SEND Information Report – November 2026

At Walmley Junior School (WJS), we warmly welcome every member of our community. Our staff, Governors, pupils and parents work in partnership to foster a positive and inclusive environment where all individuals—both children and adults—can thrive and reach their full potential. We are committed to ensuring that equality of opportunity is not just an aspiration, but a lived experience for every child. This commitment is reflected in the care and attention we give to the diverse needs of our pupils, creating a nurturing and supportive learning environment that empowers all children to make meaningful progress and grow into confident, capable individuals.

"Every student can learn, just not in the same way." - George Evans.

Our special education needs and disabilities (SEND) provision allows pupils with additional needs the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, enabling them to maximise their potential and independence.

We are committed to narrowing the attainment gap between children with SEND and children without SEND. This may include short-term intervention learning programmes, lunchtime skills groups, social, emotional wellbeing sessions and high quality learning provision developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our optimal learning experiences.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

If your child has special educational needs and/or a disability and you would like to know more about what we offer at WJS, please refer to our SEND Policy, contact us on 0121 351 1346 or email send@walmley-jun.bham.sch.uk

The Inclusion Team

Mrs Jen Rendell is the school SENDCo. She is responsible for the implementation of the SEND Policy and will support other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, medical and psychology services. She will attend appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use.

Mrs Karen Conway, the Assistant Headteacher, is the Inclusion Lead and will oversee aspects of SEND provision and inclusion.

All staff members play a vital role in supporting pupils with Special Educational Needs and Disabilities (SEND). As teachers work closely with pupils day-to-day, they are the first point of contact for any questions or queries regarding a child's learning and wellbeing.

Special Educational Needs and Disabilities (SEND)

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

We refer to the term 'Special Educational Needs and Disabilities' if a child:

- has significantly greater difficulty in learning than the majority of children of his or her age in one or more

areas of learning. Academic criteria are adhered to when making decisions. The threshold for each group varies.
- has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority (LA) concerned for children of similar age.

The four broad areas of need include the following:

Social, Emotional and Mental Health • Anxiety • Attention Deficit Hyperactivity Disorder (ADHD) • Autistic Spectrum Condition (ASC) • Mental ill-health • Attachment and Trauma	**Cognition and Learning** • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) e.g. Dyslexia • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties
Communication and Interaction • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Condition (ASC)	**Physical/ Sensory** • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD)

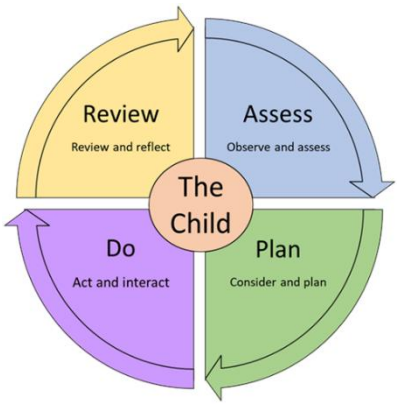
Provision

Class Teachers have responsibility for enabling all pupils with different needs to learn. To achieve this they:
- plan appropriate work/activities for their pupils
- ensure that support is available for all children – inclusive '**quality first'** teaching through universal provision
- differentiate the curriculum and adapt teaching to take account of different learning styles, interests and abilities
- ensure that all children can be included in tasks/activities
- monitor individual progress and attainment
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set and review targets on Individual Support Plans (ISPs) and discuss these with parents and pupils.

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age (See our Public Sector Equality Duty Statement 2017).

Assessment and Identification

Assessment is an on-going core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations. If a child is not making the expected progress, then we identify a need and determine the reasons why.
Adequate progress is defined as that which:
- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider.
- is similar to that of peers of a similar age.



The school promotes a **graduated approach** to assessing, identifying and providing for pupils' special educational needs and disabilities. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

The children are assessed against **nationally set criteria** to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.
A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress, the next stage would to move to the use of school intervention and/ or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.
Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the SEND List.

An **Individual Support Profile (ISP)** is devised in collaboration with the child, parents, Class Teacher and SENDCo for children with cognition and learning difficulties, behavioural needs, social, emotional and mental health needs or communication difficulties. Should an outside agency be involved, they may also be asked to contribute to the ISP. The ISP will be reviewed at least every term at a Review Meeting between Class Teachers, parents and the SENDCo or external agencies, if necessary.

For children with cognition and learning difficulties, they may also be assessed using continuums for either Language and Literacy, Maths, Reading or Speaking and Listening. The continuums will then provide staff with a comprehensive set of targets that the child will be able to work on in class and through targeted interventions.

Targeted Support

Organisation of Support
We are committed to fostering a culture of high expectations for all learners through an inclusive and responsive approach to provision. Pupils access differentiated planning that is consistently implemented across the school, ensuring that every lesson is thoughtfully adapted to meet diverse learning needs. Teaching is deliberately structured to incorporate a rich blend of visual, auditory, and kinaesthetic strategies, promoting engagement and deep understanding. Our provision is underpinned by a flexible and adaptive model that prioritises individual learning profiles. Support is tailored to ensure pupils thrive within their classroom environment, typically delivered through:

-Direct or indirect support embedded in classroom practice
-Targeted withdrawal sessions for focused intervention
We place strong emphasis on inclusive learning within peer groups, recognising the value of social integration and collaborative learning. While pupil needs are assessed individually, support is not always delivered on a one-to-one basis, allowing for dynamic groupings and shared learning experiences. The school's physical environment is thoughtfully designed to facilitate both small-group instruction and personalised learning spaces, enabling high-quality differentiation and targeted support. Our bespoke pastoral and academic interventions are further strengthened by the expertise of skilled Teaching Assistants, structured Lunchtime Skills Groups, our Learning Mentor and the Compass Mental Health Support Team (MHST), which provides pastoral, social, emotional and mental health support. In addition, OPAL Play offers rich opportunities for children to develop self-confidence, resilience and essential social skills.

Intervention

Intervention is provided by the school as an additional or alternative approach to the ordinarily differentiated curriculum, in order to address individual pupils' identified needs and remove barriers to learning. Provision is carefully tailored to ensure that pupils receive appropriate, targeted support to enable them to make progress and achieve their potential.

Interventions may take a variety of forms, including:

- The use of adapted or alternative learning materials and resources within the classroom.
- Reasonable adjustments to the physical learning environment to support access, engagement and independence.
- Adjustments to classroom routines and approaches to accommodate individual needs.
- Additional support from Teaching Assistants and other skilled staff within the classroom.
- Targeted small-group interventions, including focused support delivered outside the classroom where appropriate.
- Individualised activities or focused learning tasks to be completed at home to reinforce and consolidate learning.

Intervention books are used to systematically record planned provision, targeted activities and pupils' responses and achievements. These provide an ongoing record of the support delivered, evidence of progress and a valuable tool for reviewing the effectiveness of interventions. Regular monitoring and review enable staff to evaluate impact, celebrate progress and adapt provision in response to pupils' changing needs, ensuring that support remains purposeful, responsive and effective.

Support Staff

- 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
-Teaching Assistants are assigned across the whole school to support SEND pupils according to need.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Specialist Support

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school intervention already put in place, **school will engage with relevant external services.**

This is triggered when:
- a child continues to not make adequate progress
- continues working at levels substantially below that of children of a similar age, even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.
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.

School's External Agency Partners include:
Educational Psychology
Communication and Autism Team
Language, Learning and Strategic Support
Physical Support Team
Speech and Language Therapy
Visual Sensory Support
Hearing Sensory Support
Occupational Therapy
Physiotherapy
Compass MHST

Some of these agencies are regularly involved with school whilst others are involved on a case by case basis or through referrals by GPs.
If you would like to know more information about these services, then please contact us on 0121 351 1346 or email us at send@walmey-jun.bham.sch.uk

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

Links with outside agencies are well established and transitions to and from our transfer schools are very good due to our close liaison. Colleagues from outside agencies and the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS – formally Parent Partnership) continue to advise and support our staff and parents to better understand and address the needs of our pupils.

SEND Support Provision Plan

A SEND Support Provision Plan (SSPP) is a document used in Birmingham primary schools to identify a pupil's additional needs, set clear outcomes and outline the support required to help them make progress. A pupil may need one when they experience ongoing difficulties with learning, communication, social, emotional or physical development, despite receiving additional support and interventions through the school's usual SEND provision. The plan helps ensure the right support is in place and coordinated between school, family and external professionals.

Statutory Assessment: Education, Health and Care Plan (EHCP)

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, statutory assessment will be considered. The EHCP incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child, contribute to this plan. If a statutory assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Birmingham (please see 'The Birmingham Local Authority Offer' below).

The Local Authority (LA) will need to have:

- information about the child's progress over time
- documentation in relation to the special education need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements in place

The information includes, where relevant:

- ISPs for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an Advisory Teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a 'Request for Statutory Assessment'. They will need to contact SENDIASS at the LA to be advised of the way forward. If the school makes a 'Request for Statutory Assessment', parents can still access support from SENDIASS at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the LA's SEN Officer who in turn sends it for review to the SEN Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an EHCP, the LA will lead on the process. Schools will prepare the necessary documentation and send it to the LA.

EHCP's are subject to Annual Review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.

Walmley Junior School - Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. At WJS, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
WJS plans to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan has been drawn up to cover a three year period. The plan is updated annually.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit is revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

Transition

Links with our transfer schools are very good due to our close liaison. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition. Staff from the secondary phase also spend time in our school with our school staff, familiarising themselves with individual needs.

Pupils

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- comment on how they feel they are progressing when the ISP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their ISP reviews.

Complaints
We hope that complaints about SEND provision will be rare; however, if there should be a concern, the process outlined in the School's Complaints Policy should be followed.

Support for parents
We have listed below, some websites and contacts that you may find both useful and interesting.

The Birmingham Local Authority Offer
All Birmingham 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. Please visit

https://www.localofferbirmingham.co.uk/

where you will find information on the wide range of services that are available to support all areas of your child's life. This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood.

SENDIASS (formally Parent Partnership)
Birmingham SEND Information, Advice & Support Service

Description of service offered:
Birmingham SEND Information, Advice & Support Service provides advice and information on all aspects of special educational needs, for parents, children, and young people.
Call 0121 303 5004 (8:45am to 5pm, Monday to Friday) or email sendiass@birmingham.gov.uk

Alternatively, you can write to:
SENDIASS
The POD
28 Oliver St.
Nechells
Birmingham
B7 4NX

Autism
- Resources for Autism https://resourcesforautism.org.uk/
- Autism Education Trust https://www.autismeducationtrust.org.uk/
- The National Autistic Society https://www.autism.org.uk/

Dyslexia
Staff have received dyslexia awareness training and are committed to providing an inclusive learning environment. Where pupils experience literacy difficulties we use a graduated approach to assess needs, implement appropriate support and review progress. Teaching and support strategies are tailored to individual needs to help pupils access learning and achieve their individual potential.
- British Dyslexia Association https://www.bdadyslexia.org.uk/
- The Dyslexia Association https://www.dyslexia.uk.net/dyslexia-in-children/
- NHS https://www.nhs.uk/conditions/dyslexia/

ADHD
- NHS https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/
- Young Minds https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-adhd/
- ADHD Foundation https://adhdfoundation.org.uk/parents/

Mental Health
-Compass Mental Health Support Teams https://compass-uk.org/services/compass-birmingham-mhst/

Partnership and co-production

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils.
We endeavour to create positive links with our parents by operating an 'open door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.
Initially, when a child's special needs are identified, parents are invited to a meeting to discuss this further. Parents are consulted regularly at the termly parental consultations and ISP reviews. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

What do you think?
We very much value your opinion and would be really interested to hear what you think of our website.

Are you happy with the format and content? Would you like to see any changes or additional information included?

If so, then please contact Mrs. Naughton who will be happy to discuss any of your suggestions with you.