Palfrey Junior School Annual Report to Parents and governor on the Implementation of the Special Educational Needs and Disability (SEND) Policy 2026

Schools have a duty to report to parents on the provision for SEND and the implementation of their disability and equality scheme. Children with Special Educational Needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of the schools SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of the children.

The Code describes a graduated approach, which recognises that children learn in different ways and can have different kinds of SEN. So increasingly, step-by-step support and specialist expertise are utilised in order to put in place strategies to help children overcome their difficulties. If further support is required, the school can request a statutory assessment of special needs from the Local Authority. If this is successful, the child may be given an Education Health and Care Plan (EHCP), which considers immediate and future needs of the child.

Last academic year the government released the SEND white Paper. We will be reviewing and adding to current practice and provision in order to meet new requirements as they are bought in.

Policies and Documentation.

The school's SEN policy was reviewed in September 2026 and is available with on the school website. The graduated response pathway, the school report, Walsall local offer, the school's provision map and the medication policy are also available on the school website.

Key Personnel for Inclusion

Mrs Kerry Shaw is the School's Inclusion Manager. She is the schools SENCO and so is in charge of provision for SEND children, children new to English and those who have English as an additional language.

The External Agencies.

The following agencies and individuals have supported SEN pupils throughout the year:

1. Social Services
2. Education Welfare Service.
3. Medical Services- School Nurses and appropriate hospital departments.
4. Speech Therapy.
5. Integrated behaviour Support Service.
6. Visual and hearing impairment Services.
7. Educational Psychologists
8. CADMUS support services.

9. ASD specialist teacher.
10. School nursing

School Liaison

Links exist with our local infant, primary and secondary schools. Meetings take place between SENCOs to ensure accurate and efficient transfer of records and information in order to minimise disruption of support when pupils move schools. Enhanced transition and induction visits are set up for pupils with SEN where required. The SENCO also attends SENCO forum meetings and training to ensure that good practice is shared.

Number of pupils with SEND September 2026

Total SEND: 25%

Targeted school based support: 76 children

Specialist (School receives advice from outside agencies): 24 children

EHCP: 4%

1 EHCP assessments underway

2 EHCP refusal to issue plan tribunals failed plan to reapply this year.

4 EHCP requests are planned this year

This means that 25% of the school is on the SEN register currently, which is above national.

21% of Palfrey pupils have SEN support compared to 14.8% nationally.

4% of our pupils have an EHCP which is lower than the national 6% this is likely due to Walsall local authority refusing to assess following applications.

Pupils in the school have a wide range of needs: cognition and learning, behaviour, hearing impairment, language and communication, ASD and physical disabilities. The predominant need is cognition and learning, sometimes in combination with other issues. Our children are almost all EAL learners and in addition to their special needs come from a deprived social and economic area. The children receive differentiated work and appropriate adult supporting class as well as interventions to meet their needs. Children with more complex difficulties receive support from outside agencies such as sensory impairment and the Integrated Behaviour Service. All children have access to the curriculum along with visits and opportunities within school.

The SENCO and teachers take and act on advice given by specialist practitioners such as the advisory teacher and Speech and Language Therapist.

Tracking

All pupils including SEN are tracked to ensure that they are making appropriate academic progress from their starting point. If this slows or a child is struggling with a particular subject then extra interventions and additional provision is put in place. All pupils, including the SEN also have their attendance monitored. If attendance drops below target, action is taken to improve it. We are however mindful that some of our pupils may have ongoing medical issues that require additional appointments and medical intervention which may affect their attendance.

Following the Graduated response approach, if a child is still struggling, even after intervention has taken place, the advice is sought and they are moved onto the next stage of SEN provision.

The SEND profile streamlines the target setting and review process for our SEND children and takes the place of an IEP. An electronic profile document is kept for each child on the SEND register. The class teacher updates the profile every half term detailing progress and improvements in learning behaviours under the headings of attitude, confidence, social skills, friendships, organisation and language. On a termly basis teachers put in data relating to academic attainment showing progress from the baseline. The interventions and impact will be recorded her along with involvement from parents.

The SEND profile works alongside specifically tailored targets that are written in the "Target Splats" these are found in the children's Big Writing, maths and reading journal exercise books. The targets are reviewed half termly with the child and pupil voice is recorded on the "Splats". Parents are invited once a term to look at their child's target Splats and SEND profile and are encouraged to share their wishes and feelings. (Parents contributions are also recorded on the Target Splats)

SEN budget allocation and impact on standards and progress

Last year the SEN budget was spent on employing teaching assistants to support children in class and deliver specific interventions. HLTAs are also employed to teach withdrawal groups so that the curriculum can be adapted more to suit individual needs. During the last academic year 9 children required 1:1 teaching assistant support. Additionally the allocation was used to secure the guidance of outside agency traded services from CADMUS support services, CADMUS speech and language therapy, educational psychologists and ASD specialist teacher. They provide assessments, reports and advice to support teaching strategies and EHCP assessment requests. A small amount of the budget was spent on resources to support the children, for example intervention programmes and consumables such as fidget toys and reading rulers.

SEND Data for year 6 2025-2026

	reading	maths	writing
Pre key stage	4	4	4
Working towards	10	8	11
Expected	5	6	6
Greater depth	1	1	1

4 children were withdrawn from the SAT assessments because of their specific emotional needs being new to English or stage of academic progress. Their data is included in the pre key stage group.

Parent Communication

Parents and carers are updated regularly on their children's progress SEND profiles are updated every half term. Parents are invited to Target days and parent's consultation evenings. The SENCO joins teachers during consultations and is available for parents to talk to. Translation is provided during the meetings. EHCPS are reviewed annually, but ongoing targets are set and discussed three times a year. The SENCo is at the school gate greeting children and parents and makes herself available to meet and support parents.

Budget Allocation.

SEND funding was mainly channelled into T.A support of SEND, Outside agency support, specialist resources and equipment have been purchase to support the needs of individual pupils.

Disability Duty-Accessibility and Future Plans Under the Disability Equality Duty.

Schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils. Currently, Palfrey junior School has good facilities and access for disabled pupils within the physical environment of the school. Palfrey junior school has a disabled toilet, disabled parking spaces and a lift between the ground and upper floor. Main doors are accessible with ramps. All classrooms have additional fire escapes. Any children with mobility need have personal evacuation plans. The accessibility plan is published on the website.

Palfrey Junior School Governing Body

Cadmus Family of Schools

September 2026

To be reviewed September 2027


CADMUS
FAMILY OF SCHOOLS

