



SEND Information

Report 2025-26

Review

This document will be reviewed in full by the Governing Body on an annual basis.

This document was formally approved by the Governing Body on October 2025.

Date of Review: October 2026

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SEND Information Report 2025-2026

Definition of SEN and disability (taken from SEND Code of Practice 2015)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The kinds of special educational needs for which provision is made at Alumwell Junior School

Alumwell Juniors is a mainstream school which caters for a wide range of Special Educational Needs. Alumwell Junior School has strong equal opportunities beliefs. One of our aims is to educate and include pupils with Special Educational Needs and Disabilities (SEND) alongside other pupils.

We make provision for children with SEN within each of the four categories identified in the 2014 (updated 2015) SEN Code of Practice:

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

Identifying and supporting needs

- Alumwell Junior School use assessment tools to track your child's **progress**
- If your child is not making expected progress, we will talk to you about it
- We **observe and assess** children daily in all situations. Staff share what they have seen and inform the SENCo of any concerns.
- We also work with other agencies such as **health, educational psychologists, speech and language therapists as well as many others** which may help us identify a special need or disability
- We always share our **initial concerns** and findings with you by arranging a meeting with you
- We always ask your permission before putting your child's name on the **special educational needs register**
- We follow the special needs **Code of Practice 2014** which means there is a certain order that we follow. It is called the **Graduated Response**
- Once a concern has been raised and discussed by staff and parents steps will be taken to help your child to progress. The class teacher will meet their needs through quality first teaching and differentiated work
- If after this, your child is not making the progress expected we will move the support to a **Support Plan** to help your child meet specific targets using agreed strategies with staff and parents. This is reviewed each term. Your child may access additional interventions and resources at this level, which are closely monitored by the SENCo
- If their targets are not met, we will ask for outside help. They will have some one-to-one or small group work time with an adult
- If parents and professionals feel your child needs more support and will do so over a period of time then a **Statutory Assessment** will be requested which may lead to an **Education, Health and Care Plan** being issued

- Wherever your child is on the Graduated Response their progress will be tracked and reviewed each term in a meeting with parents and other professional and also on a daily basis by staff working with your child so work is always planned to meet their needs

How does school know a child has additional needs (red flags)?

Through teacher and teaching assistant daily observation within the classroom the following difficulties/behaviours may be observed and may indicate that additional support is needed. This list is to be used as a guide and is not definitive;

- Processing information and making links between concepts is constantly a struggle
- Difficulties in reasoning and remembering information
- Communication of needs may be difficult
- Gross and fine motor coordination difficulties
- Medical conditions
- Visual / hearing impairments
- Inability to adapt to new situations or people, basic social skills are lacking and is not independence can be difficult

Graduated Response

Assess, Plan Do, Review

The school will undertake two cycles of Assess, plan, do and review before a pupil is identified as having an SEND need.

Assess

Assessment methods used to help identify a special educational need include:

- Information from parents
- Information for previous setting
- Initial concerns, discussions with staff, observations of pupils
- SEND support plans
- SEND support plan reviews
- Interventions
- Impact statements
- Standardised Test Scores
- Data analysis
- Progress meetings
- Referrals from outside agencies
- Recommendations from Safeguarding meetings, PEP meetings

Plan

If review of the action taken indicates that additional to and different from support will be required, then the views of all involved including parents and carers and the pupil will be obtained (6.14 of Code) and appropriate evidence based interventions identified, recorded on a support plan and implemented by the group leader with advice from the SENCo.

Do

SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching relevant developmental targets that take into account parents' aspirations for their children. Parents will be consulted on the action they can take to support attainment of the desired outcomes. Within school the child may be supported by a teaching assistant. This intervention will be recorded and included in the review meeting. Some children may work in small groups on particular skills or individual one to one work. This work will be led by a teaching assistant under the guidance of the SENCo. These interventions are noted on the provision map and their impacts are reviewed termly.

Review

Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil where appropriate. New targets will be set at the meeting. If a child is not making expected rate of progress, then outside advice will be sought. The nursery always obtains parents' permission to discuss their child with other professional and informs parents of the outcomes of such discussions and involvement. Once outside agencies are involved the SEND Support plan becomes enhanced.

In order for pupils to exit the SEND register; they will no longer have provision that is additional to or different from their peers. Any pupil who is removed from the SEND register is monitored by the SENCO for a term

Pupils with SEND are recorded on the school database Arbor software and updated regularly.

Pupils will be aware of learning targets and encouraged to share their views about school and this will be used to help them to get the most out of their education.

Evaluating Effectiveness of Support

Interventions and support for SEN children are reviewed termly through Support Plan meetings with the child's teacher, parents and the school SENCo. Ongoing monitoring and feedback from teachers also provide valuable evidence for effectiveness in tailoring specific support. If progress is judged to be inadequate despite the delivery of high-quality interventions, then advice will be sought from external agencies with regards to meeting more specific needs. This can only be undertaken with parental consent. External agencies include:

- Specialists in other schools
- Educational Psychologist
- Cadmus Inclusive – Inclusion Consultants
- Speech and Language (Walsall NHS)
- Cadmus Inclusive – Speech and Language
- Teacher of the Deaf
- Teacher of the Visually Impaired
- CAMHS (Child and Adolescent Mental Health Service)
- Pediatrician and School Health
- SEN Assessment Team
- Virtual Schools for Looked After Children
- Play Therapy – Totolley Play Therapy

How we assess and review progress of pupils with Special Educational Needs

Children with SEN are closely tracked by the class teacher and the SENCO. All progress is discussed through termly pupil progress meetings and through support plan reviews which are held termly. At the support plan reviews progress towards targets is discussed and new targets set. The child, parents, class teachers, teaching assistants and other relevant professionals where applicable are invited to attend. A copy of the support plan is then provided for all involved.

School approach to teaching pupils with special educational needs

Teachers plan using pupils' achievement levels. The class teacher has responsibility for differentiating the curriculum to enable all children to access it. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce any barriers to learning and enable them to access the curriculum more easily. Targets from their support plans are specific to their needs. Any specialist equipment is provided where appropriate.

Additional support for learning, emotional and social development

We have a strong team of talented Teaching Assistants who support all children within the school. Throughout the year detailed discussions are held between all members of staff as to how we use our TAs most effectively.

We have access to an Educational Psychologist and Cadmus Inclusive who provide support in planning for children with special educational needs.

All pupils access a range of PSHE lessons through the 'One Decision' scheme which addresses emotional and social development. Further work and support can be completed in conjunction with our Social Mentor and Play Therapist – Lana Tolley

How are pupils medical needs met?

The school has a duty under Section 100 of the Children and Families Act 2014 to make arrangements for supporting pupils at school with medical conditions. The governing body will ensure that arrangements are in place to support pupils with medical conditions in doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child. The governing body will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life. The governing body will ensure that arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions in school. The arrangements will show an understanding of how medical conditions impact on a child's ability to learn as well as increase their confidence and promote self-care. They will ensure that staff are properly trained to provide the support that pupils need.

Please see the 'Supporting Pupils with Medical Needs' policy for further information.

How we ensure pupils are included in activities outside of the classroom

Alumwell Junior is a fully inclusive school. All pupils are enabled to participate in all activities throughout the school day. The playground has a wide range of equipment. A peer buddy system operates during playtimes when needed as well as access to the 'Hub' which is an indoor area supervised by our Social Mentor area support children who may need a quieter more structured environment in which to socialise or need support in working through any issues/difficulties. We also have;

- Accessible playground equipment
- Additional adults for off-site visits
- Peer buddy if appropriate
- After school clubs – we encourage all our children to attend a club and ensure a range of activities are available

We recognise that extra-curricular activities, clubs and off-site visits place particular demands on pupils and staff and work in close partnership with parents to provide practical solutions that safely meet children's needs

How are resources allocated?

There are a range of resources within the classrooms for a wide variety of needs and effective Interventions available for a variety of identified needs eg Rapid Reading, Words First, Rapid Writing. Class teachers and teaching assistants develop resources for specific children to use (these should be handed to the next teacher during transition meetings at the end of each academic year).

The governing body works with the Headteacher and SENCO to determine the necessary budget provision each year according to the children's needs. Intervention rooms are allocated to each year group; these are used for intervention groups and are in constant use by teachers, teaching assistants, voluntary helpers and outside agencies. Teachers and teaching assistants work together to ensure effective differentiation for all children. The deployment of adult support is planned in liaison with the SENCO and takes a fluid approach dependent upon need/topic etc.

Special Educational Needs Coordinator

Our SENCO is Mrs L Timmins.

01922 721391

National SEN Coordination Award completed January 2015

Training

All members of staff regularly undertake training for a wide range of needs including teaching and learning, SEND issues and medical needs.

Training has included:

- Precision Teaching
- Rapid Reading
- Rapid Writing
- Rapid Maths
- Inference skills
- Pragmatics
- Nurture
- Words First
- Being Communication Friendly
- Catering for visual and hearing impaired children
- Quality First Teaching
- Colourful Semantics
- CDI (Choice, Decision, Instruction) behaviour
- New Code of Practice
- Consistent methods of record keeping
- Makaton
- Teach Like A Champion (TLAC)
- Restorative practice
- Early reading skills
- Phonics

Equipment and facilities to support children with special educational needs

Alumwell Junior School is fully accessible to wheelchair users. Corridors and classrooms are all carpeted and have suitable window dressings to reduce excessive noise. Staircases have high visibility strips on each step and handrails. We have a disabled toilet and shower facility. Specialist equipment that is professionally recommended is sourced and provided as needed. Every child is supported in their overall learning and well-being as stated in the medical needs and behaviour policy.

Parental involvement

All children with SEN have a support plan review termly. Throughout the year we also have two Parents Evenings and a Target Day Parents are always welcome into school to discuss any concerns.

Pupil involvement

The children are included in all meetings where appropriate. Pupil voice about their strengths and difficulties are collected and targets are always discussed. Children are asked what helps them to learn and what they would like to improve upon.

Key Contacts

Headteachers – Kerry Boam and Lisa Upton

SENCo / Assistant Head – Laura Timmins (SENCo award achieved January 2015)

Assistant Head – Laura Guy

Family Support Worker – Carol Holmes Social

Mentor / Play therapist – Lana Tolley

Support Services for parents

Walsall Information, Advice and Support Service

Email - iassend@walsall.gov.uk

Tel- 01922 650330

Transition

We liaise closely with Alumwell Infants, West Walsall E-Act and other secondary schools as necessary when it comes to transition. The SENCO, Class Teachers and Parental Support Advisor plan for transition early on in the year – making arrangements for pupils who need additional visits.

Walsall's local offer

The local authority offer is available at www.walsall.gov.uk. This has been produced with collaboration from schools and other professionals within the local authority.

Complaints

- Your first point of call should be the class teacher. You could also book an appointment to speak to the SENCO Mrs Laura Timmins or another member of senior management. If, in the unlikely circumstance, you need to make a complaint our School Complaints Procedure can be found on our website.