



SEN INFORMATION REPORT

Special Educational Needs and Disabilities (SEND)

Academic Year 2026–27

Key contact	Details
SENDCo	Mrs L. Brennan, Co-Deputy Head Teacher and SENDCo
SEND Governor	Mrs Lowri Reed, Chair of Governors
Telephone	0121 553 0060
Email	enquiries@kinggeorgev.sandwell.sch.uk

Curiosity • Resilience • Ambition • Kindness • Pride

This report is reviewed at least annually and updated sooner if information changes. A paper copy is available free of charge on request.

Table of Contents

1. Welcome and purpose of this report.....3

2. What do we mean by SEND? 3

3. Our current SEND profile.....4

4. How do we identify and assess possible SEND? 4

5. Our graduated approach: Assess – Plan – Do – Review 5

 What does APDR look like in practice? 6

6. How do teachers adapt teaching and the learning environment? 6

7. What additional support and interventions may be available? 7

8. The Nest: responsive enhanced provision 7

9. How do we evaluate the effectiveness of SEND provision?.....8

10. How do we support social, emotional and mental health? 8

11. How are parents and carers involved? 9

12. How are pupils involved in decisions about their support?.....9

13. What expertise and training do staff have? 9

14. Which external professionals and services may we work with? 10

15. How are equipment, facilities and accessibility needs supported? 10

16. How are pupils with SEND included in trips, clubs and wider school life? 11

17. How do we support transition? 11

19. What should I do if I have a concern or complaint? 12

20. Where can families get independent advice and further support? 12

21. King George V SEND priorities for 2026–27 12

22. Links, policies and statutory framework.....13

1. Welcome and purpose of this report

King George V Primary School is committed to providing an ambitious, inclusive and high-quality education for every pupil. We believe that children with special educational needs and disabilities (SEND) should have high expectations, strong relationships, appropriate support and meaningful access to the same rich curriculum and wider opportunities as their peers.

Our vision and values

Our aim is for every pupil to learn deeply, think independently, and develop into confident, responsible young people who achieve highly and contribute positively to their community. Our core values of Curiosity, Resilience, Ambition, Kindness and Pride underpin our approach to inclusion and SEND. We hold high expectations for pupils with SEND and work to identify and remove barriers so that every child can participate, belong, learn, achieve and thrive. We want pupils with SEND to be supported to ask questions, persevere through challenge, develop ambitious goals, experience kindness and belonging, and take pride in their achievements.

This SEN Information Report explains, in parent-friendly language, how King George V identifies, assesses and supports pupils with SEND; how parents and pupils are involved; how progress and provision are reviewed; and where families can obtain further help. It should be read alongside the school's SEND Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Relational Behaviour Policy, Safeguarding Policy and Complaints Policy.

Our inclusion principle

Every teacher is a teacher of pupils with SEND. Class teachers remain responsible and accountable for the progress, development and inclusion of pupils in their class, including when a pupil receives support from a teaching assistant or specialist professional.

Document information

Item	Detail
School	King George V Primary School, Beeches Road, West Bromwich, West Midlands, B70 6JA
SENDCo	Mrs L. Brennan, Co-Deputy Head Teacher and SENDCo
SEND Governor	Mrs Lowri Reed, Chair of Governors
Headteacher	Miss S. Penny
Review cycle	At least annually, with in-year updates where information changes
Next full review	September 2027
Approval body	Governing Body

2. What do we mean by SEND?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age.

The SEND Code of Practice groups needs into four broad areas. These categories help schools plan support, but children are individuals and may have needs across more than one area.

Broad area of need	Examples of barriers a pupil may experience
Communication and interaction	Speech, language and communication needs; social communication differences; difficulties understanding or using language.
Cognition and learning	Difficulties with literacy, numeracy, memory, processing, attention to learning or acquiring and retaining new knowledge and skills.
Social, emotional and mental health (SEMH)	Difficulties with regulation, anxiety, self-esteem, relationships, engagement or behaviour where these create barriers to learning or participation.
Sensory and/or physical	Hearing or vision needs, physical or co-ordination needs, sensory processing differences or medical/physical needs that affect access.

A diagnosis is not required for a child to receive SEN Support. Equally, a diagnosis does not automatically mean that a child has SEN. The key question is whether the child requires special educational provision that is additional to or different from that ordinarily available to peers.

English as an Additional Language (EAL), disadvantage, attendance difficulties or gaps in prior learning are not SEND in themselves. The school uses assessment, monitoring and appropriate EAL/catch-up provision to help identify the underlying barrier accurately.

3. Our current SEND profile

The profile below is a snapshot from the school's anonymised SEND register in September 2026. Numbers change during the year as pupils join or leave, needs are reviewed and statutory processes progress.

September 2026 snapshot	Number	% of school
Pupils on the SEN register	37	15.8%
SEN Support	32	13.7%
Education, Health and Care Plans (EHCPs)	5	2.1%
Monitoring register (not currently identified as SEN)	28	12.0%

Primary area of need	Number	% of SEN register
Communication and interaction	14	37.8%
Cognition and learning	13	35.1%
Social, emotional and mental health	8	21.6%
Sensory and/or physical	2	5.4%

Monitoring is not the SEN register

The monitoring register is an early-identification tool. Pupils may be monitored because of emerging learning, language, SEMH, attendance, EAL or other barriers. A pupil may be monitored for up to one term while evidence is gathered and support is reviewed. Targeted catch-up support does not automatically mean a child has SEND.

4. How do we identify and assess possible SEND?

Early identification is important. When a teacher or parent is concerned about a child's progress, access, communication, development, regulation or participation, the school begins by building a fuller picture rather than assuming that the child has SEND.

What happens when a concern is raised?

- The class teacher reviews the child's attainment, progress, attendance, classroom engagement and response to high-quality inclusive teaching.
- The teacher discusses concerns with parents/carers and records the support already tried and its impact.
- An Initial Concern Form is completed and discussed with the SENDCo. Relevant information may include assessment data, observations, parent views and the four broad areas of need.
- The concern and actions are recorded on EduKey. The child may be placed on the monitoring register for up to one term while provision is adjusted and evidence is gathered.
- The SENDCo may observe the child, advise the teacher, review work and assessments, and recommend additional assessment or targeted support.
- If evidence shows that the pupil requires provision that is additional to or different from that ordinarily available, the school will discuss formal identification at SEN Support with parents/carers.

Assessment tools

Assessment is selected according to the pupil's level of need and the question the school is trying to answer. KGV uses a graduated assessment model:

Level	Assessment approach	Examples currently used
Universal	Whole-school assessment and teacher assessment	NTS assessments, curriculum assessment, teacher observation and day-to-day checks for understanding.
Targeted	More detailed or small-step assessment where a pupil is working below age-related expectations or has an identified barrier	Birmingham Toolkit and intervention-specific entry/exit measures.
Specialist / developmental	Developmental assessment and specialist professional advice for pupils with more significant or complex needs	Sandwell Child Development Guide and assessments/advice from relevant specialist services.

Examples of intervention measures include Little Wandle phonics assessments, reading fluency measured through words per minute, WellComm for speech and language, Strengths and Difficulties Questionnaires (SDQ) and Boxall Profile for SEMH, Number Stacks measures for maths and probe scores for precision teaching. The school continues to refine assessment approaches so that interventions have clear starting points and measurable outcomes.

5. Our graduated approach: Assess – Plan – Do – Review

KGV uses the statutory graduated approach of Assess – Plan – Do – Review (APDR). Support becomes increasingly personalised as the level and complexity of need increases. We describe this through three Waves of provision, alongside statutory provision for pupils with an EHCP.

KGV level	Parent-friendly description	What it may look like
Wave 1 – Universal Provision	Ordinarily available inclusive and adaptive teaching for all pupils	High expectations, explicit teaching, modelling, visuals, chunking, scaffolding, flexible grouping, checks for understanding, adapted resources and reasonable adjustments.

KGv level	Parent-friendly description	What it may look like
Wave 2 – Targeted Provision	Additional targeted support for an identified barrier	Time-limited small-group or individual intervention, pre-teaching, additional practice, targeted communication/literacy/numeracy/SEMH support, with entry and exit measures. A pupil receiving Wave 2 support is not automatically identified as SEN.
Wave 3 – Specialist / individualised provision	More personalised provision, often informed by specialist advice	Individualised strategies or programmes, specialist teacher/therapist input, personalised curriculum or timetable where required, and more frequent review.
EHCP – Statutory provision	Provision specified through an Education, Health and Care Plan	The school secures and monitors the educational provision specified in Section F of the EHCP – the section that sets out the special educational provision the child must receive – and contributes to the statutory annual review.

What does APDR look like in practice?

Stage	At King George V
Assess	We identify strengths, barriers and needs using classroom evidence, assessment information, parent/carer views, pupil information and, where appropriate, specialist assessment.
Plan	The teacher, SENDCo and parents agree outcomes, small-step targets, strategies, provision, resources and how impact will be measured. For pupils at SEN Support, this is recorded through an EduKey Learning Plan.
Do	The class teacher remains responsible for the pupil's learning and implements agreed adaptations. Teaching assistants and other staff support teaching and may deliver planned interventions.
Review	Progress and provision are evaluated against the agreed outcomes. Learning Plans are formally reviewed termly with parents/carers, with more frequent review where needs or provision require it. Support is then continued, changed, increased or reduced in response to evidence.

If a pupil continues to experience significant barriers despite relevant and purposeful action, the school and parents may consider whether further specialist involvement or a request for an Education, Health and Care needs assessment is appropriate. The local authority applies the statutory test when deciding whether an EHC needs assessment is necessary.

6. How do teachers adapt teaching and the learning environment?

Our aim is to enable pupils with SEND to access the full curriculum, develop independence and learn alongside peers wherever possible. Teachers use an evidence-informed adaptive approach: they check understanding, respond to what pupils know and can do, and make adjustments in the moment or in future planning to remove barriers.

Ordinarily available inclusive practice may include:

- clear routines, organised classrooms and predictable lesson structures;
- instructions and content broken into manageable chunks;
- visual cues, visual timetables, now/next boards and explicit teaching of vocabulary;

- frequent modelling, worked examples and guided practice;
- scaffolds such as writing frames, sentence stems, checklists and concrete resources;
- flexible grouping and purposeful peer support;
- additional processing time and regular checks for understanding;
- re-teaching in a different way when a misconception remains;
- adjustments to seating, lighting, noise, layout and visual clutter to reduce sensory or cognitive overload;
- technology to support learning, practice or recording where appropriate.

Pre-teaching and other planned additional teaching may be used as targeted provision where this is necessary to address a specific barrier.

Teaching assistants

Teaching assistants support the class teacher, facilitate access and independence, and may deliver carefully planned interventions. Their role is to supplement, not replace, teaching from the class teacher. Support is deployed according to need and is reviewed to avoid unnecessary dependency.

7. What additional support and interventions may be available?

Provision is selected according to assessed need and is reviewed for impact. The examples below describe provision currently available within school or through specialist services; they are not an automatic entitlement and may change as pupil need, staffing and professional advice change.

Area	Examples of targeted / specialist support
Cognition and learning	Phonics keep-up/catch-up, reading fluency and comprehension work, spelling and writing support, maths and times-table intervention, precision teaching, Number Stacks, structured scaffolding and individualised learning where required.
Communication and interaction	WellComm, speech and language programmes, Language for Thinking, Blank Levels, Colourful Semantics, Makaton where appropriate, aided learning displays, now/next boards, Lego-based social communication work and specialist speech/language or CCAT advice.
SEMH	Emotion Coaching, Zones of Regulation, trusted-adult support, learning mentor work, friendship/social groups, soft starts, sensory regulation, restorative work, individual support plans, Early Help, Reflexions and specialist SEMH/CAMHS advice where appropriate.
Sensory and/or physical	Sensory breaks, fine/gross motor activities, adapted seating/equipment, handwriting support, OT/physiotherapy programmes, hearing/vision advice, sensory resources and adjustments to the environment or timetable where appropriate.

8. The Nest: responsive enhanced provision

Important

The Nest is not a separate permanent specialist unit. It is a responsive element of KGV's current graduated provision and its structure, staffing and use may change as the needs of pupils change.

At present, some pupils with significant and complex needs access enhanced provision known as The Nest. It provides an adapted learning environment in which pupils can access learning at an appropriate developmental level, work towards personalised Learning Plan and EHCP outcomes, and develop the skills they need to belong, learn and thrive.

The Nest is currently staffed by two teaching assistants, including a member of staff with SEND-specific training. The SENDCo and class teacher work together to plan learning and ensure that provision links to the pupil's wider curriculum, identified outcomes and specialist advice.

Connection with mainstream classes

Pupils who access the Nest remain members of their mainstream class. KGV's aspiration is to maximise meaningful inclusion with peers wherever this is appropriate and beneficial. Current opportunities include:

- registration with the mainstream class at the beginning and end of the day, including the class morning greeting;
- joining classroom learning when the activity and environment are appropriate;
- breaktimes and lunchtimes with peers;
- assemblies, visitors, enrichment and special events;
- school trips and educational visits;
- access to after-school clubs where appropriate.

9. How do we evaluate the effectiveness of SEND provision?

Provision is evaluated by asking whether it is improving the pupil's access, participation, independence, attainment, progress and/or development against identified outcomes. No intervention is continued simply because it has always been used.

- teacher assessment and curriculum progress;
- small-step assessment for pupils working below age-related expectations;
- entry and exit measures for targeted interventions;
- monitoring the provision specified in each pupil's EHCP and completing statutory annual reviews;
- attendance, engagement and return-to-learning information where relevant;
- parent/carers feedback and communication;
- pupil views and observations;
- SENDCo monitoring, provision mapping and quality assurance;
- leadership and governor oversight.

Where evidence shows that support is not having the intended impact, the APDR cycle is revisited and provision is refined. This may include changing teaching strategies, adjusting an intervention, seeking specialist advice or considering whether a higher level of support is required.

10. How do we support social, emotional and mental health?

KGV takes a relational and trauma-informed approach to supporting social, emotional and mental health. We recognise that behaviour can communicate an unmet need and seek to understand the child, the context and the barriers affecting engagement and learning.

- whole-school Emotion Coaching and relational practice;
- Zones of Regulation in each class and access to regulation spaces;
- trusted-adult check-ins and learning mentor support, including WBA learning mentor provision;
- soft starts, sensory circuits and sensory regulation where appropriate;
- restorative conversations and individual behaviour/risk support plans where required;
- use of SDQ and Boxall Profile to build a fuller understanding of need;
- Early Help, Reflexions, Inclusion Support and CAMHS referral/advice where appropriate.

KGV is committed to preventing bullying, prejudice-based behaviour and discrimination involving pupils with SEND. Concerns are addressed promptly in line with the school's Relational Behaviour Policy and Anti-Bullying Policy. Pupils are supported to report concerns through trusted adults and accessible communication approaches, and leaders monitor patterns so that additional support or action can be put in place where required.

Safeguarding concerns are always considered separately and in line with the school's safeguarding procedures. SEND or SEMH need is never used to explain away a safeguarding concern.

11. How are parents and carers involved?

Parents and carers know their children best and are key partners in the graduated approach. We aim to communicate early, clearly and respectfully, and to involve families in decisions about assessment, provision, referrals and review.

- Parents can raise a concern with the class teacher or SENDCo and can request a meeting through the school office.
- Mrs Brennan can be contacted by email through the school address and is also available on the school gate.
- Parents are informed when a pupil is being monitored because of an emerging concern and are involved when SEN Support is being considered.
- Parents of pupils with Learning Plans have a formal opportunity each term to review the previous plan and contribute to the new plan.
- Parental consent is sought where required for referrals or information sharing with external professionals.
- For pupils with EHCPs, parents are involved in annual review and statutory processes.
- Where communication or language creates a barrier, the school will work with the family to agree an accessible way to communicate and will seek interpretation/translation support where necessary.

During 2026–27, KGV is developing broader SEND parent engagement, including considering targeted workshops, drop-ins or coffee mornings where these would be useful to families.

12. How are pupils involved in decisions about their support?

Pupil voice must be meaningful and appropriate to the child's age, development and communication needs. Children are not expected to sit through formal adult meetings in order to have a voice.

Current approaches include pupil comments on school reports, Pupil Passports and pupil voice gathered as part of specialist assessments and reports. Staff also use observation, interaction, choices, symbols, photographs or other communication approaches to understand the preferences and responses of younger pupils or pupils who communicate in different ways.

2026–27 development priority

KGV is strengthening pupil participation so that pupil voice is routinely captured within the Learning Plan review process. This will focus on strengths, what the pupil finds difficult, what helps them learn and what they would like to improve, using a format appropriate to the individual child.

13. What expertise and training do staff have?

KGV develops staff expertise through whole-school professional development, targeted training for identified staff and advice/coaching from specialist professionals. Training priorities are linked to the needs of current pupils and wider school-improvement priorities.

Recent and current development includes:

- whole-school Emotion Coaching, trauma-informed practice, adverse childhood experiences (ACEs), PACE and relational practice;
- SEND systems and processes
- EduKey and writing effective Learning Plans;
- Support-staff training in effective use of scaffolding and promoting independence;
- Crisis Prevention Institute (CPI) training for designated staff;
- Speech and language training for designated staff;
- SENDCo development through mentoring, local-authority advice and ongoing professional learning;
- The Headteacher is undertaking the NPQ for SENCOs as part of leadership development.

The 2026–27 teaching and learning CPD programme includes sustained development of adaptive teaching and high expectations, retrieval and prior knowledge, modelling and guided practice, questioning and checking for understanding and a further focused cycle on adaptive teaching for SEND, EAL and disadvantaged children.

14. Which external professionals and services may we work with?

Where school-based assessment shows that specialist advice may help to understand or meet a pupil's needs, KGV may work with external professionals. Referrals are made according to service criteria and, where required, with parent/carers consent. Advice is incorporated into classroom practice, Learning Plans and EHCP provision where relevant.

Service / professional	Examples of support
Educational Psychology	Assessment, consultation, advice and support for complex learning/developmental needs.
Speech and Language Therapy (SaLT)	Assessment and programmes for speech, language and communication.
Occupational Therapy / Physiotherapy	Advice and programmes relating to physical, motor, sensory and functional needs.
Sandwell Inclusion Support	Learning/Cognition and Learning, SEMH, Complex Communication and Autism Team (CCAT), and sensory/hearing/vision support.
CAMHS / Reflexions	Mental-health consultation, assessment or support where referral criteria are met.
Early Help / School Nursing / other health and social care services	Co-ordinated support where a child or family needs wider help.
Sandwell SEND services	Advice and statutory support relating to SEND and EHC processes.
WBA learning mentor support	Targeted mentoring and relationship-based support for identified pupils.

15. How are equipment, facilities and accessibility needs supported?

KGV makes reasonable adjustments to remove or reduce barriers for disabled pupils and pupils with SEND. Needs are considered through the graduated approach, individual plans, risk assessment and specialist advice where appropriate.

Current physical access and facilities include:

- an accessible toilet;
- ramped access to the school entrance;
- ramped access to the main hall;
- adapted seating or positioning where required;
- classroom/environmental adjustments to lighting, noise, layout, movement and visual clutter;
- sensory and adapted resources according to need.

Personal Emergency Evacuation Plans (PEEPs) are used where a pupil's mobility, sensory or other needs require an individual emergency evacuation arrangement. Individual Healthcare Plans are put in place where a medical condition requires one. A medical condition does not automatically mean that a pupil has SEND, although some pupils may have both medical and SEND needs.

Specialist equipment and assistive technology are considered according to individual need and professional advice. Current provision includes specialist physical equipment, such as a standing frame, where this is required to support a pupil's access, posture, mobility or participation. The school will seek or secure further appropriate equipment where assessment identifies a need. Where specialist equipment is identified as necessary, the SENDCo works with parents/carers, relevant professionals and the local authority or health services, where appropriate, to identify how the equipment will be provided, funded and reviewed.

Disabled pupils: admissions and less favourable treatment

King George V is a maintained community primary school and admissions are managed in accordance with Sandwell's admission arrangements. Disabled pupils are not treated less favourably because of disability. The school makes reasonable adjustments and plans access in partnership with families and relevant professionals. Where an Education, Health and Care Plan names KGV, admission is managed through the statutory EHCP process.

The school's Accessibility Plan sets out how KGV will, over time, increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information. It is published alongside the school's SEND information.

16. How are pupils with SEND included in trips, clubs and wider school life?

Pupils with SEND are expected and supported to participate in the wider life of KGV alongside their peers. The school considers reasonable adjustments proactively rather than waiting for a pupil to be excluded by a barrier.

- Educational visits are risk assessed for travel, the venue, accessibility, toileting/personal-care needs, medical or sensory needs and staffing requirements.
- Additional staffing, adaptations or resources are planned where needed to enable participation.
- Parents may be involved in planning and, where appropriate, may be invited to accompany an activity; a parent's attendance is not treated as the default condition for a pupil's participation.
- For some after-school clubs, staff proactively encourage and invite pupils with SEND where this may support confidence, belonging or access.
- Pupils accessing enhanced provision are included in assemblies, enrichment, visitors, performances/special events, trips, clubs and peer social times wherever appropriate.

17. How do we support transition?

Transition support is graduated in the same way as other SEND provision. Some children need only the universal transition offer; others need targeted preparation or a highly individualised transition plan.

Transition level	Examples
Wave 1 – Universal	Class transition mornings, information sharing, familiarisation with the next class/teacher and normal induction arrangements.
Wave 2 – Targeted	Personalised transition booklets and additional preparation for pupils identified as needing more support.
Wave 3 – Specialist / individualised	Additional visits, social stories, meetings with the receiving teacher/SENDCo, individual planning and close parent/professional involvement according to need.

Specific transition points

- Nursery to Reception: stay-and-play sessions (including a session with parents and a session independently) and home visits.
- Year-to-year: graduated support through transition mornings, booklets, social stories and additional time with the new teacher according to need.
- Year 6 to secondary: individual liaison with receiving secondary schools, SENDCo-to-SENDCo information sharing, participation in Sandwell transition arrangements and enhanced planning for pupils who need it. For pupils with EHCPs, transition is considered through statutory annual-review processes.
- Mid-year admissions: a school tour, individual introduction to the class teacher, school information/prospectus and access to the uniform bank where needed.

- **Complex needs:** an individual transition plan may include additional familiarisation, detailed handover of EHCP/Learning Plan/specialist information, planning for communication, sensory, physical or medical needs, and PEEPs where relevant.

Preparation for later life begins from the primary years. KGV supports pupils with SEND to develop communication, independence, self-advocacy, relationships, participation and confidence alongside ambitious academic outcomes, helping to build the foundations they will need for future education and adulthood.

18. Children looked after who also have SEND

Where a child is looked after by a local authority and also has SEND, the SENDCo works closely with the school's Designated Teacher for Looked After Children, the child's social worker, parents/carers where appropriate and other professionals. SEND provision, the Personal Education Plan (PEP) and any EHCP arrangements are co-ordinated so that plans are consistent, ambitious and focused on the child's needs and outcomes.

19. What should I do if I have a concern or complaint?

We encourage parents and carers to raise concerns early so that they can usually be resolved through discussion and review of provision.

1. Speak to the class teacher about the concern and the support currently in place.
2. If the concern remains, contact Mrs L. Brennan, SENDCo, to discuss the pupil's needs, assessment and provision.
3. If the matter remains unresolved, raise the concern with the Headteacher, Miss S. Penny.
4. If necessary, use the school's published formal Complaints Policy and procedure. The governing body oversees the school's arrangements for responding to complaints.

Where a concern relates to a local-authority decision about an EHC needs assessment or EHCP, separate statutory disagreement-resolution, mediation and SEND Tribunal rights may apply. Sandwell SENDIASS can provide impartial information and support about these processes.

20. Where can families get independent advice and further support?

Service	Contact
Sandwell SENDIASS	Independent, confidential SEND information, advice and support. Tel: 0121 289 2566 Email: SandwellSENDIASS@barnardos.org.uk www.sandwellsendiass.co.uk
Sandwell SEND Local Offer	Information about education, health, social care, activities and support for children and young people with SEND: fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page
Sandwell SEN Team	Tel: 0121 569 8240 Email: sen_team@sandwell.gov.uk
Sandwell Inclusion Support	Tel: 0121 569 2777 Email: inclusion_support@sandwell.gov.uk
IPSEA	Independent national SEND legal information and advice: www.ipsea.org.uk

If you are unsure where to start, please contact Mrs Brennan or the school office and we will help you identify the most appropriate source of support.

21. King George V SEND priorities for 2026–27

Our priorities are designed to strengthen consistency, evidence and participation across the whole school:

1. Embed robust systems for identification and assessment of SEND needs – Secure consistent use of the graduated identification process, monitoring register, appropriate assessment frameworks and clear evidence of progress.

2. Review and refine provision for disadvantaged pupils and significant groups – Ensure barriers linked to SEND, EAL, disadvantage, attendance or missed learning are understood accurately and provision is matched to need.

3. Further develop staff knowledge and expertise – Strengthen inclusive classroom practice, adaptive teaching, high expectations and effective use of support staff through sustained professional development.

4. Embed the graduated response model – Make Universal → Targeted → Specialist provision and Assess–Plan–Do–Review increasingly consistent across classes and phases.

5. Strengthen pupil voice and participation – Routinely capture pupil views in Learning Plan creation and review using methods appropriate to age, development and communication need.

6. Strengthen parent/carers engagement – Improve parental contribution to planning and review, develop SEND website information and increase opportunities for SEND-specific engagement and support.

22. Links, policies and statutory framework

School information

- [King George V SEND pages](#)
- [King George V school policies](#)
- [Sandwell SEND Local Offer](#)
- [Sandwell SENDIASS](#)

This report has regard to:

- Children and Families Act 2014, including section 69;
- Special Educational Needs and Disability Regulations 2014, including Schedule 1;
- Special educational needs and disability code of practice: 0 to 25 years;
- Equality Act 2010, including the accessibility planning duties in Schedule 10;
- Department for Education guidance: What maintained schools must or should publish online;
- Education Endowment Foundation guidance on Special Educational Needs in Mainstream Schools and evidence-informed adaptive teaching.