

SEND at West Heath

Special Educational Needs (SEN) Information Report 2026-27

A clear guide for families - what support looks like, who to speak to and what happens next.

Start here if you are worried about your child

Speak to your child's class teacher first. If concerns continue, or you need more specialist advice, the teacher and SENCO will work with you to decide the next steps. You can also contact the SENCO directly through the school office.

Your SEND contact

SENCO	Mrs Chamberlain
Telephone	0121 458 4257
Email	enquiry@westheathprimary.bham.sch.uk

You do not need to read this report cover to cover. Use the questions below to find the information you need. More detailed procedures sit in our SEND Policy.

1 What needs do we support?

2 I am worried about my child - what happens?

3 What support can my child receive?

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Reviewed: September 2026 | Next review: September 2027, or sooner if information changes

1 What needs do we support?

West Heath is a mainstream primary school for pupils aged 4 to 11. We support children across the four broad areas of need in the SEND Code of Practice.

Communication and interaction Autism and social communication differences; speech, language and communication needs.	Cognition and learning Difficulties with literacy, numeracy, memory or processing, including specific learning difficulties such as dyslexia.
Social, emotional and mental health Attention and regulation needs, including ADHD; anxiety, emotional wellbeing and behaviour that may communicate an unmet need.	Sensory and/or physical Hearing or visual impairment, physical or mobility needs, and sensory needs that affect access to learning or the school environment.

Children may have needs in more than one area. We plan support around the individual child - their strengths, barriers and what helps them learn - rather than around a label alone.

2 I am worried about my child - what happens?

1. Tell us Speak to the class teacher. Share what you are noticing at home and hear what school has noticed.	2. We look together We gather information, listen to your child and agree classroom support or further assessment.	3. We review If difficulties continue, the SENCO becomes involved and we agree whether SEN support or specialist advice is needed.
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How do we identify SEND?

We do not rely on one test, one score or one diagnosis. We build a picture over time using:

- parent/carer concerns and information from home or health professionals
- pupil views, gathered in a way that is appropriate to the child
- teacher observation, classwork, assessment and progress over time
- information from a previous school or nursery, especially at transition
- SENCO observation and discussion with staff
- external professional advice where appropriate and with parental consent

A useful distinction

Not every child who is working below age-related expectations has SEND, and a child can have SEND even when their attainment is in line with peers. We look at the nature of the difficulty, the barriers to access and the child's response to well-matched support.

3 What support can my child receive?

Support is matched to need and can change over time. The class teacher remains responsible for your child's day-to-day learning, even when other adults are involved.

Everyday inclusive teaching Adapted explanations and tasks, clear routines, visual support, flexible grouping, chunked instructions, extra processing time, seating or environmental adjustments and appropriate scaffolding.	Targeted support Short, focused individual or small-group work for needs such as reading, spelling, maths, speech and language, fine/gross motor development, independence, attention or emotional regulation.
Specialist advice Advice, assessment or direct input from services such as CAT, PSS, Educational Psychology, Speech and Language Therapy, Sensory Support, PDSS, health or mental health professionals.	Additional planning or funding For more complex needs, school may use a Birmingham SEND Support Provision Plan (SSPP) and/or consider whether an Education, Health and Care needs assessment is appropriate.

Who will support my child?

Class teacher	Plans and adapts teaching, puts agreed support in place, monitors progress and keeps in touch with you.
SENCO - Mrs Chamberlain	Coordinates SEND provision, supports staff, monitors pupils on the SEND register and liaises with families and outside professionals.
Teaching assistants	Support pupils in class and may deliver targeted interventions under the direction of the teacher.
Pastoral team	Supports emotional wellbeing, regulation, relationships and access to learning when a child needs additional pastoral help.

What resources and training are available?

Staff training is matched to the needs of the children in school. Staff have received autism training, and specialist teams provide advice, modelling and training when required. Additional training is arranged for individual needs such as communication, sensory or physical needs, dyslexia, ADHD and medical needs.

Resources may include reader pens, iPads, writing slopes, adapted scissors or writing tools, ear defenders, sensory/fiddle resources and other specialist equipment recommended for an individual child.

4 How do we know support is working?

We use the graduated approach: assess, plan, do, review. This is a cycle, not a one-off event.

ASSESS What are the child's strengths and barriers? What do the child, family, staff and assessments tell us?	PLAN What outcomes matter? What adjustments, teaching strategies or interventions will we use, and when will we review them?
DO The agreed support is put into practice. The class teacher remains responsible for the child's learning and progress.	REVIEW We look at progress and impact, hear parent and pupil views, and decide what should continue, change, increase or reduce.

For pupils receiving SEN support, progress and provision are reviewed at least termly. Pupils with an EHCP also have a statutory annual review. Where appropriate, interventions have a clear starting point and outcome so that we can judge whether they are helping.

The SENCO also evaluates provision through progress information, provision maps, classroom visits, work and assessment evidence, and feedback from pupils, families and staff.

5 How are families and children involved?

Parents and carers You are involved in agreeing outcomes and reviewing support. Termly SEND reviews give time to discuss progress, what is working, concerns from home and next steps. You can ask to meet the class teacher or SENCO between reviews.	Children We seek pupil views in ways that suit age and communication needs. Children may contribute to targets or profiles, talk with a trusted adult, use drawings or visuals, and attend part of a review meeting when appropriate.
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External reports

Where a specialist has assessed or observed your child, reports and recommendations are shared with you and used to inform school provision.

Written plans

Children receiving SEN support have a clear record of needs, outcomes and provision. For more complex multi-agency needs, Birmingham's SSPP may be used.

6 Will my child be included and supported as a whole person?

Trips, clubs and the wider life of school

Pupils with SEND are encouraged to take part in the full life of the school, including trips, performances, sport, clubs and other enrichment. We plan reasonable adjustments and risk assessments so that barriers are reduced rather than simply excluding a child from an activity.

Wellbeing, relationships and behaviour

Our pastoral team can provide additional emotional and behavioural support. Staff may use predictable routines, visual support, co-regulation, emotional literacy work, movement or sensory breaks, calm spaces and other individual strategies. Where more specialist mental health support is needed, we can seek advice or make an appropriate referral with parental consent.

The school's Behaviour and Anti-Bullying policies apply to all pupils. We consider whether SEND is contributing to a difficulty and make reasonable adjustments where appropriate.

Medical needs, disability and access

Disabled pupils must not be treated less favourably because of disability. We make reasonable adjustments and use auxiliary aids or specialist equipment where needed. Children with medical needs may have an individual healthcare plan, and staff receive relevant training where this is required.

For pupils with physical, sensory or mobility needs, we work with specialist services such as PDSS and hearing/visual impairment teams to plan access. Building access and longer-term improvements are set out in the school Accessibility Plan.

Admissions

SEND or disability does not disadvantage a child in the school's admissions process. West Heath follows Birmingham admission arrangements. Children whose EHCP names West Heath are admitted in line with the statutory process. Before a child starts, families can share needs so that appropriate planning can take place.

Looked-after and previously looked-after children

The Designated Teacher and SENCO work together so that a child's care experience, SEND and wellbeing are considered together. For looked-after children, the Personal Education Plan (PEP) and any SEND plan or EHCP should complement one another.

7 What if my child needs more help?

Specialist services we may work with

Communication and Autism Team (CAT) Autism and communication advice, assessment and staff support.	Pupil and School Support (PSS) Learning assessment, advice and targeted strategies.
Educational Psychology Assessment, consultation and advice for complex learning or developmental needs.	Speech and Language Therapy Speech, language and communication assessment and programmes.
Sensory Support Specialist support for hearing or visual impairment.	Physical Disability Support Service (PDSS) Advice on physical access, mobility and participation.
Health services Community paediatrics, occupational therapy, physiotherapy, school nursing and other relevant NHS services.	Mental health services Forward Thinking Birmingham and other appropriate mental health support services.

Referrals are discussed with parents first and made with the required consent. Some services have their own referral criteria.

What is an SSPP?

A SEND Support Provision Plan (SSPP) is used in Birmingham for some children with more complex needs, particularly where several services are involved. It brings together the child's needs, outcomes and provision and can also be used to request additional top-up funding. SSPPs are co-produced with parents and relevant professionals and reviewed regularly.

What about an EHCP?

If a child has significant or complex needs that may require provision beyond SEN support, an Education, Health and Care needs assessment may be considered. A parent, young person or school can request an assessment. If an EHCP is issued, it sets out the child's needs, outcomes and provision and is formally reviewed every year.

How do you support transitions?

We share relevant information securely when children move between year groups or settings. For children who need more preparation, support may include extra visits, photos or visual information, meetings with the new teacher, and liaison between SENCOs. Where possible, the receiving SENCO is invited to a final review before a child moves to another school. For pupils with an EHCP, transition planning forms part of the annual review process.

8 Where can I get advice or raise a concern?

If you are worried about your child's SEND support

Please raise concerns early so we can work on them together. In most cases the route is:

- class teacher
- SENCO - Mrs Chamberlain



- Headteacher / the school complaints procedure, if the concern remains unresolved

The school Complaints Policy is available on the school website. Birmingham SENDIASS can also provide free, confidential and impartial information about SEND rights, meetings, disagreement resolution, mediation and tribunal processes.

West Heath SEND page	Open link
West Heath policies	Open link
Birmingham Local Offer	Open link
Birmingham SENDIASS	Open link

Birmingham SENDIASS: 0121 303 5004 | sendiass@birmingham.gov.uk

Common SEND terms

APDR Assess, Plan, Do, Review - the cycle used to plan and review SEND support.	EHCP Education, Health and Care Plan - a legally binding plan for children and young people with more complex needs.
Reasonable adjustment A change made to remove or reduce a disadvantage caused by disability.	SEN support Support that is additional to or different from the provision normally available to pupils of the same age.
SENCO The teacher who coordinates SEND provision across the school.	SSPP SEND Support Provision Plan - a Birmingham plan for some pupils with complex, multi-agency needs.

About this report

This is West Heath Primary School's statutory SEN Information Report. It explains how the school implements its SEND policy in practice. It is reviewed at least annually and updated sooner when information changes. A paper copy or alternative format can be requested from the school office.

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