



**Corngreaves Academy**

The best in everyone™

Part of United Learning

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT POLICY 2025/2026

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Thank you for partnering with Corngreaves Academy in supporting the best possible education for every child. This document is designed to offer helpful guidance and information about how we identify and support children with Special Educational Needs and/or Disabilities (SEND). It outlines our approach to meeting additional needs and is reviewed and updated annually to ensure it reflects best practice.

At Corngreaves Academy, we take great pride in fostering an inclusive and welcoming environment. We celebrate the unique strengths and abilities of every child and are committed to providing opportunities that enable all pupils to thrive. Our approach is both ambitious and tailored, ensuring a wide range of additional needs are met thoughtfully and creatively.

We work closely with families, health professionals, social care, and partner schools—both special and mainstream—to ensure all children feel valued and fully included in our school community.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Leanne Timmins, who can be contacted via the school office or Class Dojo. Her working days are Monday, Wednesday, Thursday and Friday.

The governor with responsibility for SEND, Kieron Bradley, can also be reached through the school office.

You can find our SEND Policy, Local Offer and further information about the support available at Corngreaves Academy on our school website.

# SEND Information Report 2025/2026 for Corngreaves Academy in accordance with section 65(3) of the Children and Families Act 2014

## 1. What kind of special educational needs provision is accessible for children at Corngreaves Academy?

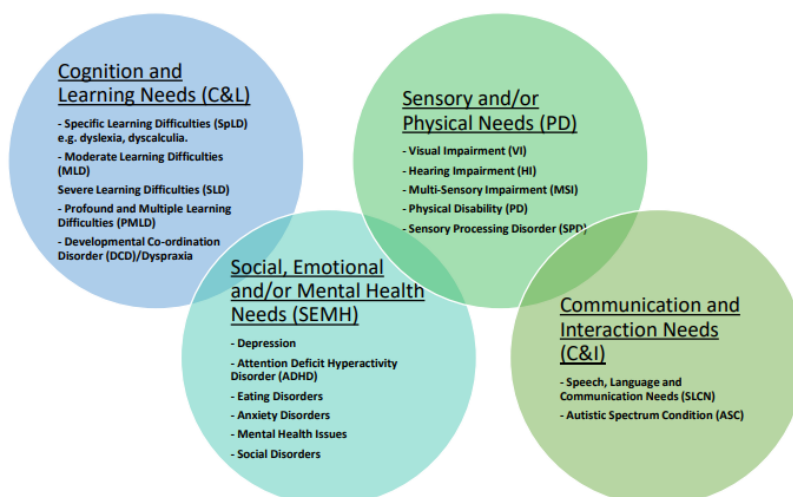
Corngreaves Academy is a fully inclusive school, which ensures that all pupils achieve their best; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. We aim to equip our children with the skills they need to be part of the community and to be able to advocate for what they need to succeed.

At the end of the 2024/25 school year, we had 227 children on roll, of which 46 of those pupils were identified as having SEND, this is 20% of our school family. Currently 39% of those with SEND are supported at school level, 48% are receiving both school support and help from Inclusion Support. 3% of our school currently has an Education Health and Care Plan, with this set to rise significantly in the 2025/2026 academic year, to closer to 6% of our school requiring an EHCP.

## 2. How do we identify children who may have a SEND need?

Children entering our Pre-School/Reception are screened using the WELLCOMM language assessment and have a Baseline assessment. Right from the start, this allows us to see if a child is not working at a level typical for their age. Class teachers and the SENDCo observe the children frequently to identify other areas where additional support may be needed.

There are a wide range of different special needs at Corngreaves Academy and these are sorted into four broad areas:



Pupil Achievement Meetings are held every term, with the SENDCo present, from which we track and identify children who are not making expected progress. Wave 1 Teaching is addressed first through adaptations and scaffolds then, if necessary, interventions are implemented and monitored to ensure that the child makes accelerated progress. We also closely monitor our children's Social, Emotional and Mental Health needs, to ensure the correct support is put into place when needed- such as CAMHs referrals, social groups, targeted SEMH interventions or counselling (from an external provider).

If during Achievement Meetings, or during discussions outside of this time, it is felt that a child has a SEND, monitoring, observations and assessments are completed to identify if the child should be placed on the SEND register. We use A2E continuums to measure steps of progress and to address gaps the child may have in their learning.

Parents are consulted as soon as a concern is raised and consent will be sought before adding a child to the SEND register or seeking Inclusion Support involvement.

### **3. What provision is made for children with SEND; with and without an EHC Plan, in respect of:**

#### **a) How is the intervention/support monitored as to its effectiveness?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly Pupil Achievement Meetings. Corngreaves uses an online program called Insight to track progress over time and allow us to identify effective interventions. Wave 1 Teaching and Interventions are monitored by the SENDCo for delivery and effectiveness on a regular basis. Children are set measurable exit criteria, so we are clear when they are ready to move on or an alternative intervention is needed.

Staff at Corngreaves are very skilled at adapting the learning to enable all pupil's to make progress, they use tools such as task boards, word banks, visuals, colourful semantics, worked examples, recorded teacher modelling, Immersive Reader, Google lens and a wide variety of other adaptations to support all of the learners in their classroom. All children on the SEND register have access to a designated iPad to enable the use of digital strategies to support their learning when needed.

## **b) What are the school's arrangements for assessing and reviewing progress of children with SEND?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly Pupil Achievement Meetings and in termly intervention progress meetings. Our provision maps on Insight track progress over time and allow us to identify effective interventions and our termly Pupil Achievement Meetings review the impact interventions are having in the classroom on children's progress. We use a range of assessment tools at Corngreaves Academy and they include:

- Toolkit Progress Tracker (A2E Continuums)
- Termly assessment testing
- WELLCOMM Early Years
- WELLCOMM Primary
- Phonic Screening
- RWi Phonics Assessments
- Boxall Profile (for SEMH needs)
- Multiplication Check (including TT Rockstars heat maps)

The Toolkit Progress Tracker is a tool we are using to assess how much progress our SEND learners are making. It will allow us to very clearly identify how the children are moving through the bands within the different areas. It will also allow us to identify where we need to focus teaching within particular strands.

Children requiring an Individual Provision Map will be set termly targets. These will be monitored and their achievement assessed at the end of each term, alongside the child's parents and new targets will be set for the following term.

## **c) What is the school's approach to teaching children with SEND?**

We are a fully inclusive school which ensures that all pupils achieve their full potential. This may be through scaffolding an adaptation to lessons, small group work or through 1:1 intervention. At Corngreaves, we strive to create a balance between high expectations for our SEND pupils and ensuring they get the support they need. It is our ultimate goal to guide children with SEND to become independent learners and equip them with the skills so they are prepared for their next stage of education.

All classrooms are fully inclusive and ensure children have access to any equipment that they need. The EEF Five a day approach is implemented across school, as this is best practice for children with SEND and ensures they can access wave 1 and timely interventions.

See the following link for more information: <https://educationendowmentfoundation.org.uk/news/eeef-blog-the-five-a-day-approach-how-the-eeef-can-support>

#### **d) How does the school adapt the curriculum and learning environment for children with SEND?**

As a whole school, Corngreaves have introduced the MITA Project principles, as well as implementing a low stimulation environment, which are all developed to reduce cognitive overload. These theories are suitable for all of our children, but especially our SEND children. Our aim is to ensure that all of our children feel successful, regardless of their ability. The curriculum and teaching sequences are adapted to meet the needs of the individual and are delivered in chunks with an appropriate level of instruction. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children through Wave 1 Teaching and Wave 2 and 3 interventions. Through the use of the SEND A2E continuums, learning is holistic for the child and progress is made during tightly focused interventions and then transferred back into the classroom. The school operates a SEND friendly environment through the use of accessible TEACHH workstations, WIDGIT visuals, digital strategies and other resources to ensure children with SEND are fully included and equipped to make progress. Our classrooms adopt a, "less is more" ethos, to enable children with SEND to access the information they need and to ensure the environment is not distracting.

#### **e) What additional support is available for children with SEND?**

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff. If deemed necessary, referrals can be made into a variety of trained professionals, such as the Complex Communications and Autism Team (CCAT), Special Advisory Teachers for Learning or SEMH, Educational Psychologists, Sandwell School Nursing and the Childhood and Adolescent Mental Health Service (CAMHS). We also have access to Occupational Therapists, Physiotherapists and Speech and Language therapists, via a parental self-referral form (FASTA). For children with significant Visual or Hearing impairments, we also have access to Sensory Impairment teams who can advise on how to tailor the environment and resources to support a child.

#### f) What support is available for ensuring the emotional and social development of pupils with SEND?

All year groups receive PSHE lessons every week, which supports SEMH need through Quality Wave 1 Teaching. The school has also obtained Sandwell's SEMH Charter Mark. Alongside this, we also offer a 'Safe Space' within every classroom for children to access when they need to. Each classroom has a golden lanyard, which a child can use to access other areas in school to regulate themselves- we call this "A Golden Moment".

With an introduction of Conscious Discipline to our school behavior policy, children are becoming the problem solvers and staff are focusing on the positives and being the facilitators. This has meant that Corngreaves has become a much calmer and more well-balanced environment. This, in turn, has had fantastic outcomes for those with SEMH needs. We have an Active Calming Zone in our library, which takes children through 9 steps to compose themselves and be ready to access their learning.

Those children with more complex needs are offered bespoke SEMH sessions as well as some broader social groups for those who need them. We also have a trusted adult who is trained and takes a selection of children who require further SEMH support, personalised to them. Every child on the SEND register, completes a One Page Profile with their teacher and they name 2 adults in school they feel comfortable with for whenever they need support. We BOXALL profile all children in school and those that require it, have access to nurture sessions. This year, Corngreaves are embarking on a Steering group, within United Learning, to further enhance how we assess a child's SEMH needs and which appropriate interventions may support them further.

For more information on the BOXALL profiles, please follow this link: <https://www.boxallprofile.org/about/why-boxall-profile/>

#### 4. Who is the named SEND contact?

Mrs Leanne Timmins  
Corngreaves Academy  
Plant Street  
Cradley Heath  
West Midlands  
B64 6EZ

Tel: 01384 569333

Email: [leanne.timmins@corngreavesprimary.org.uk](mailto:leanne.timmins@corngreavesprimary.org.uk)

## **5. What specific expertise is available to children with SEND?**

All staff delivering interventions are appropriately trained. We are also supported by an outside team of experts from Inclusion Support – Sandwell's SEND Support Service. They are:

- Stephanie Holden – Educational and Child Physiologist
- Michelle Duke - Special Educational Needs Advisory Teacher – Learning and SpLD
- Amanda Barrie - Special Educational Needs Advisory Teacher – SEMH
- Ruth Tipping- CCAT
- Joanne Shaw- Early Years Inclusion Support

We have several members of staff in school trained in Crisis Prevention Intervention (CPI) to enable them to deescalate a child who needs it and use positive physical handling when deemed necessary.

Throughout the year, we offer staff training sessions on a variety of SEND strategies to enable them to best support our children. In October 2025, we will be partnering with 2 other schools locally for our second annual SEND Conference, where multiple guest speakers and specific training sessions are offered to all of our staff, to strengthen their knowledge and expertise in supporting pupils with SEND. Throughout the year, we also have multiple staff meetings on specific aspects of SEND, most recently including: Dyslexia friendly classrooms, use of WIGGIT and visuals, Neuro-affirming classrooms, ADHD and Developmental Language Disorders.

## **6. What specialist equipment and facilities are there for children with SEND?**

Children who are on the SEND register receive an iPad with a digital "purple pack" of bespoke resources via Class Notebook to support their learning- such as a speed sounds mat, letter and number strips, word banks, videos of their teacher modelling, accessible images of the working walls, task boards etc.. Additional SEND resources are also available in our "Nest" classroom for more bespoke/individual needs (e.g. pencil grips, foot supports, wobble cushions etc) and a range of resources and books to support staff members.

## **7. What arrangements are there for consulting and involving parents of children with SEND?**

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, parent's evening, provision map discussions, progress reviews and yearly written reports. Parents are



invited to be involved with target setting and discuss provision at the start of the term with their child and class teacher. They are also invited to review these targets at the end of the term. The school also operates an open-door policy at all times with a non-class-based SENDCo available for discussions four days a week (Monday, Wednesday, Thursday, Friday). Parents are able to book a parents evening appointment both with their child's class teacher and the SENDCo, three times a year, alongside termly SEND Coffee afternoons with relevant professionals.

## **8. What are the arrangements for consulting children with SEND about, and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. SEND children and their parents are aware of their personalised targets and meet termly with their class teacher to discuss provision and progress. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. Where possible and appropriate, children are able to be included in meetings (such as a CAM) to discuss their feelings, targets and needs. A yearly one page profile is completed with the child, so they are able to make staff aware of the best ways to support them and to celebrate the things they are good at. If developmentally appropriate, a child may also be included in the annual reviews of their EHCP, so they can share their successes and discuss their next steps. As a school, we prioritise relationships and enabling our pupils to feel confident to tell a staff member when they need something to help them to succeed.

## **9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to their Class Teacher and then the SENDCo. If they are still not satisfied, they can speak to the Head of School regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Headteacher, the parent would be directed to the school's Chair of Governors and/or complaints procedure. If the parental complaint is regarding the local authority, the complaints procedure can be found on the authority specific website. SENDIASS or IPSEA can assist parents who want to complain about the SEND provision for their child.

## 10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

In order to meet the individual needs of a child, the school will work with and seek advice from an Educational Psychologist, Advisory Teacher for SEMH or Learning, Speech and Language Therapist or NHS health colleague to support the child's academic and social progress. The Headteacher and the SENDCo have an annual Service Agreement Plan (SAP) meeting at the start of the year and an interim review meeting at the half-year point to discuss the involvement of any outside agencies and to co-ordinate the support needed.

## 11. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32?

Inclusion Support 0121 569 2777

CAMHS 0121 6126620

Special Educational Needs Service 0121 5698366/0121 5698493

Sandwell SEND Information and Advice Support Service (Previously Parent Partnership Service) 0121 555 1821

*FASTA (self-referral for Speech and Language, Physio therapy and Occupational Therapy) – please contact the SENDCo to send the referral form via email.*

## 12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

- Consultation with parents or carers in how we can best meet the emotional needs of the child;
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child;
- Opportunities for the child and parent to have supported visits to the new situation;
- The school's SENCo always passes on SEND information to new schools and in the case of the Year 7 transition, formal meeting are arranged between the SENDCo, the Year 6 teacher and the new school. The school is trained on Sandwell's Transition Plus Pathway.

## 13. Where is the Local Authorities Local Offer published?

<https://jis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>