which are then disseminated to class teachers via the SEND folder.

New Intake Pupils in EYFS: Nursery Liaison

Feeder nursery schools are visited / contacted throughout the year prior to transfer. Any pupil identified as having a SEND or who has an EHC plan is referred to the SEND LEAD. Contact is then made with the nursery school.

Birmingham City Council notifies the school about pupils who are transferring with EHC plans in the spring of that year.

Where practicable, the SEND LEAD attends their Annual Review to ensure a smooth transition is made. At this meeting, the SEND LEAD becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to class teachers before transfer.

Intake into other year groups

a) Initial Screening Tests
b) Previous School File
c) Professional conversations with previous school SEND lead

d) Conversations with parents
e) Class teacher observations

Staff Observation

- Members of staff consult with the SEND LEAD if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced (Graduated Approach – 2 cycles of Assess, Plan, Do, Review; use of Birmingham Toolkits; Concern form), prior to any testing and / or additional intervention being undertaken.
- The SEND LEAD may then ask for additional diagnostic assessment to be undertaken from other professionals.

Referrals by Parents or Carers

- A pupil's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.2 Provision

Teaching pupils with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils at the School learn and progress through these differentiated arrangements.

A Graduated Approach is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SEND LEAD but will be planned and delivered by teaching and support staff.

Graduated Approach

Step 1: High Quality teaching by all teaching staff - **Universal**
Step 2: Is initiated where pupils have failed to make adequate progress as identified by the SEND LEAD through the assessment arrangements as in 3.1 - **Targeted**

Criteria for Step 2 include:

- low Numeracy / Literacy test scores
- working below age related expectations
- teacher's observations
- nursery teachers' comments
- concerns from staff or parents

Provision from within the school's resources is identified to help meet the pupil's needs. Interventions may include:

- Additional learning programmes such as SEMH, Literacy, Numeracy and Speech and Language
- Smaller group or 1-1 sessions.
- Additional staff training.

Step 3: Where pupils fail to make adequate progress, despite additional provision at Step 2, the school seeks advice and involvement from external support services - **Specialist**

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Individual Pupil Profile Sheet is revised and new strategies are put in place following the involvement of pupil and parents. Should the assessments identify that the pupil requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

a) SEND Support Provision Plan

b) EHC Plan

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes an assessment. This may lead to the pupil being provided with an EHC plan.

The SEND LEAD is responsible, on a daily basis, for providing support and mentoring, allocates pupils with EHCPs a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Step 2 and class teachers, teaching assistants are fully involved.

3.3 Individual Pupil Profile (IPP) Sheets and Reviews

The strategies that will be employed at Step 2, Step 3 and for pupils with EHC plans are recorded in the Individual Pupil Profile and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. Not all pupils with SEND have an Individual Pupil Profile, however their progress is closely monitored.

Contents of the IPP include:

- Teaching strategies to be used
- Reasonable adjustments
- Additional provision to be put in place
- Data referring to attainment and specific needs.
- Pupil Voice
- Three SMART Targets

The IPP is communicated to all staff who support the pupil's learning, and to the parents or carers and the pupil.

IPPs are constantly reviewed and updated, but also form part of the formal review process that the class teacher is involved in.

3.4 Provision of Curriculum Support

The SEND Lead can help subject areas and year teams in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching: This is achieved by working collaboratively with a class teacher. The SEND LEAD can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal: Some pupils with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of pupils is kept to an absolute minimum, in accordance with the school's inclusive ethos.

d) In-service Training:

- Individual departments can ask for training from the SEND LEAD as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.5 Allocation of Resources

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Funding for specific pupils to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

. Part 4: Partnership

4.1 Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by;

- Working effectively with all other agencies supporting pupils.
- Giving parents and carers the opportunity to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.

- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Reviews with parents will take place three times per academic year and are facilitated by the SEND Lead following consultations with SLT, class teachers and other agencies where appropriate.
- Where appropriate, agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way.

4.2 Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and to exercise choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of individual targets and success criteria. We endeavour to fully involve all pupils by encouraging them to;

- State their views about their education and learning – including what they like/dislike about school.
- Identify their own needs and things that help them learn best.
- Share in their target setting across the curriculum **so that they know what their targets are and what to do to achieve them.**
- Self-review their progress towards their targets.
- For some pupils with SEND, monitor their success at achieving the targets on their Individual Pupil Profile (IPP).

4.3 External Agencies/Facilities and Support Service

The school works closely with other agencies to focus on the identification and provision for those pupils who have disabilities and/or special educational needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the SEND Code of Practice 2014, an integrated, high quality, holistic support that focuses on the needs of the individual pupil.

The following services/agencies are available to support the individual pupil as necessary:

a. Educational Psychologist (EP)
b. Pupil and School Support Service (PSS)
c. Sensory/Visual Specialist Support Service (SI/VI)
d. Communication and Autism specialist Team (CAT)
e. Behaviour Specialist Support Service (COBS)
f. Social Services
g. Health Services
h. Forward Thinking (Mental Health Services)
i. Counselling agencies **(must be screened and agreed by Head Teacher)**
j. Voluntary organisations **(must be screened and agreed by Head Teacher)**
k. Speech and Language Therapist (SALT)
l. Physical Difficulties Support Service (PDSS)

m. Child Development Centres
n. Community School Nursing Team

The Speech and Language Therapy Team are rolling out a new way of working as Birmingham moves to a Balanced System approach to supporting speech, language and communication needs.
The Link SALT for the school is Reemah Suleman. She will be working with school to develop a whole school graduated approach to SLCN support using the 3 levels and the 5 strands of the Balanced System® framework.

Developing Local Provision DLP

Developing Local Provision is a project which aims to develop and improve provision, progress and outcomes for pupils with additional needs or Special Educational Needs and Disabilities in mainstream schools across Birmingham. The ultimate aim is to develop and improve provision and performance of pupils in all schools. Adderley Primary School is part of the Coal Heath locality which initially identified Autism as it's focus across it's schools. This has now been extended to include Speech, Language and Communication.

4.4 Links with other schools

Our primary feeder nursery school are a supportive and welcome contact. Liaison takes place via the Senior Leader in Early Years the SEND LEAD and class teachers/teaching assistants. An induction programme for reception children coming to Adderley Primary School operates in order to establish a welcoming environment.

In addition, the SLT and SEND LEAD liaise with the SEND LEADs of feeder nursery schools to arrange visits to the school and an informal meeting with the parents and the pupil to discuss the individual educational and medical needs. The purpose of these meetings are to forward plan to meet the needs of the pupil and to highlight any issues which may need to be addressed and put the necessary support structures in place.

This involves;

a. Shared teaching and learning experiences
b. Shared staff expertise
c. Shared data and outcomes of learning
d. Shared resources
e. Shared projects to promote inclusion
f. Shared practice with regards to medical procedures

Parents will be given a reliable named contact at Adderley Primary School with whom they can liaise.