HEAD TEACHER
MR R MEADOWS

CHAIR OF GOVERNORS
MR A TRACY

Sladefield Infant School

Be Happy! Be Healthy! Be Safe! Always try your best!

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SEN Information Report 2026-2027

Our School

Sladefield Infant School is a 3 form entry Infant school with 270 places for children aged 4-7 yrs old. For the academic year 2026-2027 we have 1 small class with high adult ratios, offering a play and sensory based curriculum. This class is called Clever Cookies and supports children with complex needs in Year1 and 2. This is in response to the needs of our current cohort and is not expected to be a permanent offer.

4 classrooms are on the second floor and accessed by stairs. These are usually assigned to Year 2 classes, however this can be adapted to meet the needs of children with Physical/Sensory or Medical Needs.

4 Intervention rooms are on the second floor and accessed by stairs and 1 is on the ground floor.

Our Nurture room 'Shining Stars', where the children receive pastoral support is on the ground floor.

Toileting, dining, PE and playground facilities are on the ground floor.

There are 2 changing tables for children with personal care needs and these are accessed by a small number of steps.

At the end of Year 2, all of our pupils are offered a school place at Thornton Primary School, for their Key Stage 2 Provision.

Our school has a set of core values which inform our work with **all** members of our school community. These are:

Achievement	Equality	Friendship
Enjoyment	Resilience	Respect

Key Contacts at Sladefield Infant School for Special Educational Needs

Mrs L.Donohue - Inclusion Manager

Mr R.Meadows - Head Teacher



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TELEPHONE: 0121 327 0662 - EMAIL: enquiry@slfield.bham.sch.uk **- WEBSITE:** www.slfield.bham.sch.uk

Ms S.Spears - Learning Mentor

Mrs N.Connolly- School Governor for Inclusion

Staff are outside school at the start and end of each school day to talk to parents and parents are encouraged to do so. They are also contactable via the school office or by using Class Dojo.

Parents are encouraged to visit www.localofferbirmingham.co.uk/home/parents-and-carers for further information from the Local Authority.

Special Educational Needs at Sladefield Infant School

Your child may have been identified with Special Educational Needs (SEN) before they join our school. As soon as we are informed of this, we will liaise with parents/carers and any professionals working with the child to ensure a smooth transition and the best outcomes for the pupil.

Identification

We strongly believe that early intervention is the key to future success. We feel that by identifying a need quickly and acting on it gives your child the best possible opportunities to achieve.

Sometimes, we notice that our pupils need additional or different support to make the same progress as their peers. We use a variety of different assessment tools,combined with our extensive experience and knowledge of child development, to gain a picture of where extra support is needed.

As a parent you are a vital part of this process and your support and input is highly valued. Once your child is identified as having Special Educational Needs, the type of need will be categorised in line with guidance from the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) which states that there are 4 broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

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At Sladefield Infant School, we can, and do, make Reasonable Adjustments to support pupils within each of these areas of need, where those needs can be appropriately met in our setting. We use the Ordinarily Available Guidance to inform our provision. For further information about this, please visit our website or Birmingham Local Offer.

Supporting our SEN pupils

The majority of our pupils with SEN receive Quality First Teaching from class teachers supported by teaching assistants within the classroom. Work is appropriately differentiated for individual children.

Some children may also receive small group interventions or 1:1 support, either within the classroom or in a quiet working area away from the classroom.

There are a small number of children whose needs cannot be appropriately met in their classroom, so they work in our Clever Cookies or Rainbow Room, following an individualised curriculum. Within that group, some of these children are supported to access class based learning, where appropriate.

Depending on the level of need, we may request intervention from Outside Agencies and/or medical professionals. We have good relationships with our Outside Agencies and it is important to us that parents build relationships with them as well.

We currently work with the following professionals.

NHS Speech and Language Therapy

Our allocated Speech Therapist visits fortnightly to deliver Core NHS Speech and Language Therapy. We also pay extra for a Traded Package to allow us to support more children. They assess and set targets, give advice to staff on how best to support the children in school, provide us with resources and also liaise with parents.

Communication and Autism Team (C/AT)

Our C/AT worker visits several times a term, to observe children with a diagnosis of Autism as well as children who are on the pathway to a diagnosis. Their visits are planned at Multi Agency Meetings in September and April but there is flexibility to meet the needs of our school. They observe children in class, set targets, support with resources, provide reports when asked and contribute to SEN Support Provision Plans as well as statutory work around Education, Health and

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Care Plans (EHCPs). They deliver training to all staff. They also support parents 1:1 or lead workshops and coffee mornings for parents in school.

Language, Learning and Strategic Support Service (LLSS)

Our LLSS worker works in a very similar way to C/AT (see above), with a focus on children who have Cognition and Learning Needs, for example a child who is not making progress with Reading, Writing or Number, despite having additional interventions. Our LLSS worker may also work with the child 1:1 using specific assessment tools linked to the child's needs.

Physical Support Team (PST)

Our PDSS worker helps us in a similar way to the services above, with a focus on children with Physical Difficulties and/or significant medical needs.

Sensory Support Service (SSS)

Similar to the services above, The Sensory Support Service work with us to support our children with diagnosed Visual or Hearing difficulties.

Educational Psychology Service (EPS)

Educational Psychologists work in a number of ways to support children with Special Educational Needs and work via a Traded Service model, meaning that a package of support is purchased every year. At Sladefield, we use our EP to support with Statutory Work such as EHCP requests and also to support us with children with more complex needs.

NHS and Clinical Partners

As a school, we are able to make referrals to Paediatricians for pupils that we feel would benefit from an Autism or ADHD diagnosis. We would however, always advise that you speak to your own GP first as these are medical conditions.

We work closely with Paediatricians and other services within the NHS to provide updates and reports to help the specialists make informed decisions.

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How we support our SEN pupils

The following are examples of some of the strategies used to support pupils with Special Educational Needs. These are regularly monitored to ensure that we are using the most effective teaching methods for our pupils. We are very mindful of the need to make interventions and support meaningful to the child so make sure that we are flexible and make adaptations for each SEN child. It is important to us that our SEN pupils are supported holistically and that it is not purely academic or measurable progress that is celebrated. Any strategies that are used with your child will be discussed at their SEN reviews so that you are aware of how and why they are used.

- Target-Based Literacy/Numeracy Interventions adapted to the specific needs of the child.
- PICs Profiles (Play, Interact, Communicate)
- SCERTS (Social Communication, Emotional Regulation and Transactional Support)
- Sensory Circuits
- Speech and Language Groups
- 1:1 Speech and Language interventions
- Social Interaction and Communication Groups
- Gross and Fine Motor interventions
- Life skills group
- Social Stories
- Makaton Signs and Symbols
- Visual Timetables
- PECS/Communication books
- Pre and Post tutoring
- Learning Mentor Support
- Friendship Groups
- Parent Workshops
- Parent/Carer Coffee Mornings

Pupil Voice

The wishes and feelings of our SEN pupils are collected before any review and at various other points throughout the year. This is done either in conversation, by using pictures and symbols or by observing the child, if they are not able to share their views. Our staff build strong relationships with the children and are able to talk about their preferences, if the child is unable to.



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Parent Voice

Staff are available at the start and end of the day for parents to talk to informally. We are also happy for you to message us using Class Dojo or by phoning the office.

Parents are asked to attend regular SEN reviews via Zoom, as we find that this works well in terms of parental attendance and allows us to have longer meetings. We can make adaptations if the parent cannot access Zoom. Parents are asked to inform us in advance if they have any accessibility needs such as requiring an interpreter or having additional needs themselves, so that we can support appropriately. The minutes of these meetings are collated on a One Page Pupil Passport which builds up over time, allowing you to have a record of discussions.

Parental input is highly valued and essential to the progress that a child makes.

Children in Care (CIC)

We follow the same procedures for in Children in Care as we would for any other pupil. We recognise how important it is that any potential Special Educational Needs of CIC are quickly and efficiently assessed and provided for so that the impact of any instability on their education is reduced to a minimum. We recognise that there may be times when they feel reluctant to engage with their learning so we strive to ensure that they feel safe and settled so that they can continue to make progress. We contribute to Personal Education Plans (PEPs) and liaise with all other professionals working with the child. We use additional funding that we receive for CIC to support them to achieve their full potential.

Educational Visits/Experiences

There is an expectation that all SEN pupils will have at least 3 visits/experiences per academic year. These are often with their class, and linked to the curriculum. There are a small number of pupils who follow a Sensory or Play Based curriculum so they will have visits or visitors that will be more meaningful to them.

Professional Development

Professional development and staff training is ongoing and based on the needs of the school. Most of our training is delivered by/with specialists in a particular area of SEN. Other training sessions might be delivered by the SENCo or other school staff with a particular expertise. Our outside agencies also give ad-hoc advice when they come and observe a child to



support any staff working with the child. SEN is monitored through classroom observations and termly reviews with the SENCo to ensure that skills are kept up to date.

Information correct as of September 2026

To be reviewed September 2027