



**Pinfold Street Primary School**

*Equipping pupils with the skills and knowledge to be 'Prepared for Life'.*

# **SEN Information Report**

**Version 11**

**October 2025**

## Introduction

This SEND information report is part of the Walsall local offer for learners with special educational needs and/or disability (SEND). This local offer can be found at the following site:

<https://send.walsall.gov.uk/>

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated at least annually. The required information is set out in the SEND Code of Practice 0-25 Years 2014

*Dear parents and carers,*

*The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.*

*If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website;*

<https://www.pinfoldstreetprimary.co.uk/>

*or you can ask a member of staff to send you a copy.*

### 1. What are Special Educational Needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## **2. What types of SEN does the school provide for?**

Our school provides for pupils with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Profound and multiple learning Difficulties (PMLD) - complex learning difficulties as well as physical disability or sensory impairment.
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or
- the attendance of the child or young person would be incompatible with the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the

governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### **3. How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress (pupil progress meetings).
- Through a pupil being raised in pupil progress meetings
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  - (i) Communication and interaction
  - (ii) Cognition and learning
  - (iii) Social, mental and emotional health
  - (iv) Sensory/physical
- A pupil asks for help or signals for help.

Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for.

There are other factors which could impact upon progress and attainment which would not mean that the young person would have SEND.

These include:

- Attendance and punctuality
- Health and welfare (including safeguarding concerns or being subject to a child in need plan/ child protection plan)
- Being a looked after child
- English as an additional language

### **4. What should a parent do if it thinks their child may have special educational needs?**

If parents have concerns relating to their child's learning then initially they can be discussed with the child's class teacher. This then may result in a referral to the school SENCO – Mrs Joanne Potts.

Parents may also contact the the Headteacher (Mrs Toni Beech) directly if they feel this is more appropriate. Mrs Julie Morgan, the Parent Support Advisor may also be able to support any concerns.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **5 . How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENCo, external verifiers,
- Ongoing (3 times a year) assessment of progress made by pupils with SEND,
- Teacher meetings with the Inclusion Manager/SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- Pupil and parent feedback on the quality and effectiveness of interventions provided,
- Attendance and behaviour records.

All pupils will be included in any educational visit and/or after school clubs/activities. All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system (termly) and also at events such as Parents' and Open Evenings. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and members of the Senior Leadership team.

Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, additional interventions are provided to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. An Early response is then put in place.

### **Action relating to SEN support will follow an Assess, Plan, Do and Review model:**

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **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 the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with

SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. The school will then put in place an extra provision that is suggested in this EHCP.

## **6. How will the curriculum be matched to each child's needs?**

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. 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 barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCO and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

## **7. How will parents know how their child is doing?**

A review of outcomes will be shared with parents at SEND review meetings and termly support meetings (2 x Parents evenings and 1 x Open evenings) where the child's progress towards their targets will be discussed.

During these meetings, we will also discuss any work that has been completed by outside agencies. Parents will receive a copy of the targets and any reports from outside agencies to take home.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO, or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

Parents may also find the home-school communication a useful tool to use to communicate with school staff on a more regular basis (Seesaw).

## **8. How will parents be helped to support their child's learning?**

Please look at the school website. It can be found at <https://www.pinfoldstreetprimary.co.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

- The class teacher or SENCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year, please contact Julie Morgan, the Parent Support Advisor (PSA), for further details.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

## **9. What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Health, Social and Emotional (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being and support British values and BLP.
- The school runs Nurture Groups through the Learning Hub Team. These are small group, evidence-led interventions to support pupil's well-being delivered to targeted pupils and

groups. Children are identified through termly Pupil Progress meeting and aim to support improved interaction skills, emotional resilience and well-being.

- The Learning Hub team also run a meet and greet in the mornings, as pupils arrive so that they are able to share any concerns or worries that they may have before they go into school. The children are also issued time out cards which allows them to speak to a trusted adult throughout the day.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Pupils requiring extra support with SEMH are assessed using Zones of Regulation and Boxall Profile. This is then analysed so support can be targeted.
- Gaining pupil voice is a regular part of the school monitoring process.
- The school has an Anti-Bullying Policy and has achieved an Anti-Bullying Charter award.
- The school has a stay safe board, that contains Childline, E-safety, PANTS and mental health information.
- A range of therapeutic programmes are practised in school such as play and art therapy

## **10. Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with health professionals, parents and if appropriate, the pupil themselves.

All medicine administration procedures adhere to Walsall LA policy (Support children with medical needs) and Department of Education (DfE) guidelines included within *Supporting Pupils at School with Medical Conditions (DfE 2014)*.

## **11. What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Clare Wilkinson will work with Mrs Joanne Potts, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND needs might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **12. What specialist services are available at the school?**

The school has access to a range of specialist support as part of the Walsall LA Local Offer. These services include:

1. Speech and Language Therapy
2. Educational Psychology Service
3. School Health/nurse Service
4. Hearing Impairment team
5. Visual Impairment team
6. Occupational Therapy
7. Physiotherapy
8. Autism Outreach Team
9. Walsall Social Services
10. Walsall Child & Adolescent Mental Health Service

School also purchases additional session and services from CADUMS inclusion.

### **13. What training do the staff supporting children and young people with SEND undertake?**

SEND training within the school happens in many ways. We take advantage of courses being delivered by external agencies in all aspects of SEND provision. We also commission external agencies to come into school to work with larger groups of staff. Throughout the year we provide training in house for both teaching and non-teaching members of staff. The focus of training is planned based upon the training needs of our staff as well as the needs of our pupils.

Our SENCO, Joanne Potts, has been awarded the National Diploma for Coordination of Special Educational Needs and is also a Deputy Designated Safe Guarding Lead. Class teachers and support staff have received up to date training related to various areas of SEND.

### **14. How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. All children with additional needs are named in the planning section of trips, to ensure that they are catered for fully (1:1 support is provided where required). The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity or trip. Ramps ensure the site is accessible to all. Additional support and reasonable adjustments are made so that all pupils are able to access educational visits and after school activities/clubs.

### **15. How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Disabled parking spot.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A changing station has been set up in the Reception classrooms area
- Helping hands room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Any additional equipment (e.g. pencil grips, coloured overlays, which can be collected from Mrs Potts) or modified resources that are required for lessons will be prepared in advance in accordance to the child's needs/care plan.
- A hoist is being fitted in the disabled toilets
- There is a lift for pupils and staff to use to be able to access the second floor classrooms.

There is an EVAC chair that named staff are trained to use safely if there was to be a fire.

- All information from outside agency are shared with the class teacher so that any suggested: teaching tools, equipment or support can be implemented.

Our Accessibility and Equality Duty Plan (a statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **16. How will the school prepare/support my child when joining Pinfold Street Primary or transferring to a new school? (see also Admissions Policy)**

The school follows the admissions criteria as laid down in the school's Admissions Policy, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the local authority SEND Team, who will arrange the appropriate consultation with school regarding



admission.

A number of strategies are in place to enable effective pupils' transition. These include:

**On entry:**

- A planned introduction programme is delivered in the previous or current term of joining, to support transfer for pupils starting school.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents/carers within the first term to identify and reduce any concerns.

**Transition to the next school:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

**17. How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:

1. Cognition and Learning
2. Social, Emotional and Mental Health
3. Communication and Interaction
4. Sensory and/or Physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the SENCO or a member of the Senior Leadership Team.

## **18. How is the decision made about how much support each child will receive?**

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at a termly review meetings with the SENCO, class teacher and parent/carer. Children are also discussed individually at pupil progress meetings with the class teacher, SENCO, intervention manager and deputy head.

For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an Annual Review.

## **19. How will I be involved in discussions about and planning for my child's education?**

This will be through:

- Discussions with the class teacher, SENCO or Senior Leadership Team member,
- Parents Evenings,
- SEN target setting meetings
- Pupil progress meetings
- Open door policy

## **20. What arrangements does the school make for consulting with pupils with special educational needs and disabilities about involving them in their education?**

- Pupils voice
- Pupil Questionnaires
- Trusted adult
- Interventions
- SEND target time
- Meet and Greet
- Children attend parent's evening and review meetings

## **21. Who can I contact for further information or if I have any concerns/complaints?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCO,
- The Headteacher or other member of the Senior Leadership Team.
- The School Governors with responsibility for SEND, this is Carrie Garrington and Emma Yates

Every effort will be made to ensure fair treatment for all.

## **22. Support services for parents of pupils with SEN include:**

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free

service is located here <http://preview.tinyurl.com/qx5a8vq>

- Walsall Parent Carer Forum <https://facewalsall.wordpress.com/>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

. Parent can also seek advice from the new Walsall SENDIASS Team Phone: 0808 802 6666

Email: [Walsallsendiass@family-action.org.uk](mailto:Walsallsendiass@family-action.org.uk)

## **References**

The **SEND Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

**Supporting pupils at school with medical conditions** <http://preview.tinyurl.com/p4qu8ar>

**SE7 Local Offer: Framework and Guidance.** <http://preview.tinyurl.com/otma4qi>

**The Special Educational Needs and Disability Regulations 2014**

<http://preview.tinyurl.com/m2bnos4>

## **Glossary**

\*(A glossary of terms is also included in the appendices of the SEND Code of

Practice) DfE: Department for Education

EHCP: Education, Health and Care

Plan LA: Local Authority

SA: School Action

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCO: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services

PSA: Parent Support Advisor

***This document will be reviewed in October 2026***