

Gilbertstone Primary School

Special Educational Needs and/or Disabilities School Information Report

(Reviewed February 2026)

Welcome



Welcome to Gilbertstone Primary School's Special Educational Needs and/or Disabilities information report. (Reviewed and updated February 2026)

My name is Fiona Kane. I am the SENDCO at Gilbertstone Primary School. My role is to work with children, parents, teaching staff and the school's leaders to do everything we can to support children with

Special Educational Needs and Disabilities (SEND)



I am Stacy Gothard Brown. I am the Inclusion Manager and work alongside Fiona Kane in the inclusion team. My role involves physical and medical care as well as risk assessments. I also work with children who have speech and language difficulties.

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SEND Information Report

The information on this page is to tell you about how the staff at Gilbertstone work to support children with additional or different needs. Look at the questions below to find out how we do this:

1. Who can I contact about SEND at Gilbertstone Primary School?

Mrs Kane is the Special Educational Needs and/or Disabilities Co-ordinator (SENDCO). Mrs Kane has day-to-day responsibility for reviewing our SEND policy and arranges specific provision made to support individual pupils with SEND, including those who have Sen Support Provision Plans or Education, Health and Care plans.

Mrs Gothard is the Inclusion Manager. Mrs Gothard helps our children who have physical, medical and speech & language needs.

You can make an appointment to see either Mrs Kane or Mrs Gothard by speaking to the school office or you can send an email at: inclusion@gilbertstone.bham.sch.uk.

Our Learning Mentors also work with many of our pupils providing valuable support and guidance. They are also able to signpost families to relevant support within the community.

2. What kinds of Special Educational Needs and Disabilities does the school make provision for? What type of provision does the school make and how do they know it works?

Types of need and what that could look like

Cognition and Learning

Some children find learning more difficult than others. They may need:

- ❖ More time to learn new things and to think about their answers.
- ❖ For information to be repeated or presented in a different way
- ❖ Help to hold information in their heads during a lesson.
- ❖ For new learning to be broken down into small bits of information.

Examples of support available in our school

- ❖ We use Individual Target Plans (ITPs) to set work for children based on their needs.
- ❖ We have teaching assistants who are trained to support in class, adding to what the class teacher is doing. They may also take children out of class to help with things they are finding difficult to learn.
- ❖ We have support from specialist teachers and outside agencies to support children with learning needs.
- ❖ Access arrangements for Statutory Assessments e.g. additional time, scribe, rest breaks, small group provision, according to DfE guidelines.

How we check it is working.

- ❖ We review ITPs regularly.
- ❖ Teaching staff meet regularly to talk about every child's progress and how to support them with their learning needs.
- ❖ We use a whole school assessment system to look at data which tells us who needs help.
- ❖ We talk to parents, children and agencies regularly to review the progress children are making.

Communication and Interaction

Some children need help to develop their communication skills and learn how to interact with other people. They may need:

- ❖ Help with their speech and language skills.
- ❖ Help to understand what others mean when they are talking.
- ❖ Help to deal with things in the environment that are new, like unusual smells and sounds
- ❖ Help to learn about topics that are new and unfamiliar.
- ❖ Help to feel ok about times when things change.

Examples of support available in our school

- ❖ We use Speech and Language Therapy Services to help children with language needs. We have a Speech and Language champion within school (Mrs Gothard) who will liaise with speech and language therapists and deliver interventions.
- ❖ We help children when things change by using transition booklets and visual timetables.
- ❖ We sometimes teach children new topics and words before they see it in the classroom so they are ready for the new learning.

- ❖ We work with the Communication and Autism Team (CAT) to help children who learn in different ways.
- ❖ Access arrangements for Statutory Assessments e.g. additional time, scribe, rest breaks, small group provision, according to DfE guidelines.

How we check it is working.

- ❖ We review speech, language and communication targets regularly.
- ❖ Teachers talk to each other about the progress children are making.
- ❖ The SENDCO, Inclusion Manager and the Children's Team look at what is being provided and how it's working.
- ❖ The children are given time to feedback about what works and what doesn't work for them.

Social, emotional and mental health difficulties

Some children find it hard to manage their feelings and behaviour. They may need help to:

- ❖ Follow our school rules.
- ❖ Understand how they are feeling and regulate their emotions.
- ❖ Make friends.
- ❖ Keep themselves and others safe.
- ❖ Listen and follow instructions.

Examples of support available in our school

- ❖ We get advice from Educational Psychology.
- ❖ We work with Beacon - behaviour support for schools - to develop strategies for children with behavioural needs.
- ❖ We work with Mindful Life – Counselling for Children and Young People.

- ❖ Parents can be signposted to appropriate support within the community (Early Help)
- ❖ Our learning mentors support children and families in a wide variety of ways.
- ❖ Teachers set high expectations for behaviour and have support from school leadership to do so.
- ❖ All children from reception upwards benefit from weekly PATHS lessons (promoting alternative thinking strategies).
- ❖ Access arrangements for Statutory Assessments e.g. additional time, scribe, rest breaks, small group provision, according to DfE guidelines

How we check it is working.

- ❖ Everyone at school takes responsibility to support children with Social, Emotional and Mental Health needs.
- ❖ Everyone is aware of their duty to report, monitor and plan for the needs of individuals.
- ❖ Pastoral Meetings include time to discuss how children are developing, including their social and emotional skills.

Sensory and/or physical needs

Some children have a disability which can mean that accessing the school building and the curriculum can be more challenging. They may need:

- ❖ Help with their hearing or vision.
- ❖ Help getting around the building.
- ❖ Help with their specialist equipment such as specialised chairs, hearing loops, radio aids, CCTV monitors, wheelchairs, feeding and special medical equipment, medication, other walking aids etc.
- ❖ Help if the child had complex physical disability or medical needs that trained members of staff to support them.

Examples of support available in our school

- ❖ Our school is made to be as accessible as possible so that children don't need to tackle stairs or other obstacles.
- ❖ We have made our schools as safe as possible by adding pegs, rails, disabled facilities (including toilets and changing rooms).
- ❖ We have specialised medical and PE equipment for those children who need it.
- ❖ We work with the Physical Difficulties Support Service (PDSS) and Sensory Support for visual and hearing impairments.
- ❖ We can hold 'fine' and 'gross' motor skills groups to develop physical development skills. This is provided through our school OT champion supported by the SEND Therapy OT department.
- ❖ We are able to make referrals to NHS Occupational Therapy departments.
- ❖ We have support from community nursing for more complex care and training needs.
- ❖ Access arrangements for Statutory Assessments e.g. additional time, scribe, rest breaks, small group provision, according to DfE guidelines

How we check it is working.

- ❖ We carry out risk assessments and reviews of children's needs regularly.
- ❖ We ask outside agencies to review our setting when we have children who have specific needs.
- ❖ We consider children's sensory and physical needs when they move to new classrooms and to new settings.

Some children will require additional support through an EHCP (Education and Health Care Plan.) Further information around EHCPs can be found on the local offer website.

<https://www.localofferbirmingham.co.uk/education-health-and-care-plan/what-is-an-ehcp/>

3. How does the school identify and assess SEND

At Gilbertstone, all staff are involved in assessing children to identify whether a child has special educational needs. We do this by:

Observing children in class, looking at their books and speaking to their teachers about what the child can and can't yet do.

Using school test results such as the Reception Baseline, Year 1 Phonics Check, Multiplication Tables Check in Y4, End of KS2 Assessments (SATs) and other published resources to find out exactly what a child can do.

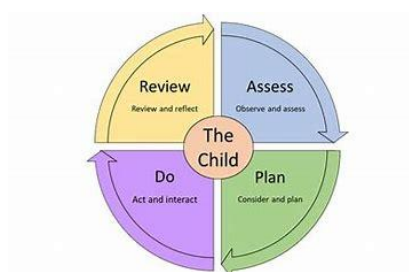
Using information from parents, carers and from gaining the views of the child.

Using information from medical specialists involved with the child.

Working with specialist teachers and outside agencies who advise school and assess the children.

Using information from previous schools or settings

If we think that a child has additional needs, we will use a graduated approach to finding out what level of support they might need. This is a four-stage cycle that involves assessing, planning, doing and reviewing.



4. How do the school know how much progress is being made by pupils with SEND

At Gilbertstone, we use a whole school tracking system. This helps us to know what all children have learnt and what their next steps are.

Where deemed appropriate, children with SEND are also tracked on a separate system called the Toolkit Progress Tracker, which breaks down the progression steps into smaller chunks.

This system is good at showing us small steps of progress for children with additional needs, so we know exactly how best to help them.

We use Phonics Tracker to track early phonics and reading skills.

5. What extra-curricular activities can a pupil with SEND access at school?

We believe that all children are entitled to a broad and balanced curriculum. This includes access to fun and stimulating contexts and extra-curricular activities.

All children, including those with SEND can participate in extra-curricular activities across a range of subjects.

Gilbertstone has a number of children who have physical and sensory needs. For some children with these needs, it's necessary to seek and follow the advice of medical professionals about how they may access our sports clubs. We make every effort to ensure children with SEND can access as many of these clubs as possible.

6. What training do staff at Gilbertstone have in relation to pupils with SEND

Gilbertstone make sure that all of our staff are well trained and have regular updates to their training. The following table shows the training that all staff and specific staff currently have:

All Staff	Specific Training for some staff
Team Teach	Paediatric First Aid Training (TAs)
Making Sense of Autism	Educational Visits Training
Epi-Pen Training	Talk Boost
Asthma awareness	Direct Phonics Intervention Training
First Aid (All Teaching Assistants and lunchtime supervisors)	Cued Spelling
Safeguarding awareness	1 st Class in Number
Attachment training	Success for Arithmetic
Emotional Based School Avoidance Training	Leading good practice in autism
Promoting Alternative Thinking Strategies	Gastronomy flush and feed
ADHD awareness	Administering medication in school
	Talk Boost

	Wellcomm speech and language intervention
	Attention Autism
	Behaviour management
	Inclusive attendance
	Children's Mental Health First Aid
	Mental Health First Aid
	Safeguarding DSL
	SCERTS (Social Communication, Emotional Regulation and Transactional Support)

7. How do the school get more specialist help for pupils if they need it?

In our school, if we feel a pupil needs more specialist help, we can work with the following people:

Agency or Service	Who they work with	Support
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan assessment is made	School have an allocated Educational Psychologist who the SENCo is in regular contact with. Parental consent is required.
Pupil and School Support Service (PSS)	Children who are working below the expected level or who have cognition and learning difficulties	We have a PSS Teacher who visits regularly. The SENCo will speak with parents if they feel a PSS teacher should work with individual pupils.
Communication Autism Team (CAT)	Children with significant communication difficulties and/or a diagnosis of autism	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Physical Disability	Children with Physical	We have an allocated worker who

Support Service (PDSS)	Difficulties which impact on their school access. They also provide training for staff	we can contact after a referral has been made to the team. Parental consent is required.
Sensory Support	Children who have hearing or visual impairment	Pupils are usually referred following a medical diagnosis; however school can contact them for general advice.
Beacon	Children with Social, Emotional and Mental Health needs.	Beacon provide an allocated behaviour specialist who gives advice and works directly with pupils and their teachers. Parental consent is required.
School Nurse	Children with medical needs and their families	The school nurse visits to see children and parents who have been referred to their service. Parental consent is required.
Mindful Life	Counselling for Children and Young People	Referrals are made by school on an individual basis.
Speech and Language	Children with difficulties with clarity of speech and/or using and understanding of speech	The speech and language therapist (NHS) can assess needs and set targets for children to work on. They can meet with parents and provide workshops.

8. How are parents of our pupils with Special Educational Needs and/or Disabilities involved?

Gilbertstone Primary School have an open-door policy and we are always available for parents to contribute to their child's education.

- Our website has lots of information about our curriculum and the support children can get. In addition to this website information, we offer our parents:
- Regular meetings with the SENDCO or Inclusion Manager

- A parent's night where children's additional needs can be discussed.
- Parents are invited to reviews of provision where appropriate.
- We signpost to parent groups and other services.

9. How are pupils with Special Educational Needs and/or Disabilities involved in their own education?

We involve children by prioritising development of independent learning skills. We involve children in a variety of ways, including:

- We have access to Person-Centred Trained staff who help us to involve children in reviews of their needs.
- Some children with more complex needs may have a 'one-page profile' that informs adults how best they can support the child.
- We have visual timetables which help children understand what they need to do.
- Some children have help to assess their own learning and the curriculum is personalised where needed.

10. If a parent of a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

If you are a parent of a child at Gilbertstone who has SEND, and there is something which you think is not quite right, please contact the SENDCO in the first instance (email inclusion@gilbertstone.bham.sch.uk). The Governing Body will follow the school complaints procedure which can be found on the school website on the policies page, or you can request a paper copy from the school office.

11. How does the governing body involve other people in meeting the needs of pupils with SEND including support for their families?

The SEND Governor is Mr Alex French. Mr French and Mrs Kane (SENDCO) meet three times a year, before governor meetings, so that Mr French can report back on the provision for children with SEND, and the support they get from the school and their partners.

12. Who are the support services that can help parents with pupils who have SEND?

Name of Support Service	How they can support parents	How you can contact them
Autism West Midlands	Support and advice is given and opportunities to meet regularly	Telephone: 0121 450 7582 Website: www.autismwestmidlands.org.uk
Children's Occupational Therapy Advice Line	Practical therapy advice, strategies and support (registered with a Birmingham GP)	Telephone: 0121 683 2325 (Monday to Friday 9am-4pm)
Solihull Children's Community Therapies Occupational Therapy	Practical therapy advice, strategies and support (registered	Telephone: 0121 722 8010 Monday-Friday 9:00 am – 4:45 pm. https://childrenscommunitytherapies.uhb.nhs.uk/occupational-therapy/

	with a Solihull GP)	
Children's Speech and Language Therapy Advice Line	Advice and strategies to support parents, carers, schools and other professional in relation to a child or young person's communication needs (registered with a Birmingham GP)	Telephone: 0121 466 6231 (Monday to Friday 9am-4pm) www.bhamcommunity.nhs.uk/childrens-SLT
Solihull Children's Community Therapies Speech and Language	Advice and strategies to support parents, carers, schools and other professional in relation to	Paediatric Speech and Language Therapy Tel: 0121 722 8010 https://childrenscommunitytherapies.uhb.nhs.uk/speech-and-language-therapy/

Therapy	a child or young person's communication needs (registered with a Solihull GP)	
SENDIASS	The Local Authority's impartial advice and support service	Telephone: 0121 303 5004 Email: sendiass@birmingham.gbhamcommunity.nhs.uk/childrens-SLTov.uk
Parent Link Service	Parent Link officers are members of the local authority whose job it is to help parents to identify and make links with the right person, at the right time	Telephone: 0121 303 8461 E-mail: ParentLinkService@birmingham.gov.uk
Forward Thinking Birmingham (including	A range of services and facilities focussed on	Telephone: 0300 300 0099 https://forwardthinkingbirmingham.nhs.uk/ Write: Access Centre

CAHMS)	<p>the individual needs of 0-25 year olds.</p> <p>24/7 access to mental health crisis support.</p> <p>(registered with a Birmingham GP)</p>	<p>5th Floor, 1 Printing House Street, Birmingham, B4 6DF</p>
Pause	<p>Drop-in centre supporting children's emotional wellbeing</p>	<p>21 Digbeth, Birmingham, B5 6BJ</p> <p>Opening Times</p> <p>Monday, Tuesday, Thursday, Friday: 10am - 6pm, Wednesday: 12pm - 8pm, Saturday and Sunday: 11am - 4pm.</p> <p>https://forwardthinkingbirmingham.nhs.uk/pause</p>
SOLAR	<p>Emotional Wellbeing and Mental Health Services to Children, Young People and Families in Solihull.</p> <p>(registered with a Solihull</p>	<p>0121 301 2750 (Monday-Friday, 9am-5pm)</p> <p>https://www.bsmhft.nhs.uk/our-services/solar/</p>

	GP)	
School Nurse Virtual Drop-in Clinic	Providing a friendly confidential chat with a member of the school nursing team	Tuesday and Thursday 4:30 – 5:30 p.m https://nhs.uk/BCHC/C-F/Schl-Nurse/Drop-In
Birmingham Forward Steps	Family support team with services provided from Health, parents' group, workshops, Barnardos and Birmingham City Council	https://bhamforwardsteps.co.uk/childrens-centres/
Parent Carer Forum	They actively seek to work with parent carers, parent support groups, community groups, schools, voluntary and grassroots	https://www.birminghampcf.org/

	<p>organisations to gather voices and experiences to influence change and challenge service design.</p>	
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13. How do the school support pupils with SEND through transition?

When a child with SEND starts at Gilbertstone, we:

- Meet with them and their parents to ask and answer questions about their needs:
- If necessary, provide a transition book with photos and information about their new school.
- Arrange visits to the school and any workshops that are appropriate prior to their start date.

Where necessary, when a child with SEND moves into a new class at Gilbertstone, we:

- give the child a transition book so they have information and pictures about their new classroom and teachers.
- Talk to the child and their family about any changes and how to support at home.
- Introduce the child to their new class and teacher before their transition where possible.

When a child with SEND leaves Gilbertstone in Year 6, we:

- Work with the child's new school to make sure they have a transition which is as easy as possible for them.

- Talk to key staff at the new school about the child's needs and hold a review meeting if needed.
- Help to arrange visits to the new school if required and appropriate to do so.

14. How can parents find the Birmingham Local Authority's local offer?

Birmingham City Council has a website which has up-to-date information about the range of services provided for children with Special Educational Needs and/or Disabilities. You can access the Birmingham Local Offer by visiting the following website:

<https://www.localofferbirmingham.co.uk/>

15. How do we support and prepare children for adulthood?

At Gilbertstone Primary School we have high aspirations for all our students. Throughout their school journey we work with families and professionals to ensure our students are challenged and supported to go on to live fulfilling lives that encompass the Preparing for Adulthood four key outcomes:

- Further Education and/or employment
- Independent living
- Being Active Member of the Community
- Being as healthy as possible in adult life