SEND Information Report 2026-2027

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

Palfrey Junior School is a mainstream school which caters for a wide range of Special Educational Needs. It 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. Our ethos is to help all children to grow with our mission to help develop "little acorns to mighty oaks"

Identifying and supporting needs

- Palfrey 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.
- Staff also share concerns regarding the SEN group with the SENCO at termly pupil progress meetings.
- We also work with other agencies such as **health, CADMUS Inclusive, 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 will inform you if your child is getting extra support and has been added to the SEND 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 interventions will be offered.
- If after this, your child is not making the progress expected we will move the support to **School Based Support** to help your child meet specific targets using agreed strategies with staff and parents. This is reviewed each term. Your child will 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 and consider and offer targeted interventions based on the advice we are given. 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 Approach their progress will be tracked and reviewed each term in a meeting with parents and other professionals and also on a daily basis by staff working with your child so work is always planned to meet their needs.

Graduated Approach

Assess, Plan Do, Review

The school will undertake a process 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.

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 school always obtains parents' permission to discuss their child with other professionals 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 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 SEND children are reviewed termly through target meetings with the child's teacher, and parents. The SENCO attends target meeting days and ensures parents wishes and feelings are recorded. A copy of the child's SEND profile is given to the parents at these meetings. Ongoing monitoring and feedback from teachers also provides 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 support services.
- 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
- Early Help
- Autism Specialist teacher
- Occupational Therapists

How we assess and review progress of pupils with Special Educational Needs
Children with SEND 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. Evidence of progress is kept and Pira and Puma assessment is used. If a child can't access these Salford, monster phonics screening and teacher assessment are used. New targets are set using the school target splat

system every half term. SEND pupils working at pre key stage follow the new KS1 or KS2 pre Key stage standards. The child, parents, class teachers, teaching assistants and other relevant professionals where applicable are invited to intend. A copy of the support plan is then provided for all involved. SEMH is monitored and improvements tracked on the pupil profile.

School approach to teaching pupils with special educational needs
Teachers plan using pupils' achievement targets. 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
We have a strong team of talented Teaching Assistants who support all children within the school. Some TAs work with pupils with an Education and Health Care Plan delivering highly tailored support. This support continues through PE sessions and lunchtimes for the children who require it. 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 CADMUS Inclusive who provide support in planning for children with special educational needs.

Special Educational Needs Coordinator
Our SENCO is Mrs Kerry Shaw
01922 721092
National SEN Coordination Award completed November 2018

Training
All members of staff regularly undertake training for a wide range of needs including teaching and learning, SEND issues and medical needs. Recently teaching assistants have been trained on using Makaton and Autism awareness. 'Other SEN training has included assess plan ,do review, precision teaching, the use of talk pads, small step progression ie "chunking" and consistent approaches to record keeping.

Equipment and facilities to support children with special educational needs
Palfrey juniors School is fully accessible to wheelchair users. Corridors and classrooms are all carpeted and have suitable window dressings to reduce excessive noise and glare. We have a disabled toilet and a lift for accessing the lower floor. The swimming pool has a hoist.

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 Policy, Mental Health and Well- being policy, Intimate Care Policy and Behaviour Policy.

Parental involvement
All children with SEN have an SEND profile review half termly. Parents are always welcome into school to discuss any concerns. Where the school have concerns the SENCO contacts parents and welcomes them in for a chat.

Pupil involvement
Children look at and evaluate their targets in their books with the support of their teacher every half term. Children are asked what helps them to learn and what they would like to improve upon.

Support Services for parents
Information Advice and Support Service
Email - walsallsendiass@family-action.org.ouk
Tel- 01922 612008

Transition
We liaise closely with all secondary schools when it comes to transition. The SENCO, and Parental Support Advisor plan for transition early on in the year – making arrangements for pupils who need additional visits. Staffs from the Secondary Schools visit Palfrey to meet the children initially. The Senco will do individual supported visits as and when necessary.

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.

To be reviewed Autumn 2027

Completed by Kerry Shaw