



# Ulverley School

## Special Educational Needs and Disabilities Information Report

Last updated Sept 2025. Review due Sept 2026.

Ulverley School prides itself on being a friendly, inclusive environment where all pupils are encouraged to achieve their full potential both socially and academically, regardless of their background, ethnicity, religion, sexual identity, physical ability or educational needs. All staff are fully committed to providing an exciting, stimulating learning environment that is accessible to all children.

This document has been created to provide you with a brief outline of the different ways in which we support children with special educational needs and disabilities (SEND) at Ulverley School.

Our [SEND and Inclusion policy](#) can be found on the school website.

### 1. Who is best to talk to about SEND?

[Mrs Leanne Gwilliam](#) is our school Special Educational Needs Coordinator (SENCo).

If you would like to talk to [Mrs Gwilliam](#) you can arrange an appointment with her at the school office, or call 0121 742 3251 and arrange an appointment over the phone.

### 2. What does the SENCo do?

At Ulverley School, the SENCo is responsible for:

- Liaising with children's class teachers and teaching assistants to organise support for children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-house training of staff.
- Liaising with external agencies from education, health and social care.

### 3. How are children identified as having special educational needs or difficulties?

Children may be identified as having SEND if they are making less progress than expected. This may not always be related to academic progress, it could also be related to a child's communication and interaction needs. These concerns may be raised by parents, teachers or both. When a concern has been raised with the school's SENCo, the graduated approach to support will begin.

### 4. What kinds of special educational needs can be identified at Ulverley School?

These are the four broad areas of needs outlined in the SEND Code of Practice (DfE, 2014):

**Communication and Interaction Needs** support may be required when children are struggling to

communicate (Autism Spectrum Condition and Speech, Language and Communication Needs).

**Cognition and Learning Needs** support may be required when children learn at a slower pace than their peers, despite appropriate adaptations (moderate learning needs, severe learning difficulties, dyslexia, dyscalculia).

**Social, Emotional and Mental Health Difficulties** children may experience a wide range of social and emotional difficulties such as becoming isolated or displaying challenging behaviour (ADHD, behavioural needs, emotional health and well-being).

**Sensory and/or Physical Needs** when a child requires additional provision because they have a disability that prevents them from using the educational facilities provided (Hearing Impairment, multi-sensory impairment, physical and medical needs). In addition, some children may process information from their senses in different ways.

## 5. What support can Ulverley School offer to children with SEND?

In the first instance, many children respond well to **universal support**, which includes high quality teaching approaches to support their learning. If a child is still making less than expected progress, they may require **targeted support**. This may come in the form of differentiated work, an Individual Target Plan, or additional interventions. If we are still concerned about a child's progress, they may require more **specialist support**. This usually involves a referral to one of our outside agencies (see paragraph 8) to gather some advice and recommendations. Children requiring specialist support may also have a personalised learning plan, a SEND Support Provision Plan (SSPP) or an Education, Health and Care Plan (EHCP).

At Ulverley School we do our best to meet the needs of all children by making reasonable adjustments. Some of these may include;

- Small group interventions to support children with a particular aspect of their learning.
- Adapting teaching styles to help the child learn alongside peers within the classroom.
- In class support in small groups with a class teacher or teaching assistant (TA).
- Individual target plans to help show what the child needs help with and what they can work on next.
- Resources to support a child within the classroom. For example, visual timetables, easy grip pencils, talk boards, Chromebooks.
- Advice and recommendations from professionals and specialist staff.
- Adaptations to the school environment.
- Support from external agencies.
- Staff development/training to support children with SEND.

## 6. How can I be involved with my child's learning and progress?

We have an open-door policy at Ulverley School, so please feel free to come in at any time if you have any queries. Or, call the school office on 0121 742 3251 and ask to speak to [Mrs Gwilliam](#).

We also aim to involve families in their child's education in a variety of ways, including;

- Regular meetings with SENCo, class teacher and support staff
- Target setting so parents can see what their child has achieved and what they are working on next

- Regular newsletters to inform parents of what will be going on during the term
- Regular homework tasks
- Class Dojo posts to keep families involved in learning at home
- Parents' Evenings
- Parent workshops and coffee mornings / afternoons

## 7. How will the school let me know if they have any concerns about my child's learning in school?

At Ulverley School we use a variety of different ways to assess whether a child has special educational needs. Some of these ways include;

- Observations
- School assessments
- Information from parents and carers
- Information from the child
- Specialised assessments and reports carried out by members of our school's outside agencies
- Information from previous schools or settings (e.g. infant school)
- Discussions with adults who work with the child

If we suspect that your child has a special educational need and needs additional support, we will discuss this with you. We want parents and carers to be actively involved with every aspect of their child's SEND provision and your views are invaluable to ensure that suitable support is provided for them.

Once a child's SEND need has been identified, a graduated approach to support is taken. The child's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review, any necessary changes will be made. Please note, we cannot put a child on the Special Educational Needs register without parental consent.

## 8. Who are the outside agencies providing services to children with SEND in school?

- **The SISS Autism Team.** This agency may be involved if a child has difficulty with communication and interaction skills. Our Autism Advisory Teacher is Jaime Mulrooney.
- **SENTAA.** This agency will often be involved if we are concerned about a child's cognition and learning needs. Our Advisory Teachers are Libby Whiston and Emma Guilimore.
- **Education Psychologist (EP).** This agency may be involved for a variety of reasons. Often, our Educational Psychologist can provide support for children with social, emotional and mental health difficulties. Our Educational Psychologist is Wendy Wae Yee Choi.
- **The SISS SEMH Team.** This agency maybe involved if we are concerned about a child's behaviours or mental wellbeing in school. Out Advisory Teacher is Siobhan Conway
- **Emotional Learning Support - Becky Fry (ELSA).** We may refer children to Mrs Fry if we have concerns about their mental health, or if a child has experienced trauma or bereavement. She may work with children on a 1:1 basis or in groups.

- **Speech and Language Therapy.** Children may be referred to Solihull or Birmingham's Speech and Language if they are having difficulties with communication and understanding.
- **School nurse.** The school nurse can support with routines at home, bed wetting and a wide range of other difficulties. Our School Nurse is Sarah Hooper
- **Physical Difficulties Support Service.** We are supported by professionals from the SISS Sensory and Disabilities team.
- **Occupational Therapy.** Children may be referred to this service if they have difficulties with fine and/or gross motor skills.
- **SOLAR (CAMHS).** We may refer children to this service if we have concerns about their mental health needs. There is also a drop in service called PAUSE (Birmingham).

## 9. How do we know that provision is effective?

- We regularly review children's targets to see if they have achieved them.
- We talk to the child to gain their voice.
- We may invite parents in to have a meeting to discuss their child's progress.
- We talk to adults who work with the child.
- We use the school tracking system to monitor children's attainment.
- We talk to outside agencies who have worked with the child.
- The school's SENCo or Assistant SENCo may observe the child in class.

## 10. How will the teaching be adapted for my child with SEND?

Where possible, children are taught through high-quality, whole class teaching and learning is made accessible for all abilities through scaffolding and differentiation where needed. Scaffolded learning means that children are given support to access the same learning as their peers. Gradually that support is taken away as they become more confident and capable. Differentiated learning means that a child may need work that is different to their peers because they cannot access the same learning.

Some children will be involved in small group interventions with their class teacher or teaching assistant. These are created to meet the needs of small groups or individuals and work on aspects of learning such as social skills, spelling, number work, handwriting and pre-tutoring.

## 11. How will we measure the progress of your child in school?

All children's progress, including those with SEND, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests.

For some with more complex learning needs, class teachers will use a Special Needs Toolkit to monitor small steps of progress. These Toolkits can then be used to create children's Individual Target Plans (ITPs). These plans are used by teachers to ensure that children are receiving the correct level of support in class.

Your child's progress will be discussed with you at parents and carers' evenings and SEND review meetings.

## 12. How is the school made accessible to children with SEND?

We have aimed to make Ulverley School as accessible as possible in a variety of ways;

- Ramps to outside doors to allow for wheelchair access.
- Disabled toilets with hand rails
- All classrooms are carpeted (excluding practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles.
- Blinds in classrooms to reduce glare (important for lip-reading).
- Braille on key signage.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

### 13. What can I do if I am not happy with the provision for my child?

We aim to provide suitable provision for all children where we are able to make reasonable adjustments. If you are not happy we would initially like the opportunity to discuss your concerns with you in person. In this case, please contact **Mrs Gwilliam**, via the school office, or on 0121 742 3251.

If you have a complaint about the school please contact **Mr Paul Smith**, the Head Teacher.

Our school and Governing Body take complaints seriously and will act upon these on an individual basis.

For further information, please see our complaints policy on the school website.

### 14. Where is Solihull Local Authority's Local Offer?

The Solihull Local Authority's Local Offer can be found at:

[Solihull Local Offer](#)

On this website, you can find lots of advice and information to help you meet your child's special educational needs.

### 15. Where else can I get support?

#### **Your local GP:**

If you have concerns about your child's needs, the school's SENCO may recommend that you make an appointment for your child at your local GP surgery. The GP may refer you to a paediatrician to explore further assessments for special educational needs.

#### **SOLAR (CAMHS):** [Solar - Birmingham and Solihull Mental Health NHS Foundation Trust](#)

This service can provide support for children with mental health needs.

Solar is a partnership between Birmingham and Solihull Mental Health NHS Foundation Trust, Barnardo's and Autism West Midlands and provides Emotional Wellbeing and Mental Health Services to Children, Young People and Families in Solihull

To access this service, or for routine support please complete the referral form on the link above, or for more information, call 0121 301 2750.

If you feel your child is in immediate danger, then you can take them to Birmingham Children's Department Emergency Department which is located on the ground floor of Parsons House or call 0121 333 9510

The Solihull SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) supports children and young people with SEND and their parents/carers.

The service is impartial, confidential and free. If you're a parent or young person being assessed, the service can:

- Help you to understand the referral process
- Act as a named contact throughout the process
- Help you to communicate with everyone involved in the assessment process
- Provide information about personal budgets
- Put you in touch with other people who can help, if necessary.

**Solihull's Specialist Inclusion Support Service (SISS):** [Specialist Inclusion Support Service](#)

At Ulverley School, we work with these SISS Teams:

- **The Social Emotional and Mental Health (SEMH) team**
- **The Autism Team**
- **The Sensory and Physical Impairment Team**

## 16. SEND Glossary for Parents

### 1. Access Arrangements

Special provisions put in place during assessments or exams, such as extra time, a reader, or a scribe, to ensure fair testing.

### 2. ADHD (Attention Deficit Hyperactivity Disorder)

A condition that affects concentration, impulsivity and activity levels. Children may find it hard to focus, sit still, or control impulses.

### 3. Annual Review

A yearly meeting to review the progress of a child with an Education, Health and Care Plan (EHCP) and update support as needed.

### 4. Autism / ASC (Autism Spectrum Condition)

A lifelong developmental condition that affects communication, social interaction, behaviour and sometimes sensory processing.

### 5. Communication and Interaction Needs

Difficulties a child may have with understanding or using language, social communication, or interacting with others.

### 6. Differentiation

Adjusting teaching methods, materials, or pace to meet the needs of all learners, including those with SEND.

### 7. Dyslexia

A learning difficulty that primarily affects reading, spelling and writing skills.

### 8. Dyscalculia

A specific learning difficulty that affects a child's ability to understand numbers, calculations and maths concepts.

### 9. Dyspraxia (Developmental Coordination Disorder)

A condition affecting motor coordination, making tasks like writing, tying shoelaces, or catching a ball more challenging.

#### **10. Education, Health and Care Plan - EHCP / EHCNA(R)**

An EHCP is a legal document outlining a child's needs, the support required and long-term goals for children with significant SEND. An EHCNA is an Education Health Care Needs Assessment Request to the Local Authority.

#### **11. Inclusion**

Ensuring that children with SEND have equal opportunities to participate in all aspects of school life.

#### **12. Individual Education Plan (IEP)**

A written plan detailing specific learning targets and strategies for a child with SEND (sometimes used instead of or alongside an EHCP).

#### **13. Intervention**

Targeted support or activities designed to help a child make progress in a specific area of need.

#### **14. Learning Difficulty**

A condition that makes it harder for a child to learn in the usual way but does not necessarily affect intelligence.

#### **15. Multi-Agency Team**

A group of professionals from education, health and social care who work together to support a child with SEND.

#### **16. Occupational Therapy (OT)**

Therapy that helps children develop fine motor skills, coordination, self-care and daily living skills.

#### **17. Physical or Sensory Needs**

Challenges related to vision, hearing, movement, or other sensory processing difficulties.

#### **18. SENCO (Special Educational Needs Coordinator)**

The staff member responsible for coordinating support for children with SEND in a school.

#### **19. SEND Support**

Support provided to a child who has SEND but does not have an EHCP.

#### **20. Sensory Processing Difficulties**

When a child has difficulty receiving, interpreting, or responding to sensory information such as sound, touch, taste, or movement.

#### **21. SLCN (Speech, Language and Communication Needs)**

Difficulties with speaking, understanding language, or communicating effectively.

#### **22. Social, Emotional and Mental Health (SEMH) Needs**

Difficulties a child may have with emotional regulation, behaviour, or mental wellbeing that affect learning.

#### **23. Speech and Language Therapy (SLT)**

Professional support to help children with speech, language and communication difficulties.

#### **24. Transition**

The process of moving from one stage of education to another (e.g., primary to secondary school), with additional planning for children with SEND.

#### **25. Visual or Hearing Impairment (VI/HI)**

Partial or complete difficulties with vision or hearing that affect learning and daily life.