

# SEND Information Report



SENDCO: Mrs S. Fletcher

SEN Governor: Mrs L. Reed

Contact: 0121 553 0060

Sandwell Local Offer Contribution: [Family Information Service Hub | Sandwell Local Offer](#)

**This report should be read in conjunction with the SEND policy, the Local Offer and the Accessibility Plan.**

## Introduction:

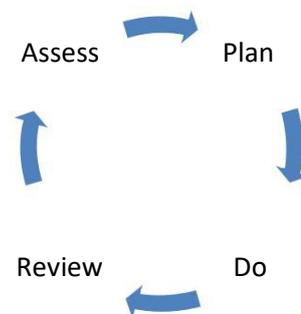
This policy outlines the procedures and responsibilities for creating and maintaining the SEND Information Report, as required by Section 65(3) of the Children and Families Act 2014. The SEND Information Report is an essential document that provides information to parents, carers, and the wider community about how our educational institution supports children and young people with special educational needs and disabilities (SEND).

## Whole School Approach:

Quality first teaching and additional interventions where necessary are paramount to our provision management approach. We regularly review and record what we offer every child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL of our learners.

Adaptations are made to the curriculum and/or learning environment to ensure every child's needs are catered for and they reach their full potential.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

**Assess:** Class teachers, subject leaders and SENDCo

**Plan:** Class teachers, subject leaders, SENDCo and parents

**Do:** Class teachers, support staff

**Review:** Parents, class teachers, support staff and SENDCo

After consulting with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

When a child has been through the APDR cycle and is still requiring additional support, or advice from external agencies, they may be placed on the SEND Support stage on the SEND register. Early identification is essential in order to maximise the individual's potential.

A definition of SEND can be found in the SEND Policy.





## SEND Needs:

Children's SEND are generally thought of in the following four broad areas of need and support:

### 1. Communication and interaction

*When a child is identified as having communication and interaction difficulties, with parental consent, they are referred to external agencies such as: the Speech and Language Therapy team, educational psychologists, the BS team (Integrated Behaviour Support Team) or School Health.*

*Strategies, provided from meetings and reports, will be implemented and their effectiveness monitored regularly.*

### 2. Cognition and learning

*Irrelevant of an identified SEND, interventions are put into place immediately if assessments show that any child that is not making the required progress.*

*When a child has an identified SEND, various strategies are used to support progress (see Provision Map) including multi-sensory strategies, taking into account all learning styles.*

### 3. Social, emotional and mental health

*Behaviour of children is monitored consistently throughout school. Where a pattern emerges, it is dealt with immediately through a team approach which involves the parents of the child to ensure there are swift positive outcomes.*

*Individual Behaviour Plans are written for pupils with SEMH needs, child friendly targets are provided for pupils and shared with parents.*

### 4. Sensory and/or physical needs

*Depending on the individual need, we can tailor support/adjustments to ensure the child is fully integrated into the curriculum and we seek advice from external agencies such as the Visual Impairment team, Hearing Impairment team, physiotherapists and occupational therapists. Support may include carrying out regular physical exercises with the child. Other adjustments can also be made, such as providing specialist equipment, wherever possible.*

## Adaptations to the curriculum, and learning environment

King George V is a fully inclusive school. All adaptations to the physical environment are undertaken and regularly reviewed (see Accessibility Plan).

At King George V, we aim to ensure each pupil receives a broad and balanced curriculum to meet all needs.

### Our objectives are to:

- Ensure that all children receive quality first teaching
- Track every child's progress
- Identify pupils who have any barrier to learning
- Produce specific, measurable, achievable, realistic and time limited targets (S.M.A.R.T) for the pupils to meet
- Help every child achieve their potential through tailored planning of work and selected provision of targeted interventions
- Evaluate the impact of targeted interventions



- Consult with outside agencies for advice regarding pupils with persistent needs
- Liaise with pupils, parents/carers about additional support
- Provide all staff with recommendations for supporting pupils with additional needs

**Class Teachers** have responsibility for enabling all pupils to learn. To achieve this, they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children through inclusive quality first teaching
- scaffold or differentiate the curriculum to take account of different learning styles, interests and abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets and discuss these with parents and pupils

### **Support Staff**

- support the teachers in enabling all children to have quality first teaching
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school

### **Intervention**

Intervention is carried out by the school and 'additional to or different from' the usual differentiated curriculum.

It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- having Support Staff in the classroom
- a more focused level of support, 1:1 or in a small group
- focused work to be completed at home

### **Organisation of Support**

Our inclusive approach to provision means that pupils have their needs met by accessing a carefully planned curriculum that ensures all lessons are appropriately modelled, scaffolded or differentiated. Children receive Quality First Teaching where their needs are fully met through small-step instruction. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Scaffolded learning
- Focused withdrawal support from the classroom

A request for support from **external services** is likely to follow a decision taken jointly by school staff and in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.



**The external specialist may:**

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

**Learning support**

Any member of staff at KGV are always available for children who require support with emotional and social development. This comes in the form of Nurture or 1-1 work/discussions. The views of the children are always listened to and all measures are taken to prevent any forms of bullying. In the very rare event of bullying, matters are dealt with immediately (see Anti-Bullying Policy).

The SENDCo can also seek advice from health and social care bodies and local authority support services to meet children’s needs and to support their families.

**Assessing progress**

King George V regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and enhancing their knowledge of SEND.

Children’s progress is monitored throughout the term, with formal assessments carried out termly. Where appropriate, interventions are set in place/changed immediately where appropriate.

All children have the right to the same opportunities and education. Children with SEND are included in all lessons – adaptations of the curriculum/environment are made accordingly.

Children with SEND are encouraged to participate in all extra-curricular activities, for example, clubs and productions. Support and additional resources can be provided where necessary.

**Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who’s involved	Frequency
Parents’ evenings	Class teacher and parents	Termly
Learning Plan reviews	Child, class teacher, parents and SENDCo where appropriate	Termly
Parent’s meetings	Parents, SENDCo or Head Teacher	Whenever requested

**Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed depending on the need of the children, the number of children with SEND in each class or targets identified in a child’s EHCP. They are involved in all training and specific training needs are identified in their appraisal meetings, learning walks or observations.



## Staff expertise

At King George V, we realise the importance of continuing professional development.

Staff	Area of expertise	Level/training
S Penny	Leadership Strategic management Safeguarding Coaching and Mentoring	NPQSL Advanced safeguarding certificate Training in CPI -SI (Crisis Prevention Institute – Safety Intervention)
R. Foley	Leadership Strategic management Assessment	Advanced safeguarding certificate Training in CPI -SI (Crisis Prevention Institute – Safety Intervention)
S Fletcher	Middle Leadership SENDCo Behaviour Inclusion	NASENCO Qualification Training in CPI -SI (Crisis Prevention Institute – Safety Intervention)

## School Partnerships and Transitions

Each year, we support a number of children and young people transition to the next phase in education – Secondary school.

Our approach involves: Transition meeting with SENDCo from King George V and the future school, parents and any other agencies involved with the child.

Targets, from the transition meeting, are acted upon immediately to ensure a smooth transition. These include extra visits, role-play activities, social stories, looking at timetables and life skills eg bus fare and time.

The Head Teacher along with the SENDCo, ensure the needs of any ‘Looked After Children’ are fully supported, where needed.

## Complaints

We hope that complaints about SEND provision will be rare. However, if there should be a concern, the first point of contact is the child’s class teacher, who is always available at the end of every school day. In addition, our SENDCo is here to listen to concerns.

If the concern has not been addressed, the next stage is to talk to the Head Teacher. Finally, if the complaint is not resolved, the Chair of Governors, Mrs L. Reed, can be contacted by through school. If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the Head Teacher – Miss S. Penny.

## The Sandwell Local Authority Offer

All Sandwell maintained schools try to ensure that they have a similar approach to meeting the requirements of pupils with SEND to ensure that they make the best possible progress at school.

Sandwell Local Authority’s local offer can be found at <https://www.sandwell.gov.uk/send>

## Sandwell SEND Information and Advice Support Service

The Sandwell SEND Information and Advice Support Service (SENDIASS) provides neutral advice and support to help parents and carers involved in discussions about their child's SEN.



**Sandwell Family Information Service**

160 Beeches Road, West Bromwich B70 6HQ

tel: 0121 569 4914

**Sandwell SENDIASS**

Wednesbury Family Hub,

Dorset Road,

Wednesbury,

WS10 0JG

**Relevant school policies underpinning this SEN Information Report include:**

SEND Policy: How we identify children with SEND and assess their needs

KGV Local Offer

Sandwell Local Offer

Teaching and Learning Policy

Supporting Pupils at school with medical conditions;

Safeguarding

Anti-bullying

Induction

Accessibility Plan

**Legislative Acts taken into account when compiling this report include:**

Children & Families Act 2014 Equality Act 2010

Mental Capacity Act 2005

<b>Approved by:</b>		<b>Date:</b> 4 <sup>th</sup> September 2025
<b>Last reviewed on:</b>	September 2025	
<b>Next review due by:</b>	September 2026	