SEND Information Report

2026-2027



Thank you for partnering with us to ensure that every child at Corngreaves Academy receives the very best educational experience. We hope this document provides useful information about how we identify, support and celebrate pupils with Special Educational Needs and/or Disabilities (SEND). It outlines our approach to meeting additional needs and is reviewed annually to ensure that it reflects current guidance, best practice and the evolving needs of our school community.

At Corngreaves Academy, inclusion is at the heart of everything we do. We are proud to be a school where every child is valued as an individual and supported to achieve their full potential. We recognise that children learn in different ways and may require different levels or types of support throughout their educational journey. Our aim is to ensure that all pupils feel safe, understood, successful and, most importantly, that they belong.

We are ambitious for all our pupils and strive to provide high-quality, personalised support that enables children with SEND to flourish both academically and personally. We work collaboratively with families, external professionals, health and social care services, and other educational settings to create a joined-up approach that places the child at the centre of all decision-making.

At Corngreaves Academy we are committed to helping every child to Be Kind, Be Ready, Be Safe... Belong

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Name	Role	Image
Mrs Leanne Timmins	*SENDCo and Assistant Head*	
Mr Kieron Bradley	*SEND Governor*	

Corngreaves SEND Data

Children with SEND	Those requiring Inclusion Support	Children with an EHCP	Total Number of Children at Corngreaves
43 children 19%	20 Children 9%	8 (further 3 pending) 4% (4.9% pending)*	225
Compared to the National Picture			
14.2%	N/A	6%	N/A

***By the end of the academic year 2026-2027, we expect to have a total of 15 EHCPs, which is 6.7% of our school population**

Primary Area of Need at Corngreaves			
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
17 (39.5%)	17 (39.5%)	8 (18.6%)	1 (0.23%)

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

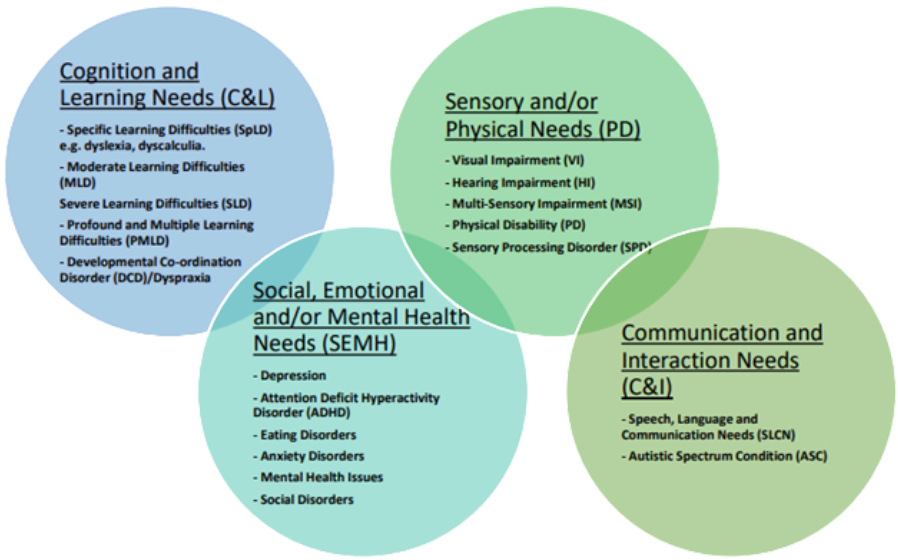
At Corngreaves Academy, we are committed to providing an inclusive, nurturing and ambitious learning environment where all children are supported to achieve their full potential. We recognise and celebrate the individuality of every pupil and strive to ensure that all children feel valued, successful and that they truly belong within our school community.

We believe that every child has strengths to build upon and that, with the right support, all pupils can thrive academically, socially and emotionally. Our aim is to equip children with the knowledge, skills and confidence they need to become independent learners and active members of their community. We also encourage children to understand and advocate for their own needs, helping them to develop self-confidence and resilience.

At Corngreaves Academy, we provide support for children across all four areas of Special Educational Needs and Disabilities (SEND):

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

Through high-quality teaching, targeted interventions and close partnerships with families and external agencies, we work together to ensure that every child receives the support they need to achieve their personal best.



Identifying SEND



As children join our Pre-School or Reception classes, they take part in a range of early assessments, including the WELLCOMM language screening and the Reception Baseline Assessment. These initial checks help us to gain a clear understanding of each child's starting point and enable us to identify, at the earliest opportunity, any areas where additional support may be required. Once children have settled into the Early Years environment, the SENDCo, Mrs Timmins, carries out initial observations to identify any emerging needs and ensure that appropriate support can be considered promptly.

Throughout a child's time at Corngreaves Academy, class teachers and the SENDCo regularly observe, assess and monitor progress to ensure that every pupil receives the support they need to thrive. Early identification is a key priority, enabling us to put timely and effective provision in place and respond quickly to any concerns that arise.

Termly Pupil Progress Meetings are held with class teachers and senior leaders, including the SENDCo, to review attainment, progress and wellbeing. Where a pupil is not making expected progress, high-quality teaching, supported by carefully planned adaptations and scaffolds, is always the first approach. If further support is required, targeted interventions may be implemented and regularly reviewed to evaluate their impact and ensure positive outcomes for the child.

We also place significant importance on children's social, emotional and mental wellbeing. To help identify pupils who may require additional support in this area, we use STEER assessments in Key Stage 2 and Boxall Profile assessments in Key Stage 1 and the Early Years Foundation Stage. These tools help us to identify social, emotional and mental health needs and inform any support that may be required.

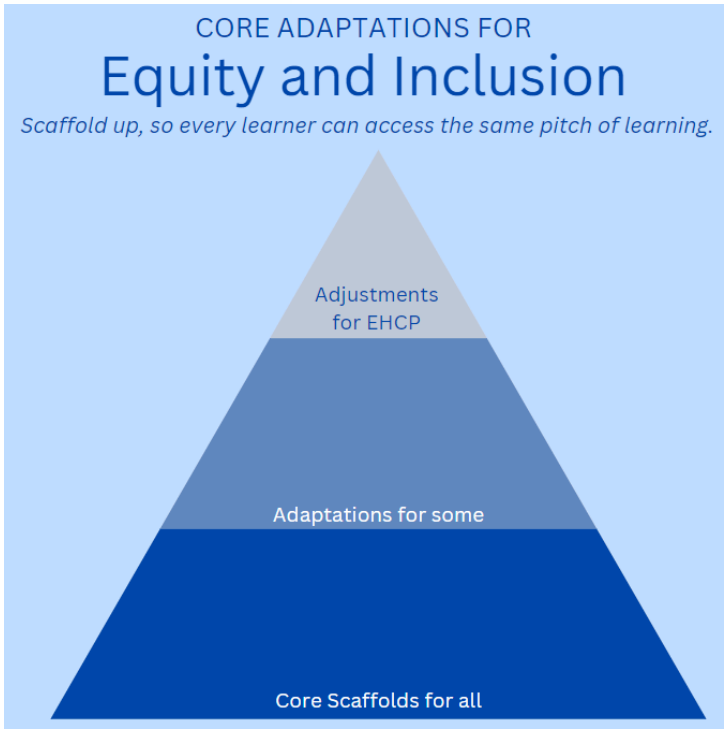
If concerns about a child's needs are identified through assessments, observations, professional discussions or progress reviews, additional information may be gathered to determine whether the child requires SEND Support. We use a range of assessment tools, including A2E Continuums and Wellcomm data, to identify strengths, monitor progress and pinpoint areas where further support may be beneficial.

All staff have access to a Cause for Concern referral system, which allows concerns to be shared directly with the SENDCo so that appropriate advice, monitoring and next steps can be put in place. The SENDCo also actively engages with families through Parents' Evenings and ongoing communication to discuss any concerns and ensure parents are fully involved in decisions regarding their child's support.

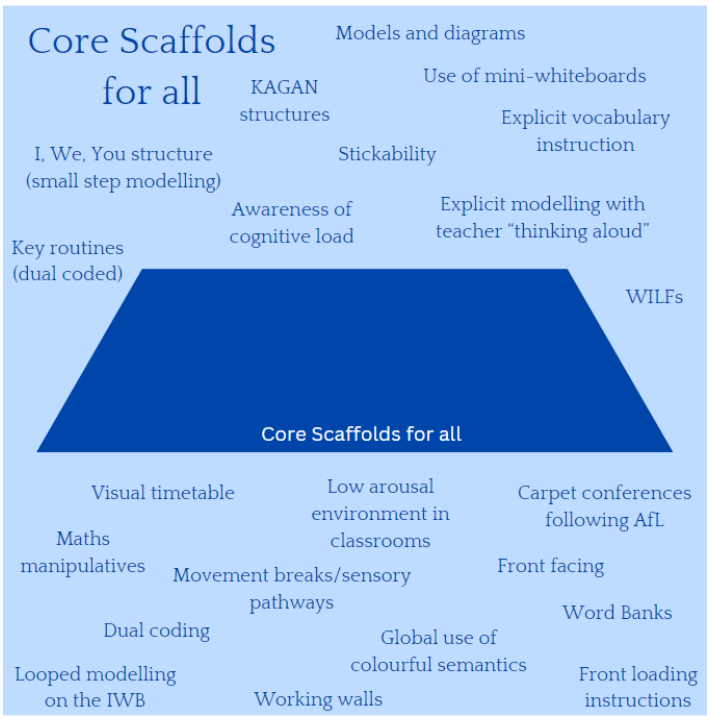
Parents and carers are involved throughout the process. We believe that strong partnerships between home and school are essential to achieving the best outcomes for children. Any concerns will be discussed with parents at the earliest opportunity, and parental consent will always be sought before a child is added to the SEND Register or referred to external agencies or support services.

Adaptive Teaching

At Corngreaves Academy, we believe that high-quality, inclusive teaching is the foundation of success for all pupils. Quality First Teaching is our first response to meeting additional needs, ensuring that every child can access learning within the classroom. Rather than applying the same adaptations to all pupils with SEND, we take time to identify the specific barriers to learning experienced by each individual child. This allows teachers to make purposeful and targeted adaptations that directly address a pupil's needs, whether these relate to communication, cognition, sensory processing, attention, emotional regulation or physical access. By understanding the barrier first, we can provide the right support at the right time, enabling pupils to develop independence, make progress and achieve academically.



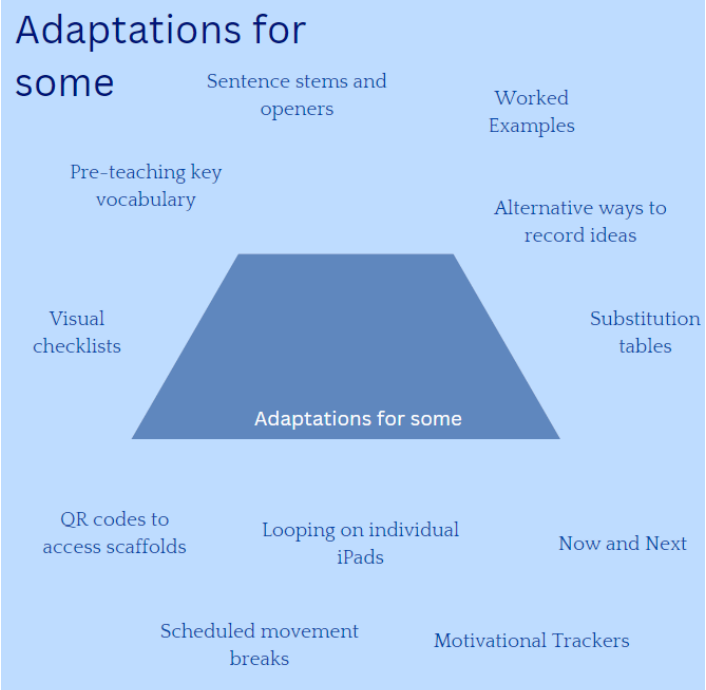
We use a vast variety of Adaptations across all levels of SEND needs.



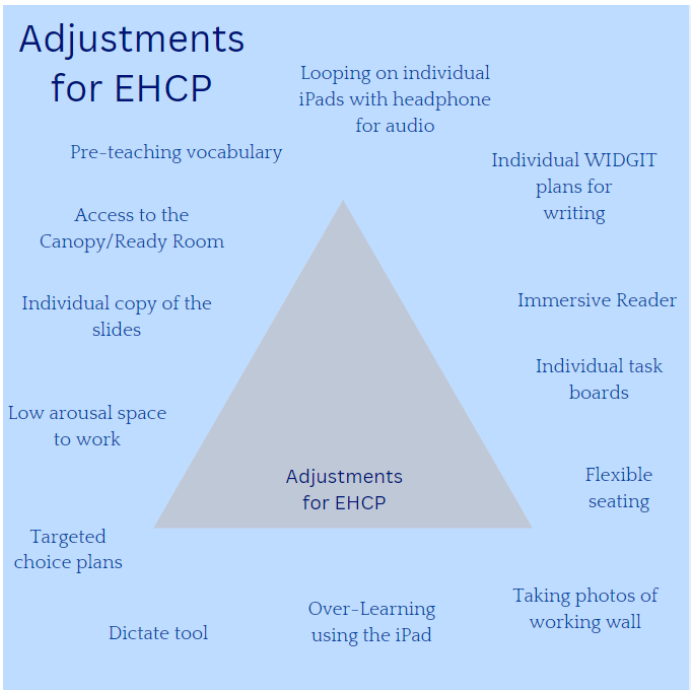
These adaptations form part of High Quality Teaching at Corngreaves.

These scaffolds form part of our universal provision and may be seen consistently across the school for all pupils to access as part of high-quality teaching. They are embedded within everyday classroom practice to support learning, independence and inclusion, ensuring that all children can successfully engage with the curriculum. One example is the I, We, You approach to modelling, which is used across lessons to provide clear, structured instruction. Teachers first demonstrate the skill or task (I do), then complete it collaboratively with pupils (We do), before supporting children to apply their learning independently (You do). This gradual release of responsibility helps build confidence, develop understanding and promote successful independent learning for all learners.

These adaptations form the first level of additional support for pupils who require more help to access learning than is provided through universal classroom practice. They are targeted, flexible strategies that can be implemented quickly in response to an identified barrier to learning and may be used for short or longer periods depending on a child's needs. Examples include visual timetables, Now and Next boards, pre-teaching of key vocabulary or concepts, additional processing time, task chunking, word banks, and structured adult check-ins. These adaptations are designed to increase participation, understanding and independence whilst enabling pupils to access the same learning intentions as their peers. Staff carefully select adaptations based on the specific barrier a child is experiencing.



Adaptations for children who have identified barriers to their learning but who do not meet the criteria for an Education, Health and Care Plan.



Examples of some of the support required by our pupils who have an Education Health and Care Plan (EHCP.

These adaptations represent the highest level of support available within our graduated approach and are typically implemented for pupils with an EHCP. Provision at this level is led by the individual needs and outcomes identified within the EHCP, ensuring that support is personalised and tailored to enable each pupil to access learning successfully. Adaptations may include access to low-arousal workspaces, flexible seating arrangements, specialist resources, and assistive technology such as iPad-based tools to support communication, recording, organisation or learning. Some pupils may also require highly structured routines, individualised visual supports, or specific environmental adaptations. These provisions are carefully planned, regularly reviewed, and delivered in line with the pupil's EHCP.

Not all pupils who require adaptations have identified additional needs. Sometimes, any child may need extra support to overcome a barrier to learning. Our staff are skilled at recognising these barriers and making timely, responsive adjustments within lessons, ensuring all pupils remain engaged, included and able to succeed.

Reviewing Progress



Children identified as requiring additional intervention or support are regularly monitored to evaluate the progress they are making. This is reviewed termly through Pupil Achievement Meetings, intervention progress monitoring, and provision mapping on Insight. These processes help us track progress over time, evaluate the effectiveness of interventions, and ensure that support is having a positive impact within the classroom.

At Corngreaves Academy, we use a range of assessment tools to identify needs, measure progress, and inform future provision, including:

- A2E Continuums
- Termly assessment testing
- WELLCOMM Early Years
- WELLCOMM Primary
- Phonics Screening Check
- RWI Phonics Assessments
- STEER and Boxall Profile (for SEMH needs)
- Multiplication Tables Check and TT Rockstar heat maps
- Reviews by external professionals (Inclusion Support, Speech and Language Therapy etc.)
- SATs testing (in Year 6)

The A2E continuums are used to assess and monitor the progress of pupils with SEND. It enables staff to track movement through developmental bands across different areas of need and identify specific strands where teaching and support may need to be further targeted. It helps to measure small steps of progress and celebrate new skills.

Pupils who require an Individual Learning Plan are set personalised termly targets. Progress towards these targets is reviewed each term in partnership with parents, with achievements celebrated and new targets agreed to support the next stage of learning and development. During Autumn 2026, we are moving from paper plans to digital plans.

For children where behaviour is a concern, a Motivational Tracker may be used to help staff identify patterns and better understand the reasons behind behaviours. This allows us to provide timely and appropriate support, ensuring children receive the help they need to be successful in school.

If a child has an Education, Health and Care Plan, they will have an Annual Review of this plan, in addition to the above.

School Environment



At Corngreaves Academy, we strive to create inclusive classroom environments that support the needs of all learners. We carefully consider the impact of the physical environment, using neutral display backgrounds and muted colours where appropriate to reduce sensory overload and promote focus. Visual supports are embedded throughout the classroom, including dual coding and Colourful Semantics, helping pupils to access, understand and retain learning more effectively. Through thoughtful classroom design and clear visual communication, we aim to create calm, welcoming spaces where every child feels supported to learn and succeed.

Our school is designed to be accessible and inclusive for all pupils. All classrooms can be accessed by a ramp, ensuring that children with mobility needs can move around the school environment safely and independently and fully access learning opportunities.

As part of our universal offer, you will also see the following in our classroom environments:
-visual timetables

-calm spaces/safe spaces

-sensory resources

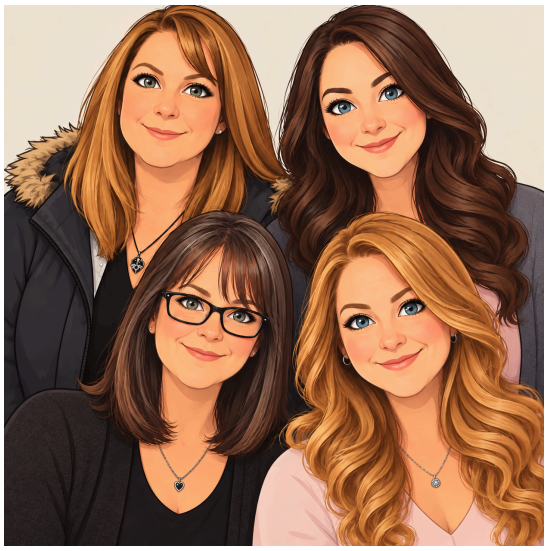
-reduced clutter and organised classrooms

-consistent classroom layouts

-labelled resources and spaces using colourful semantics

We embed clear routines and expectations across the school, including **Wonderful Walking** and our school rules: **“Be Kind, Be Safe, Be Ready... Belong.”** These consistent approaches help create a calm, safe and predictable environment, ensuring that shared spaces such as corridors and the dining hall are welcoming and comfortable for all pupils.

Outside Agencies Support



Corngreaves Academy are supported by a wonderful team from Sandwell Inclusion Support.

Stephanie Holden- Educational Psychologist

Sarah Dixon- Advisory Teacher for Social, Emotional, Mental Health needs

Ruth Tipping- Complex Communications and Autism Teacher

Michelle Duke- Advisory Teacher for Learning

Other agencies:

Speech and Language therapy generally begins with a FASTA referral (made by parents via phone call) which leads to a clinic appointment to assess the needs of the child. They will then either be discharged, referred for further clinic support or added to school's NHS caseload to be reviewed and set targets in school.

FASTA referrals can also be made for Occupational Therapy or Physio Therapy, depending on the barrier to learning a child may be facing.

Sandwell School Nursing is accessible for a wide variety of needs, such as support with toileting, diet, hygiene, emotional well being or children with complex medical needs.

Currently, Corngreaves is supported by Rebecca Buckley, who aids children with a hearing impairment- she helps with using hearing aids, radio aids, tests how well a child hears in a classroom environment and monitors auditory profiles of children with identified hearing needs. We also have access to a similar team for visual impairment if this is required in school.

We work closely with several agencies who support with Social, Emotional and Mental Health needs too (see separate page on SEMH).

Social, Emotional and Mental Heath

STEER is a program we use at Corngreaves to screen Key Stage 2 pupils. It supports us to identify and address social, emotional and behavioural barriers to learning, helping pupils develop resilience, engagement and positive outcomes in school.

In Key Stage 1 and EYFS, we assess the well being of our pupils using BOXALL. The Boxall Profile helps us to identify and understand pupils' social and emotional needs, enabling staff to tailor support, remove barriers to learning and promote positive engagement, wellbeing and development.

For children who require more specialist support, we make referrals to the Children and Adolescent Mental Health Service (CAMHs). CAMHS provides specialist mental health support for children and young people experiencing emotional, behavioural or mental health difficulties, helping them to access the support they need to thrive.

As Corngreaves is a United Learning school, we have access to TAC therapy, where a qualified counsellor comes in to school to support a child with sessions for a 6 week period. This support is generally for those children waiting for the CAMHs service, although they also support children who experience a significant trauma.

At **Corngreaves Academy**, we firmly believe that every child should experience a sense of **belonging**. We know that children thrive when they feel valued, accepted and connected to their school community. For pupils with social, emotional and mental health (SEMH) needs, a strong sense of belonging can reduce anxiety, build confidence and support positive relationships with peers and adults. By creating an inclusive environment where every child feels safe, understood and respected, we help pupils develop the emotional security they need to engage in learning, take risks and achieve success.

We encourage pupils to name Trusted Adults, we deliver a robust PSHE curriculum and we linked pupils with a supportive buddy in another year group. When children arrive in the morning, they select the “Zone of Regulation” which expresses how they are feeling today and this allows adults to step in and support. Every classroom has a “Safe Place” where children are free to go when they need a moment of calm.

We strive for happy children and we know how important wellbeing is to both our pupils, staff and their families. We have named a Senior Mental Health Lead (Miss Sharratt) in school, who is trained in supporting with bereavement, she supports with STEER screening, and is Trauma Informed.

SEND in the Early Years

Multi-Agency Working

Collaboration with Health Visiting Team and Early Years Inclusion Support Team for specialist advice.

Monitoring Progress

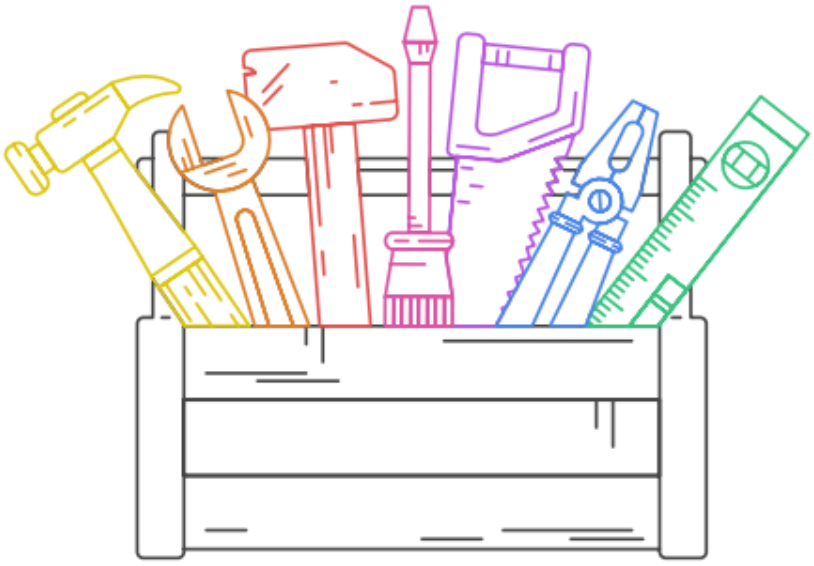
Targeted support is provided and progress is carefully tracked to ensure best possible outcomes.

Achievement Meetings

SENDCo meets with staff termly to review progress and identify needs for additional support.

Speech and Language

Children are screened using WellComm, receive interventions and are referred to Speech and Language Therapy when needed.



Parent Partnership

Meetings and communication channels are available to discuss development and next steps with parents.

Early Identification

SENDCo monitors Pre-School and Reception and teachers completes baseline assessments to identify needs and strengths.

Our Aim

Identify needs early and work collaboratively to ensure every child can thrive, belong and succeed.

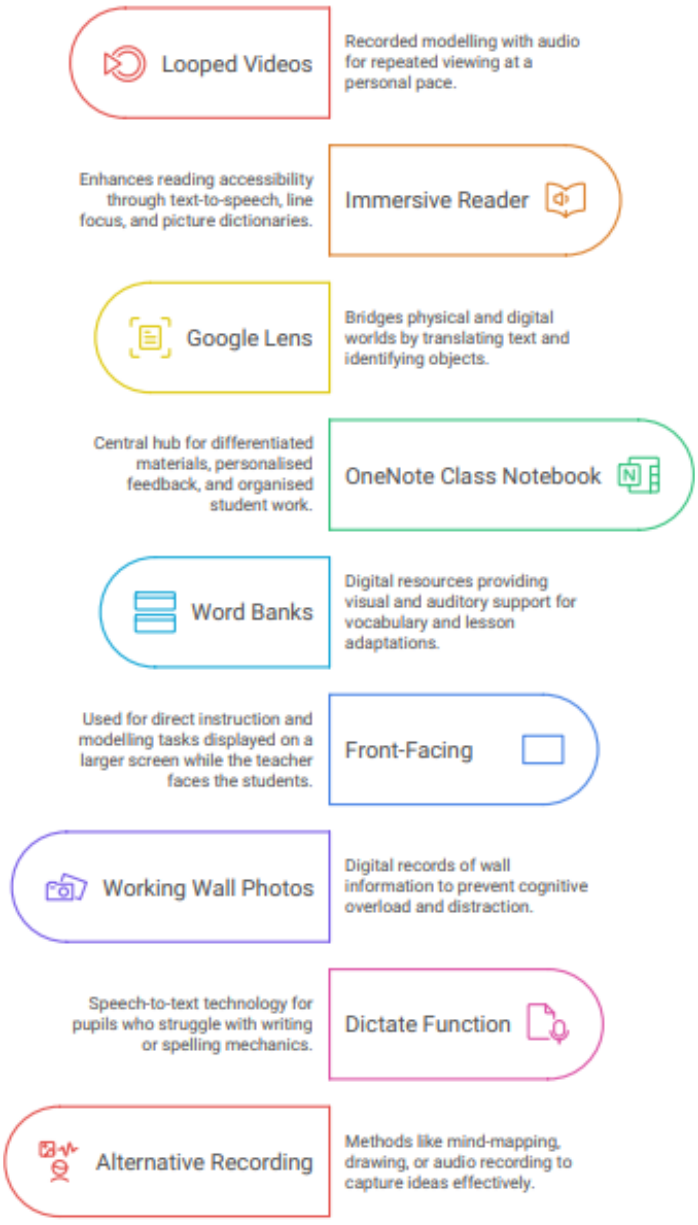
At Corngreaves Academy, we believe that identifying and supporting children's needs as early as possible gives them the best opportunity to thrive. Our Early Years team works closely with families to understand each child's strengths, interests and areas of need, creating an inclusive environment where all children feel valued, supported and ready to learn. Through careful observation, high-quality teaching and a graduated approach to support, we ensure that adaptations are made to help children access all aspects of the Early Years curriculum. Where additional support is required, we work in partnership with parents and external professionals, including the Early Years Inclusion Support Team, Health Visiting Team and Speech and Language Therapy services, to ensure children receive the right support at the right time and make the best possible progress from their starting points.

Digital Strategy

At Corngreaves Academy, we utilise a range of carefully considered digital strategies to support pupils with Special Educational Needs and Disabilities (SEND). Technology is used to enhance inclusion, accessibility and engagement, enabling pupils to access learning in ways that best meet their individual needs. Our aim is not only to remove barriers to learning but also to develop pupils' independence and prepare them to confidently advocate for themselves as they move on to the next stage of their education.

We are mindful of the importance of maintaining a balanced approach to technology and carefully consider the impact of screen time on our pupils. For this reason, digital support is introduced gradually from Year 1, ensuring that children develop the foundational skills needed for effective and appropriate use. Where digital tools are implemented, they are selected purposefully, monitored regularly and withdrawn when they are no longer required, promoting independence rather than reliance.

To support cognition and learning needs, all pupils on the SEND register within this area of need have access to an individual device to assist them in accessing the curriculum. These tools help to reduce barriers to learning, increase participation and ensure that pupils can engage with learning in a way that enables them to achieve their full potential



Parent Partnership

At Corngreaves Academy, we believe that parents and carers are key partners in supporting their child's development and education. We are committed to building positive, open and honest relationships with families, recognising that parents have a unique understanding of their child's strengths, needs and aspirations.

We work closely with parents throughout every stage of the SEND process, ensuring they are actively involved in identifying needs, reviewing progress and planning appropriate support. Regular communication takes place through parent meetings, SEND reviews, telephone conversations, emails and informal discussions. Parents are encouraged to share any concerns as early as possible so that support can be put in place promptly. A termly Individual Learning plan is written for those pupils who require one (supported by Inclusion Support or displaying significant, increasing levels of need in school) and this is shared with parents to collaborate with us.



SENDCo is available to offer advice, guidance and support, and works collaboratively with families to ensure that children receive the provision they need to thrive. Where external professionals are involved, we seek parental views and consent, and ensure that parents remain informed and involved in decision-making.

We value the contributions of parents and strive to ensure that every family feels listened to, supported and empowered. By working together, we can achieve the best possible outcomes for our pupils and ensure they feel successful, included and able to reach their full potential.



During academic year 2026-2027, we are a key part in a local community project, where we aim to facilitate SEND families to come together to share meals and activities that they feel will best meet the needs of their family. We are excited to see this plan come together and to see how our parents shape this and what they value.

At Corngreaves Academy, we believe that effective parent partnership is built on trust, communication and a shared commitment to helping every child belong, succeed and thrive.

Pupil Voice

At Corngreaves Academy, we believe that every child has the right to be heard and that their views should play an important role in decisions about their education and support. As a Rights Respecting School, we promote children's voices throughout school life and ensure that all pupils understand that their opinions, feelings and experiences matter.

We are committed to ensuring that pupils with SEND are fully included in the wider life of the school. Children with SEND are actively encouraged to take on positions of responsibility, including School Council, service jobs, leadership roles and other opportunities to contribute to the school community. We believe that every child should have the opportunity to participate, lead and make a meaningful contribution.



Pupil voice is gathered in a variety of ways, including discussions with class teachers, trusted adults, one-page profiles and SEND review meetings. One-page profiles help us to understand what is important to each child, what they enjoy, what they find challenging and the strategies that help them to be successful.

All children are encouraged to identify trusted adults within school so that they have someone they can talk to if they have a worry, concern or simply need support. We work hard to build strong relationships with pupils, ensuring they feel safe, valued and listened to.


One Page Profile

NAME:

Year Group:
SEND Status:
Diagnosis:
Main area of need:
Secondary areas of need:

Main barriers

Reading:
Writing:
Maths:
SEMH:

What I need to be **kind**:

What I need to be **safe**:

What I need to be **ready**:

Calm adults and understanding friends help me feel like I **belong!**

WHAT I NEED TO SUCCEED:

My favourite things are:

At home I live with:

When I grow up I would like to be:

Something that worries me:

Key adaptations for me :

I communicate:

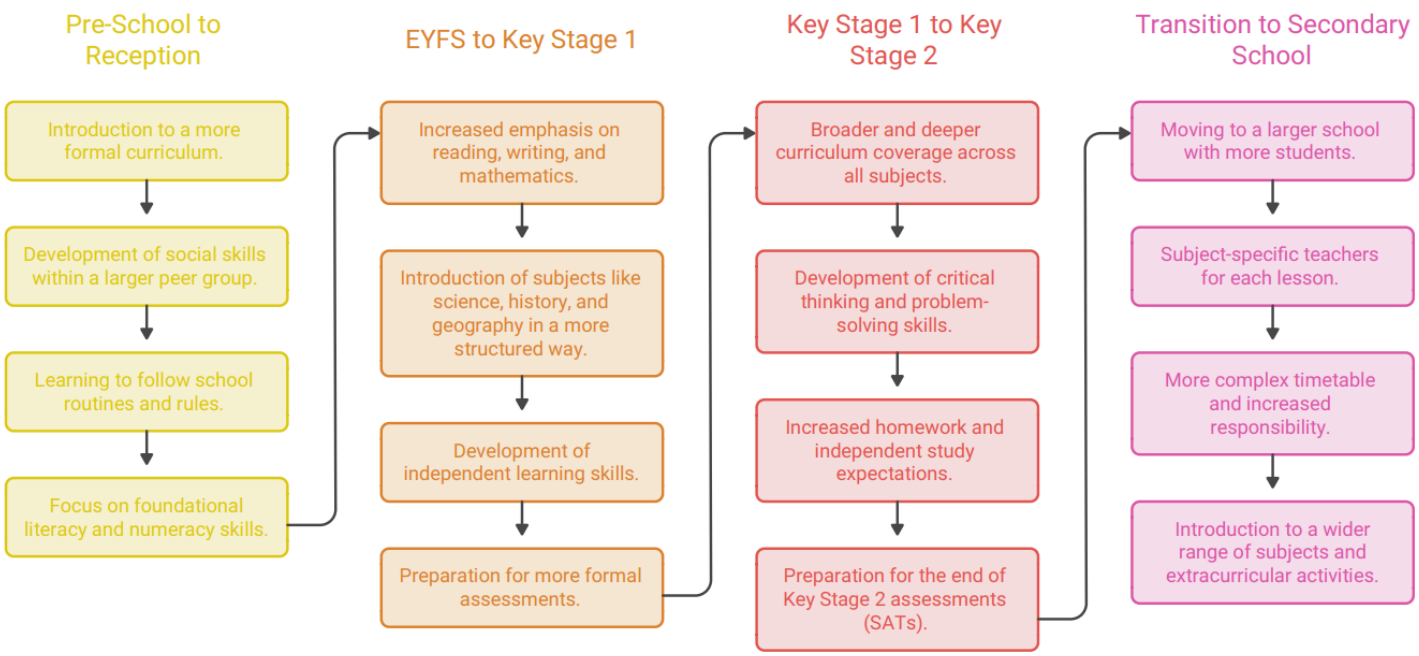
Verbally | Through Gestures | With symbols

Sign Language | Objects of Reference | I don't yet

Where appropriate, pupils are supported to contribute to decisions about their SEND provision and future aspirations. When children feel ready to do so, they are invited to attend their Education, Health and Care Plan (EHCP) Annual Review meetings to share their views, celebrate their achievements and contribute to planning their next steps.

By listening carefully to our pupils and acting upon what they tell us, we ensure that support is person-centred, meaningful and reflective of the needs, strengths and aspirations of every child. At Corngreaves Academy, pupil voice is not simply something we collect; it is something we value, respect and use to shape positive outcomes for children.

Transition to the next phase



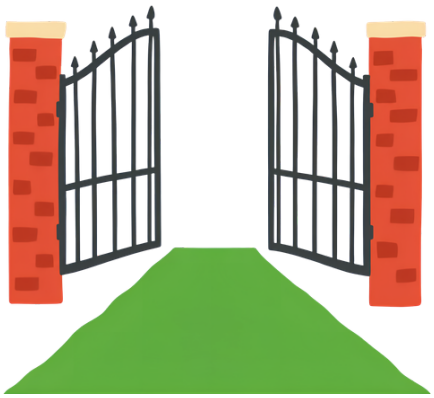
At Corngreaves Academy, we recognise that transitions are significant milestones in a child's educational journey. For pupils with Special Educational Needs and Disabilities (SEND), changes in environment, routines, expectations and relationships can sometimes cause anxiety and uncertainty. We therefore place great importance on ensuring that all transitions are carefully planned, personalised and well supported, enabling every child to feel safe, confident and ready to learn.

Transitions begin before children join us in Reception. We work closely with our own and external pre-school settings, nurseries, childminders and families to gather information about a child's strengths, interests and needs. Where appropriate, additional visits, transition meetings, photographs and visual resources are used to help children become familiar with their new environment and key adults before they start school. We make a home visit to see the child before starting at Corngreaves and we may also visit your child in their current setting, if they have one.

As pupils move from Early Years Foundation Stage (EYFS) into Key Stage 1, staff work collaboratively to ensure a smooth transfer of information. Children's learning, support strategies and successful adaptations are shared between teachers, and pupils are given

opportunities to become familiar with their new classroom, routines and expectations during transition days in school. Similar processes take place when pupils move from Key Stage 1 into Key Stage 2, helping to ensure continuity of support and reducing any potential anxiety about change.

The transition from primary school to secondary school is often the most significant move a child will make during their education. For pupils with SEND, this transition is planned carefully and often begins well in advance. Corngreaves Academy works closely with receiving secondary schools, families and external agencies to ensure detailed information is shared and individual needs are understood. Additional transition visits, visual guides, social stories, meetings with key staff and personalised transition plans may be arranged to help pupils develop confidence and familiarity with their new setting.



We also recognise that some pupils may transition to a different primary school or move to a specialist provision. Wherever possible, we work closely with the receiving school, parents and relevant professionals to ensure information is transferred effectively and that the child's needs continue to be understood and supported. Our aim is always to provide continuity, minimise disruption and ensure every child experiences a positive start in their new environment.

By building strong partnerships with families, educational settings and external agencies, Corngreaves Academy strives to make every transition as smooth and successful as possible. Through careful planning, personalised support and a commitment to understanding each child's individual needs, we help pupils feel secure, prepared and ready to thrive in the next stage of their education.



Children at Corngreaves know- “Once a Corngreaves learner, always a Corngreaves learner!” We are always sad to see our children move on, however we love hearing their updates and seeing them thrive as they transition to the next phase in their education- but please, encourage them to pop in and visit... it’s a joy to see them.

Contacts and Websites



Name	Contact Details
Leanne Timmins-SENDCo at Corngreaves Academy	leanne.timmins@corngreavesprimary.org.uk 01384569333
Sandwell CAMHs	0121 612 6620
Dudley CAMHs	01384 324689
Sandwell Inclusion Support	inclusion_support@sandwell.gov.uk 0121 569 2777
Sandwell EHCP Team	sen_team@sandwell.gov.uk 0121 569 8240
Sandwell School Nursing	swbh.shnsandwell@nhs.net 0121 612 2974
Sandwell FASTA referral line (Speech and Language, Occupational Therapy, Physio Therapy)	0121 507 5858 Please let school know if you make a referral

If you have a complaint- please contact your child's class teacher in the first instance. Following this contact the school SENDCo, then the Head Teacher (Joanne Robinson). If you need to escalate this further, our Chair of Governors is Mr Andrew Tilley, his details can be obtained from the school office.

If your complaint is about the local authority (delayed EHCPs, incorrect school placement, funding etc.) then please contact Leanne Timmins, to support you with contacting the correct department.

Useful Websites for Parents

Sandwell SEND Local Offer	**Sandwell SEND Local Offer** Please see Sandwell SEND Updates page below for details of the launch of the new short breaks offer Family Information Service Hub
Sandwell SENDIASS	**Sandwell Sendiass :: Home** Sandwell's Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) sandwellsendiass.co.uk
Autism West Midlands	
IPSEA	
Sandwell Family Hubs	**parents and carers of children with special educational needs l...** support for parents with children wit... sandwellfamilyhubs.com