

Dorrington Academy



SEND Information Report 2025-2026

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Our School

Our School Vision

Achieve. Belong. Thrive.

At *Dorrington Academy*, we are committed to providing an inclusive, aspirational education where every child, regardless of need or starting point, is supported to achieve their full potential, feel a strong sense of belonging, and thrive academically, socially, and emotionally.

As a mainstream primary school, we value diversity as a strength. We believe high-quality teaching, carefully planned adaptations, and strong partnerships enable all pupils with SEND to succeed alongside their peers and within specialist provision where appropriate.

February 2026 Information

The information below presents contextual data as of February 2026 and is intended to provide stakeholders with up-to-date information available online at the point of writing. The data is accurate at the time of publication and is used to support an informed understanding of the school's context. It enables stakeholders to consider how the school compares with national data and to situate the school's profile within the wider picture of Special Educational Needs and Disabilities (SEND) in the UK.

Dorrington Academy currently has 651 children on role (February 2026)

There are currently 127 children on the SEND register with SEND support. (18.2% compared to last year 16%- a rise in 3.5%) The national data currently stands at 14.2%

8 children have an EHCP (6.2% of SEND Pupils and 1.2% of whole school). The national data currently stands at 5.3%.

9 children have a SEND Support Provision Plan (7% of SEND Pupils and 1.3% of whole school).

We also have 2 pupils with a Sen Support Plan (1.5% of SEND Pupils and 0.3% of whole school).

We have a number of pupils who are awaiting the outcome of EHC Assessments.

The main area of need at the school is speech, language and communication needs which is in line with national data.



Meet our SENDCO/Inclusion Team

At our school, inclusion is a shared responsibility and every member of staff is part of our Inclusion Team; all teachers are teachers of SEND. Your child's class teacher and/or the support staff who work most closely with them are your first point of contact, as they work with your child on a daily basis and know them best. Should you require any additional discussion or further support, our SENDCO is available to provide guidance and work in partnership with you to ensure your child's needs are fully met.

The SENDCO is Miss Allan.
The Pastoral Manager is Mrs Fullard.

If you would like to contact Miss Allan or Mrs Fullard, please call school on **0121 464 5330** or email the enquiry school email address and Miss Allan will aim to respond as soon as possible.



Special Educational Needs

At Dorrington Academy, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

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



Identifying and Assessing Need

At Dorrington Academy, we work closely as a team and if staff have a concern about a child, they fill in an Initial Concerns form and class teachers will discuss any concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



After a period of review, we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the Birmingham Audit Continuum. This allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. If this is the case, this will be discussed with you and will only happen with your written or verbal consent.

At Dorrington Academy, we also have a range of internal screening tools that help us to better understand potential barriers to learning and we may use these to plan targeted support for your child.

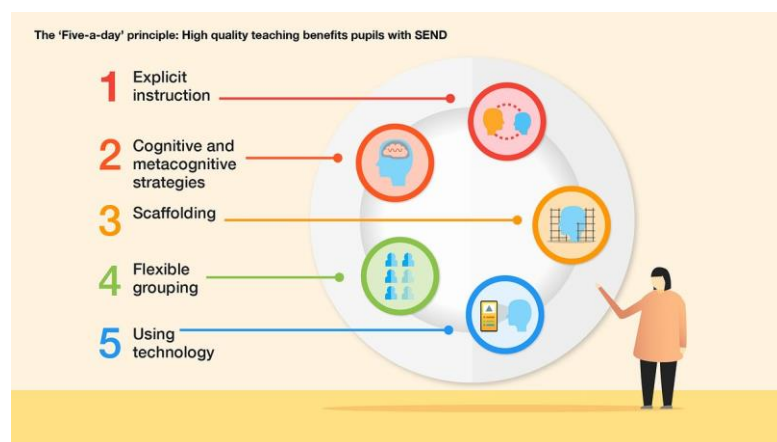


Our approach to teaching children with SEND

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.



We also use the 10 Principles of Instruction (by Barak Rosenshine) to structure lessons:

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

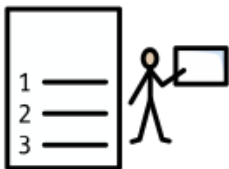
This poster is from the work of Barak Rosenshine who based these ten principles of instruction and supported classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW3



<p>01 DAILY REVIEW</p> <p>Only review is an important component of instruction. It helps strengthen the connections of the material learned, automatically recall from working memory for problem solving and creativity.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p> <p>Our working memory is small, only handling a few bits of information at once. Faced no overload — present new material in small steps and proceed only when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p> <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p> <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>Students need additional time to rehearse, elaborate and transfer new material in order to store it in their long-term memory. More successful teachers spend more time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>Less successful teachers merely ask "Are there any questions?" No questions are one takes to mean no problems. For by contrast, more successful teachers check on all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>A success rate of around 80% has been found to be optimal, whereas students are learning and also being challenged. Better has been taught in small steps followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Scaffolds are temporary supports to assist learning. They can include modeling, worked examples, cues, cues and questions. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice is called "overlearning" — a necessary process for new material to be recalled automatically. This requires the recycling of already working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>This effort involved in recalling recently-learned material provides the bridge to long-term memory, and the more this happens, the easier it is to connect new material to what prior knowledge.</p>






Staff can access the [Ordinarily Available Guidance](#) (January 2024) to help support children's learning within the classroom.







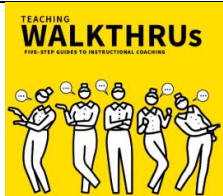
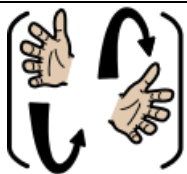










Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

	<p>We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.</p> <p>We also seek advice and equipment from outside agencies as and when the need arises.</p>
 <p>Parent Consultations</p>	<p>At Dorrington Academy, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We hold SEND review meetings every term and Miss Allan and Mrs Fullard are available at parents' evenings to discuss any concerns.</p> <p>Our Pastoral Manager, Mrs Fullard, works closely alongside families to provide further support on a wide variety of topics. Mrs Fullard co-ordinates Targeted Family Help for those families who require it.</p> <p>We also hold workshops and coffee mornings throughout the year where parents can meet up and support each other in a safe environment. These sessions cover a range of topics such as: Autism, Supporting Sleep, Emotional Regulation, Speech and Language. During these sessions we gather parent feedback on SEN provision at Dorrington Academy, direct to training courses and support groups and offer opportunities to meet up with outside agencies.</p> <p>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) we will invite you in for 3 meetings a year in the Autumn, Spring and Summer term as well as annual review meetings to discuss their progress. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.</p> <p>During the year, a parental questionnaire is sent out to gain views on the school and the SEND provision and we use this to adapt the provision and support we offer.</p>
	<p>Pupils' views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p>

<p>Child Consultations</p>			
	<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed, where appropriate.</p>	<p>Feedback and Review progress/interventions and gather pupil voice.</p>
 <p>Evaluating Provision</p>	<p>At Dorrington Academy, class teachers and senior leaders review progress across the school.</p> <p>We discuss and share ideas in staff meetings to ensure up to date research and policies are in place.</p> <p>As well as this, we review children's individual progress towards their goals at regular intervals, as a minimum every term.</p> <p>We ensure that we establish children's baselines before implementing interventions and review the impact of these at regular intervals.</p> <p>Class teachers and senior leaders ask our children if they feel the adjustment or intervention is helpful and makes a difference regularly to gain pupil voice.</p> <p>Monitoring of progress is completed regularly by the SENDCO.</p> <p>Dorrington Academy regularly using a tracking tool to update targets and measure progress.</p>		
 <p>Staff Training</p>	<p>At Dorrington Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.</p> <p>When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.</p> <p>The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole-school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.</p> <p>As well as this, the SENDCo and Pastoral Manager arrange for annual training for staff on a variety of needs. These include: Making Sense of Autism, Adaptive Teaching, Trauma and Understanding and Supporting Speech and Language Needs. Medical training is also held annually focusing on Diabetes, Epilepsy, Asthma and Anaphylaxis.</p>		

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Sensory Circuits	Making Sense of Autism	Bereavement	Bucket time
			
WalkThrus	Makaton – Levels 1- 4	Phonics (Little Wandle)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Adaptive Teaching	Speech and Language
			
Trauma and Attachment	Sensory needs	WellComm	Precision Teaching



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

In preparation for their September start, we complete the following:

- Initial induction evening – SENCO present
- SENCO / Pastoral Team nursery visits if appropriate
- Outdoor stay and play session – Teddy Bears' Picnic – in July
- Classroom stay and play session and 1:1 parent, teacher meeting in September
- Staggered intake and reduced timetable for pupils

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

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

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Our pastoral team work closely with these pupils and parents to ensure they are supported.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

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. For any child on the SEND register, a meeting will be arranged to ensure an effective handover of paperwork and information between the SENDCos and pastoral team prior to them joining their new school. We also offer a Year 6 transition workshop with an external agency (Compass).

Mid-Year new starters



When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We will also contact their previous school setting to ensure that any paperwork, provision and strategies that are effective for the young person are understood and shared with staff as part of their transition support.



Outside Agencies

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

- the Speech and Language Service (SALT)
- Educational Psychologist (EP)
- Language, Learning and Strategic Support Team (LLSS)
- Communication and Autism Team (CAT)
- Compass (Mental Health)
- Occupational Therapist (OT)
- School Nursing team,
- Visual and Hearing impairment team
- City of Birmingham Schools – Inclusive support (COBS)
- Special School Outreach Service (SSOS)
- Physical Support Team (PST)

	<p>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 call you in for a meeting to share the advice or send you a copy of observation notes or assessments.</p>
 <p>Clubs and Trips</p>	<p>All extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips including Year 6 residential trips.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, as well as workshops.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains and head boy or girl positions.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than others and the arrangements we have made to help children with SEND access our school.</p>
 <p>Complaint Procedure</p>	<p>Your first point of contact is your child's class teacher and/or year group leader.</p> <p>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 Headteacher – Mr John Harrison.</p> <p>If you are not happy with the response, then you may contact the SEND Governor – Mr M Wingrove.</p> <p>To find the complaints policy on our website please follow this link.</p>



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at:

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

Useful contact information:

SENAR	0121 303 8461
School Health Support Service	0121 245 5750
Forward Thinking Birmingham	0300 300 0099
Birmingham Children's Trust	0121 303 1888
SEND Information Advice Support Service	0121 303 5004
Compass Birmingham	0121 227 8254
Family Action Helpline	08088026666
Spurgeons Family Hubs	01217521900 01217521840



Feedback

"I would like to thank all the members in the Academy for their support and kindness."

'We appreciate the support the school provides to our child. We would welcome regular updates, personalised learning plans, and practical strategies. Together, we hope every child—whether with special needs or not—can learn, grow, and succeed equally.'

Feedback gained from a parental questionnaire – January 2026.