



Regents Park Community Primary School

SEND Information Report 2025 – 2026

Reviewed: September 2025

Our School

Our School Vision

At Regents Park Community Primary School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

Autumn Term 2025 Information

Regents Park currently has 408 children on roll and 23% of them are on our special needs register (Summer 2025)



Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Some children may benefit from a sensory curriculum and are able to access our Sunshine Room and our sensory room. In these rooms, members of our SEND team support the children to develop their communication and social interaction skills and their concentration and focus skills. These children are integrated into their classrooms for sessions throughout the day.





Meet our SEND Team



The SENDCO is Mrs Turner

If you would like to contact Mrs Turner, please call school on **0121 464 6746** or email **senco@rgntpark.bham.sch.uk**

Meet some of our SEND Team:



Mr Khan



Mrs Rashid



Mrs Wright



Mrs Mohamed



Identifying and Assessing Need

At Regents Park we work closely as a team and if staff have a concern about a child, they discuss concerns with parents and the SENCO and then we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

SEND is categorised into the following areas in the SEN Code of Practice 2014:

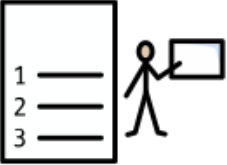
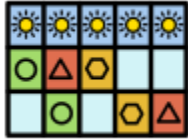
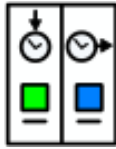
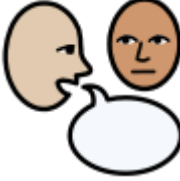
	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Impact & outcomes



At Regents Park Community Primary School, we monitor the progress and wellbeing of pupils with SEND carefully to evaluate the impact of our provision. Governors receive regular updates on this information.

- **Progress:** In academic year 2024–25, 80% of pupils from Years 1–6 with SEND made expected or better progress in Speaking & Listening, 74% made expected or better progress in reading and 78 % in writing.
- Children in EYFS with SEND and those with more complex needs: all pupils made progress from their starting points in the areas of Communication, Personal, Social and Emotional Development, Physical development and thinking skills.
- **Attendance:** The overall attendance of pupils with SEND was 92.9% (National 92.3%) compared with 95.1% (National 95.4%) for non-SEND pupils. Persistent absence among pupils with SEND stood at 30% and is monitored closely.
- **Behaviour and exclusions:** In academic year 2024–25, there were 3 suspensions involving SEND pupils, representing 3% of the SEND cohort. This is monitored by leaders to ensure equitable and supportive responses.

	Pupil voice: Surveys in Spring Term 2025 showed that pupils with SEND feel safe in school, and they feel they are well supported in their learning. Parent/carer voice: Feedback from SEND review meetings indicated that 94% of parents feel their child's needs are well-understood and met at school and that their children feel safe and happy at school. This information helps us to identify strengths, address gaps, and plan provision more effectively year on year.		
 Curriculum adaptations We use a range of strategies to ensure we offer an inclusive curriculum for all.			
	Visual timetables	Task boards	Ear defenders
			
	Assistive technology	Talk partners	Explicit instruction
			
	Self-assessment	Word banks	Positive behaviour
 Parents as Partners	At Regents Park Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) they will have 3 meetings a year with the SENCO and class teacher. For parents of the other children on the SEND register, they will have the opportunity to review their child's progress against their individual targets, 3 times a year with their child's class teacher.		
 Staff Training	At Regents Park, we invest in staff training to ensure all children with SEND are well supported. Training is delivered as part of an ongoing cycle: • All staff receive core training in inclusive classroom practice and strategies such as speech and language support, WellComm, and phonics catch-up. • Staff working closely with pupils with specific needs undertake specialist training (for example, Autism Education Trust Level 1, sensory integration approaches, Makaton). • We provide regular refresher training (e.g. annual Team Teach training) to ensure consistency in practice. • Training priorities are informed by pupil needs, staff audits, and whole-school development planning. • The SENCO monitors the impact of CPD and reports outcomes to governors. This cycle of training ensures staff remain confident and skilled in meeting a wide range of needs.		



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, and we offer a 'taster' session in the second half of the summer term in preparation for their September start.

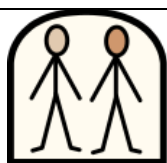
End of Year transition

When children with SEND move up a year, we provide transition sheets, which include photos of the teacher, TA and classroom environment.

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Children with additional needs and their parents are offered additional transition visits to their new schools.

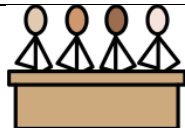


Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Language, Learning and Strategic Support Team (LLSS) - Deborah Smart
- Communication Autism Team (CAT) - Zoe Atzori
- Birmingham Educational Psychology Service - Dr Aruna Pintilei
- Speech and Language Therapist – Soundswell Speech and Language Therapy Solutions
- Visual Impairment teacher - Sarah Masters
- Hearing Impairment teacher - Bharti Chauhan
- Specialist Teacher Physical Support Team – Samantha Bampton

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will invite you to a meeting to share the advice.



Governor Oversight

The SEND Governor meets termly with the SENCO to review provision, training, and outcomes for pupils with SEND. A report is provided to the full governing body three times a year, covering:

- Progress and attainment of pupils with SEND.
- Attendance and exclusion data.
- Parent and pupil voice feedback.
- Impact of staff training and CPD.

This ensures that the governing body holds leaders to account for the quality of SEND provision and outcomes.

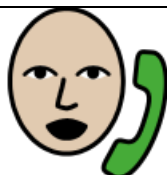


Equality & Accessibility

We are committed to fulfilling our duties under the Equality Act 2010.

This includes making reasonable adjustments to ensure that pupils with SEND can fully participate in learning and wider school life. Examples include providing access to assistive technology, ensuring curriculum materials are accessible, and adapting environments where needed.

Parents and carers can request this SEND Information Report in alternative formats, including large print or translated versions. Please contact the school office if you require support to access this document.



Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Head teacher.

Complaint Procedure

If you are not happy with the response, then you may contact the governors through the school office.

Mrs Angela Schofield – Chair of Governors

Mrs Naznin Chowdhury –Governor of SEND Provision



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at

<https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

SENDIASS

0121 303 5004

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

School Health Advisory Service

0121 245 5750

https://www.birmingham.gov.uk/info/20014/schools_and_learning/692/home_education/7

Forward Thinking Birmingham

<https://www.forwardthinkingbirmingham.nhs.uk/>

Child Development Centre

0121 466 6000.

<https://www.bhamcommunity.nhs.uk/community-paediatrics>

Birmingham Children's Trust

0121 303 1888

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