

King David Primary School

Special Educational Needs School Information Report 2026

Welcome

Welcome to King David Primary School's Special Educational Needs information report.

My name is Shiala Tabbasam. I am the newly appointed SENDco at King David 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 currently undertaking the new NPQSENDCO qualification.

SEND Information Report

The information on this page is to tell you about how the staff at King David Primary School work to support children with additional or different needs.

1. Who can I contact about Special Educational Needs at King David Primary School?

Mrs Tabbasam is the Special Educational Needs Co-ordinator (SENCO). Mrs Tabbasam 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 Education, Health and Care plans.

Mrs Tabbasam is also the Inclusion Leader. Mrs Tabbasam helps our children who have physical, medical and speech & language needs.

You can make an appointment to see Mrs Tabbasam either by speaking to the school office or you can send an email at: shiala.tabbasan@kingdavid.bham.sch.uk.

2. What kinds of Special Educational Needs 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	Examples of support in our school	How we check it is working.
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.	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. Deliver some interventions. We have support from specialist teachers and outside agencies to support children with learning needs.	We review ITPs regularly and when needed, meeting parents/ carers and their child, every term in addition to parents' evenings. We talk to teachers, teaching assistants, parents, children and agencies regularly to review the progress children are making. 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.
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.	We might ask you to refer your child to Speech and Language Therapy Services to help children with language needs, helping you with providing relevant forms and filling them in if needed. We help children when things change by using 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 call this 'pre-tutoring'). We work with the Communication / Autism Team (CAT) to help children who learn in different ways as well as Pupil and School Support (PSS), Educational Psychology services (EP	We review speech, language and communication targets regularly. Teachers share Specialist Services plans where relevant and talk to each other about the progress children are making. The SENco and the outside agencies we use regularly review through observations, interviews with children (child friendly and age appropriate) and meetings with parents and carers to look at what is being provided and how it's working at school and at home.

	services) and Speech, Language and Communication Needs (SLCN). As parents and carers, we will always talk to you regarding our concerns and your concerns prior to contacting these services. You will always be asked for your signed consent prior to contacting the relevant services.	The children are given time to feedback about what works and what doesn't work for them in our termly SEND review meetings.
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Social, emotional and mental health difficulties Some children find it hard to manage their feelings and behaviour. They made need help to: Follow our school rules Understand how they are feeling Make friends Keep themselves and others safe	We get advice from Educational Psychology, and a Psychotherapist trained in working with children who have social, emotional and mental health needs. Teachers have received training to work with children with SEMH (Social, Emotional and Mental Health difficulties). They set high expectations for behaviour and have	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. Pupil Progress Meetings include time to discuss how children are
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Listen to and follow instructions	support from school leadership to do so. Teachers, children and their families, where necessary, are offered short term interventions to provide emotional and mental health support from the Malachi Trust.	developing, including their social and emotional skills. Malachi trust and Senior staff review weekly notes made by the Malachi Trust and regular contact and reviews of services.
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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, CCTV monitors, wheelchairs, feeding and special medical	Our school has had recent revisions to make it as accessible as possible for EYFS. KS1 children don't usually need to tackle stairs or other obstacles. When children reach KS2, we would plan to reallocate their classroom to the ground floor. We have made our schools as safe as possible by adding pegs and disabled facilities (including toilets and a changing room with a shower). We have specialised medical and PE equipment	We carry our 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.
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equipment, medication, other walking aids etc. Help with writing and using handheld equipment such as writing and in PE lessons. Help if they have more than one physical disability or medical needs that need a trained person to support with.	for those children who need it. We work with the Physical Difficulties Support Service (PDSS) and Sensory Support for visual and hearing impairments. We work with Occupational Therapy and other agencies who give advice. We can hold 'fine' and 'gross' motor skills groups to develop physical development skills.	
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3. How does the school identify and assess Special Educational Needs?

At King David Primary School, all staff are involved in assessing children in order 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 and making an initial assessment against a Toolkit Tracker (SENco and staff are all trained to use and update this resource from Birmingham City Council's Access to Education).

We also use school test results such as the Year 1 Phonics Check, End of Key Stage 1 Assessments (SATs) and other published resources to find out exactly what a child can do.

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

We work with specialist teachers and outside agencies who advise and assess children.

We use information from previous schools or settings.

If we think that a child has additional needs, we use a graduated approach to finding out what level of support they might need.

We will assess the child in more detail, plan how to support them, carry out the support for a period of time and then review how well it has worked.

4. How do the school know how much progress is being made by pupils with Special Educational Needs?

At King David Primary School, we use a whole school tracking system called the 'Toolkit Progress Tracker'. This helps us to know what children have learnt and what their next steps are.

This online tracking system uses the Birmingham Access to Education Language and Literacy and Mathematical Continuums which tell us about progress that is broken down into smaller chunks.

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

5. What extra-curricular activities can a pupil with Special Educational Needs 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 lunch time clubs or after-school clubs such as 'Israeli Dance', 'Ball skills,' and Netball and other clubs.

King David Primary School 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 King David Primary School have in relation to pupils with Special Educational Needs?

We 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 Teaching Staff	Specific Training for some staff
Epi-Pen Training	Team Teach
Level 1 AET Autism Training	Direct Phonics Intervention Training
Asthma awareness	Speech and Language Awareness
Graduated response teaching	Paediatric First Aid Training (all EYFS teachers and TAs, an EYFS dinner supervisor and other dinner supervisors and office receptionist).
	The Equality Act Training
	Educational Visits Training
	Toolkit Tracker Training
	Emotional Resilience Training
	Level 2 AET Autism Training
	Peer Tutoring Training
	Enhancing self- esteem and self - identity in pupils with autism
	Attachment Training

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	How school can get in touch with them
Educational Psychology Service (EPS)	Children or families 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. Parental consent is required.
Communication Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of autism or social communication difficulties	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Physical Disability Support Service (PDSS)	Children with Physical Difficulties which impact on their school access. They also provide training for staff	A referral has to be made by the family. The school may contact parents/ carers if they have concerns. School helps with downloading relevant forms and filling in appropriate sections.
Sensory Support Service (SSS)	Children who have hearing or visual impairment.	Pupils are usually referred following a medical diagnosis; however

		school can contact them for general advice.
Speech and Language Therapy Service	Children who are having difficulty with speech, language or communication. Children can have an in-depth assessment and intervention where needed.	We Birmingham City Council's Speech and Language Therapy Service. Parents need to make their own referral to the service. They may work with you and your child at home, observe them in school and share any advice from plans communicated with you with staff to work with children in school. Parental consent is required.
Behaviour Support (COBS)	Children with Social, Emotional and Mental Health needs.	The City of Birmingham School 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.	We no longer have a named school nurse but can refer you to your local clinic where school nurses may be available. Parental consent is required.
Child and Family Support Worker	Children with Social, Emotional and Mental Health needs and their families	We pay for the services of a Family Support Worker from the Malachi Trust who visits every week and helps up-to three or four children and their families.

8. How are parents of our pupils with Special Educational Needs involved?

King David Primary School has 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 SENCo;
- Parents are invited to reviews of provision every term; • We signpost to parent groups and other services.

9. How are pupils with Special Educational Needs 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 involve children in reviews of their needs;

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 Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

If you are a parent of a child at King David Primary School who has Special Educational Needs, and there is something which you think is not quite right, please contact the SENCo in the first instance.

Alternatively, please visit our school office or telephone 0121 449 3364. Our staff will then talk to you about how you can get in contact with our SEND Governor.

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

The SEND Governor is Mrs Arshad. Mrs Tabbasan (SENCO) and Mrs Arshad meet three times a year, so that the Governor can report back on the provision for children with Special Educational Needs 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 Special Educational Needs?

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
SENDIASS	The Local Authority's impartial advice and support service	Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk
Forward Thinking Birmingham (including CAHMS)	A range of services and facilities focussed around the individual needs of 0-25 year olds. 24/7 access to mental health crisis support.	Telephone: 0300 300 0099 Write: Access Centre 5th Floor, 1 Printing House Street, Birmingham, B4 6DF

13. How do the school support pupils with Special Educational Needs through transition?

When a child with special educational needs start at King David Primary School, 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.

When a child with special educational needs moves into a new class at King David Primary School, we:

- Can 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 well before their transition.

When a child with special educational needs leaves King David Primary School, 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. You can access the Birmingham Local Offer by visiting the following website:

www.mycareinbirmingham.org.uk