

Walmley Infant School SEND Information Report

The School SEND Information Report forms part of the Local Offer for Birmingham LA. Under the Children and Families Bill 2014, local authorities are required to publish and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for families and professionals in understanding the range of services and provision in the local area.

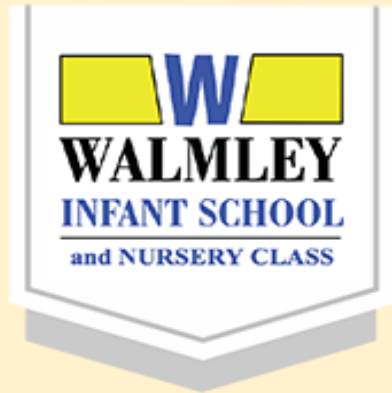
To find out more about Birmingham LA's Local Offer please log onto Birmingham LA's website:

www.localofferbirmingham.co.uk

For all information regarding inclusion:

<https://inclusionhouse.birmingham.gov.uk/>





Walmley Infant School and Nursery is a vibrant, happy and inclusive mainstream, three-form entry school. We believe that every child has the right to a safe, nurturing environment supported by staff who ensure that every child is safe with secure school attachments and where different learning needs are met. We are striving to provide an inclusive environment where equality is achieved by treating all learners differently.

We believe that the “purpose of education for all children is the same but the help individual children will need will be different”. (Warnock 1978)

OUR OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with SEND pupils.
- To raise the aspirations of and expectations for all pupils with SEND.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To promote an attitude which ensures links with parents are always good and nothing is hidden from them.
- To inform parents of the needs and progress of their child and to work in partnership with them.

- To consider the wishes/views of the child relevant to their age and comprehension ensuring the Child's Voice is listened to and acted upon.
- To ensure every teacher in Walmley Infant School is a teacher of every child including those with SEND.
- To develop a whole school policy for assessment-one in which the curriculum delivery removes all barriers, one where pupils know what is expected of them and one where teachers have high expectations of all pupils and care about their performance.
- To request support and forge links with appropriate outside agencies that will enable children to receive the help they need quickly and effectively.

CORE OFFER

We are currently able to deliver the following across all areas of our school;

- There is a Designated Safeguarding Lead Head Teacher and four deputy DSL's
- An experienced Senior Leadership Team and SENDCo.
- There is an Autism Champion in school.
- Teaching staff have Autism Education Trust Tier 1-Making Sense of Autism training/certificates.
- There is an Interventions Lead in Key Stage 1
- Staff are trained to deliver a range of interventions such as Precision Teaching and Unlocking Letters and Sounds Interventions.
- 'WellComm' assessment/resources are used to support children's understanding and expressive language development.
- Colourful Semantics is used in Early Years to support children's sentence structure.
- We use Widgit symbols to support children's language and vocabulary.
- We have Level 1/2 Makaton trained staff.
- We have a lovely Sensory Room designed by parents to support the needs of children requiring sensory support and quiet time.
- Staff are skilled at delivering Sensory Circuits and planning sensory activities.
- Teaching staff/support staff are skilled to work with children with SEND- supporting children with Cognition and Learning needs, Speech, Language and Communication needs, Social, Emotional and Behavioural needs and Sensory and Physical needs.
- We use Ordinarily Available Guidance (OAG) to help our setting maintain high quality inclusive practice.
- We use Counting Collections in Early Years and same day interventions in Key stage 1 to support Maths.

- We have a skilled Social, Emotional and Mental Health (SEMH) specialist trained to deliver mindfulness workshops.
- The 'myhappymind' programme is delivered to all children in school to support SEMH.
- We have a trained Lego Club Therapist in school.
- There is a Medical Needs Lead in school.
- We have allergy, asthma, anaphylaxis and epilepsy training annually.

Wheelchair Access and Adaptions

The building is mostly wheel chair accessible as there is a lift in the Reception area and some classrooms/areas can be accessed via ramps. Stepped areas are still in use in parts of the original school building. There is a SEND Wash Room with a changing table for children and visitors and Children's Disabled toilets are located in Nursery and by R3 and 1.3 classrooms.

Ramp to R3



Lift



Ramp to Nursery



SEND Washroom



RANGE OF PROVISION

Special Educational Needs support and at Walmley Infant School

Provision is made for pupils who have any of the following needs- Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory. We know that some pupils may have difficulties in more than one of these areas and we endeavour to meet their needs. The support listed acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.

All children in school have support within lessons through Adaptive Teaching and Ordinarily Available Guidance and strategies. This means that activities are planned according to the child's needs. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Types of need

Below are examples of different types of SEND needs and the support and provision implemented in our school to meet those needs.

How we support children with Communication and Interaction needs?

We support children by:

- Using the WellComm programme to help children to build communication and interaction skills and develop receptive language.

- Colourful Semantics is used as an intervention to support sentence structure.
- Advice and Speech and Language Plans from Speech and Language Therapists are used and strategies provided by CAT (Communication and Autism Team).
- Plan, Do and Review target setting.
- Reduced distractions in class e.g. close the door if it's noisy in the corridor, reduce clutter where the pupil sits.
- Using the pupil's name before talking to them or cue them in visually to gain their attention.
Supporting adults get down to the pupil's level.
- Visuals are used to support understanding e.g. symbols, written words, showing what to do, photos, objects, videos, Makaton, communication boards, the pupil's communication system.
- Now/next boards or a task board is used to break instructions down and to support the pupil to know what to do.
- Talking is slowed down and paused between chunks of information.
- Simple words are used when giving instructions and key information repeated.
- Pupils are given extra time to process what has been said.
- Pupils are told what they should do, rather than what they shouldn't e.g. 'keep your books on your table', rather than 'don't put your books away'.
- Instructions are given in order and broken down into smaller parts e.g. 'get the blue box... then line up' rather than saying 'before you line up get the blue box'.
- All forms of communication are encouraged e.g. talking, gesture, Makaton, symbols.
- Clear sentences are modelled around the same level of language pupils are using e.g. 'the hedgehog is spiky', 'the volcano is going to erupt'.
- Communication systems are used e.g. talking, communication boards, communication book.

- Correct language is modelled by saying the correct version back if the pupil makes a mistake e.g. pupil: 'they is going football Saturday', adult: 'oh they are going to football on Saturday'.
- Using visuals to help pupils to plan what they want to say e.g. question word symbols, narrative planners, first/then/next strips.
- Using starters e.g. 'I think...' are suggested
- Opportunities to talk are planned e.g. group discussions, think-pair-share, talking ideas through with teacher or teaching assistant, circle/news time.
- New words are taught by talking about what the word means and how it sounds (e.g. initial sound, syllables, rhyming words). Word maps and word walls are used to support.
- Understanding is checked by asking open ended questions e.g. 'what do you have to do?'
- New ideas are linked to previous experiences e.g. 'the goblin was fierce... does anyone remember who else was fierce in the book we read last week?'
- Non-literal language is explained e.g. 'I'm only pulling your leg... that means I'm joking'.
- Pupils words or sentences are repeated back when they are unclear, but we do not ask them to repeat us.
- The pupil is reassured that we are working with them to understand and that what they have to say is important.

How do we support children with Cognitive and Learning needs?

We support children by:

- Echoing reading to model phrasing, expression, intonation, pace and volume.
- Re-reading familiar texts to build automaticity and confidence.
- Pre-teaching key vocabulary before reading new texts.
- Providing high-interest, decodable texts matched to pupils' reading level.
- Providing individual or small-group reading support focused on accuracy, rate and confidence.
- Providing targeted practice to develop automatic word recognition and prosody.
- Using short, frequent intervention sessions to strengthen fluency over time.
- Teaching phoneme-grapheme correspondences systematically and cumulatively.
- Providing daily practice in blending and segmenting using manipulatives or sound cards.
- Using visual prompts and word-building activities to support phonics learning.
- Modelling 'thinking aloud' to show how good readers make sense of text.
- Using reciprocal reading strategies (predict, clarify, question, summarise).
- Highlighting and discussing key vocabulary and figurative language.
- Using film clips, images, or drama to build understanding before reading.
- Checking understanding regularly through discussion or quizzes.
- Teaching vocabulary and concepts explicitly.
- Providing adult-led small-group support to model comprehension strategies.
- Providing structured opportunities to practise and apply comprehension skills.
- Using 'talk for writing' and oral rehearsal before independent writing.

- Providing structured planning frameworks (story maps, writing ladders).
- Modelling writing and thinking aloud to show how ideas develop.
- Breaking writing tasks into smaller, achievable steps with clear success criteria.
- Using peer and adult conferencing to refine and extend ideas.
- Celebrating writing for real audiences to build confidence.
- Providing targeted small-group or 1:1 support with clear outcomes.
- Providing extra small-group sessions to overlearn tricky words and patterns.
- Linking spelling instruction to taught phonics patterns.
- Reinforcing phonics in reading and writing across the curriculum.
- Using small-group or 1:1 intervention to address specific gaps in phonological knowledge.
- Planning structured, cumulative teaching sequences matched to the pupil's current level.
- Providing regular review and practice to secure decoding skills and support transfer into reading.
- Teaching and revisit spelling patterns using multi-sensory approaches (e.g. saying, writing, tracing).
- Displaying common exception words and referring to them during teaching.
- Using "look, say, cover, write, check" and precision teaching to practise focus words.
- Providing word mats and editing checklists to support independent spelling.
- Teaching spelling patterns and rules explicitly in response to identified gaps.
- Modelling sentence construction through shared writing.
- Teaching grammar in context, linked to real examples from class texts.
- Providing visual aids.
- Giving immediate oral feedback to correct errors and reinforce rules.
- Providing targeted small-group or 1:1 support with clear outcomes.

- Providing daily short handwriting or fine-motor warm-ups.
- Modelling correct letter formation and posture explicitly.
- Using writing frames, line guides or sloping boards to support handwriting.
- Encouraging alternative recording methods (e.g. laptop, voice-to-text) when appropriate.
- Allowing short, regular breaks to reduce hand fatigue.
- Using positive feedback to reinforce good presentation.
- Providing small-group or individual support to develop fine motor control, letter formation and fluency.
- Using Letters and Sounds structured programme to build skills incrementally and reinforce correct patterns.
- In Maths we use manipulatives (base ten, bead strings, number lines) to reinforce value.
- Linking abstract numbers to real-life contexts and images.
- Providing number cards, charts, and visual prompts.
- Encouraging verbal reasoning ("How do you know?" "What's the same/different?").
- Building fluency through short, daily number recall and estimation games.
- Providing small-group or 1:1 teaching focused on core concepts.
- Using same day interventions to build understanding progressively.
- Providing guided practice to develop accuracy and confidence.
- Using concrete-pictorial-abstract (CPA) approach to build understanding.
- Teaching number bonds through songs, games, and visuals.
- Encouraging use of mental strategies before formal written methods.
- Modelling estimation and inverse checking to promote reasoning.
- Providing step-by-step scaffolds for column addition.

- Intervention focusing on securing understanding of concepts and number relationships.
- Structured practice to build fluency and reduce cognitive load.
- Small-step teaching sequences with regular opportunities for review and consolidation.
- Teachers are skilled at 'checking in' but also at allowing independence and time to complete learning.

How we support children with Social, Emotional and Mental Health needs

We support children by:

- Using emotion coaching to label emotions, validate how the pupil is feeling and help them understand why they may be feeling that way.
- Carrying out emotion check-ins using visual tools to help pupils recognise and communicate their feelings.
- Practicing emotional responses through role play.
- Using puppets to explore feelings and emotional situations.
- Using social scenarios to practise recognising and responding to emotions.
- Using photographs to help pupils identify emotions and discuss what someone might be feeling.
- Using video clips to explore emotional situations and discuss what may be happening internally.
- Small group support led by a teacher with SEMH expertise (THRIVE children) to help pupils recognise emotions, understand triggers, develop empathy and manage feelings.
- Using personalised Social Stories to explain emotional experiences.
- Using Comic Strip Conversations to help pupils understand emotional situations and perspectives.
- Providing individual visual supports such as personalised feelings thermometers or emotion scales.

- Using structured approaches such as Brick-by-Brick or Lego Therapy to develop communication and cooperation skills.
- Creating regular opportunities during the school day to talk about feelings and build emotional vocabulary.
- Offer key adult support - intensive support provided directly to pupils by a member of staff trained in relational and therapeutic support to promote the co-regulation of emotions.
- Using strengths-based approaches by identifying pupils' strengths and building these into learning activities.
- Four 'Wellbeing Champions' trained by the charity 'Place 2 Be' are in school and available to talk to children.

'myHappymind' and SCARF



The Emotional Wellbeing and Mental Health of our children is paramount and is supported by our RHE/PSHE Policy and SCARF curriculum. In September 2024 we started the 'myHappymind' programme to support the emotional wellbeing of our pupils. We are now silver accredited and hope to gain gold in 2027

- Our vision is:
- "the strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities."

The Sensory Room is available for sensory and calm time



How we support children with Sensory and/or Physical needs?

We support children by:

- Gaining the child's attention before speaking and ensuring they know we are talking to them
- Facing the child and not covering mouths when speaking
- Gaining the child's attention at the child's level including during outdoor activities
- Reducing background noise where possible (e.g. turning off unused equipment, avoiding music during focused tasks)
- Using quieter spaces and smaller groups for adult-led activities

- Seating the child so they have a clear view of the adult and any visual materials
- Repeating and rephrasing what others say (e.g. peer contributions)
- Checking hearing equipment daily (e.g. batteries/charging, cleanliness, working order)
- Seeking guidance from a Teacher of the Deaf or parents/carers on equipment use where needed
- Contacting parents/carers if hearing equipment is not brought to the setting
- Using assistive listening devices (e.g. radio aids) where provided
- Supporting the child to develop independence in using and managing their hearing equipment
- Involving the child in simple equipment checks and routines where appropriate
- Using visual supports alongside speech (e.g. objects, photos, symbols, gestures, Makaton or BSL, visual timetables)
- Providing picture communication resources to support understanding and expression
- Modelling and extending the child's language during play and routines
- Following advice and strategies from specialists (e.g. Teacher of the Deaf, Speech and Language Therapy)
- Labelling the environment using symbols and signs to support understanding.
- Modelling turn-taking and support small group interactions to develop social communication.
- Recognising that listening can be tiring and provide regular listening breaks (e.g. quiet time)
- Supporting use of equipment through encouragement, praise and practical solutions (e.g. clips, headbands)
- Reducing the amount of writing needed to show learning.
- Using writing frames, sentence starters, cloze activities, lists, mind maps, highlighted notes, or verbal questioning instead of extended writing.

- Offering alternative ways for children to record their work, such as using a tablet, laptop, or other ICT.
- Providing different types of keyboards and mice, including large key keyboards or one-button mice.
- Allowing extra time for children to complete tasks.
- Building in regular fine motor activities within the classroom, such as using a fine motor table.
- Including short hand or finger exercises and breaks during learning or writing tasks.
- Providing activities that encourage children to practise handwriting, letter formation, and fine motor skills in motivating ways, including classroom jobs.
- Offering a range of adapted equipment, such as pencil grips, adapted scissors, or ridged rulers, for children to choose from.
- Providing different mark making tools such as chunky brushes, chalk, pens, and crayons.
- Allowing children to mark make on a range of surfaces, indoors and outdoors, including chalkboards, light boxes, sand, or pathways.
- Providing opportunities to mark make on vertical surfaces.
- Seeking professional advice from specialist staff such as Physiotherapists and Occupational Therapists and support from Outreach services such as the Sensory Support Teams (Hearing and Vision) and Physical Disability Support Service.
- Access to the school environment, information and curriculum is constantly monitored and supported by The School Accessibility Plan.
- Fine motor groups and sensory circuits are led by trained support staff.
- Sensory time and learning breaks are ensured throughout the school day.
- Specialist equipment is in place to meet individual needs.

- Care Plans, Management Plans and Personal Care Plans support children's specific needs
- Allergy, Epilepsy and Medical profiles are in place to support children's medical needs.
- Teaching and reinforcing simple safety rules, such as holding a handrail when using stairs, as part of everyday routines.
- Adapting PE activities by allowing extra time, more space, and using equipment that is easier to grip or catch.
- Providing time and space for outdoor play and breaktimes, including safe opportunities to practise moving over different surfaces.
- Allowing children to move at their own pace around the setting.
- Reducing walking distances and providing rest breaks when needed, for example on school trips.
- Adapting seating where needed, such as providing chairs with arms, footrests, or seating near exits.
- Offering a small chair as an alternative to floor sitting where appropriate.
- Making reasonable adjustments to ensure full access to the school environment and curriculum. This includes adapting routes around the school (e.g. lifts, alternative routes or shortcuts) and, where necessary, ensuring classroom locations are accessible.

INCLUSION

How we promote inclusion within the school **Expectations at Walmley Infant School**

Every child At Walmley Infant School has the right to feel safe, secure, valued and included, and to experience a genuine sense of belonging within their school or setting. Inclusive education is about more than access, it is about relationships, participation and wellbeing that enable every learner to thrive.

We aim to foster an inclusive setting where we are building a culture where:

- Belonging and safety come first, so children and young people feel accepted and ready to learn.
- Strengths and interests are recognised, celebrated and used to support progress.
- Relationships are positive, respectful and founded on understanding difference.
- Children and young people's voices are heard, valued and used to shape decisions about their learning and support.
- Parents and carers are genuine partners in planning and review.
- Staff at all levels share responsibility for inclusion. Leaders model it, and every adult contributes to it each day.
- Teaching and environment are adapted proactively to meet diverse physical, social, emotional and learning needs.

- Inclusive culture is reflected in everyday language, policies and practice, and in the sense of community within the setting. The OAG supports this by describing what inclusive practice looks like in action, helping our school to strengthen what already works well and to plan next steps together.
- In addition, lesson delivery on the whole takes place in the classroom. Some specialist input e.g. Physiotherapy, Speech and Language work, reading support may take place in a quiet area conducive to focused learning.
- Additional learning support may take place on a 1:1 or small group basis.
- Children with disabilities are included in every aspect of school life this includes school trips and residential. Risk assessments and any adjustments are made in advance.
- Careful planning and adjustments ensure all children participate in P.E.



Wheelchair Basketball

Policies

SEND, Safeguarding and Behaviour Policies are located on the school website.

The requirements of the Disability Discrimination Act 1995 and The Equality Act 2010 are observed and The School Accessibility Plan is reviewed annually. This can also be found on the school website.

How Walmley Infant School involves/supports parents of children with SEND regarding the identification of their needs and how we communicate pupil progress and areas of difficulty.

Walmley infant School has an 'open-door' policy. We are available to talk with parents at times throughout the school day. Staff listen to parents and value communication and understand that parental involvement is important to the wellbeing and education of children.

In addition, we aim to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings/liaison with SENDCo, class teacher and support staff
- Termly review meetings.
- Parents' views elicited at reviews.
- Parental involvement in collating information for requesting an Education Health Care Plan.
- Annual reviews.
- Outside agency liaison.
- Home visits.
- Phone calls.
- Emails.

- Parental involvement in collating information for requesting an Education Health Care Plan.
- Homework books.
- Communication books.
- Information on the school website.
- Tapestry-school's secure online Learning Journal.
- Parents' evenings.
- Parent workshops.
- Contacting key members of staff via the school office or by email.
- Signposting to parent groups e.g. Cygnet, Grow, CAT support
- Invitations for assemblies, curriculum workshops, topic celebrations etc.

How will the school prepare children with SEND to join their next setting/school?

We have carefully planned Transition procedures between year groups and Walmley Junior School. Examples include:

- Photo books.
- Visits to new environments and settings.
- Transition Day
- Information sheets/Parents Meetings
- Transition Club.
- Transition Meetings.

Please refer to school's Transition Policy located in the Policies section of our website.

<http://www.walmleyinfantschool.co.uk/policies/>

What Proportion of Children in School and Nursery currently has a SEND? (June 2026)

SEND One Page Profile

Walmley Infant School

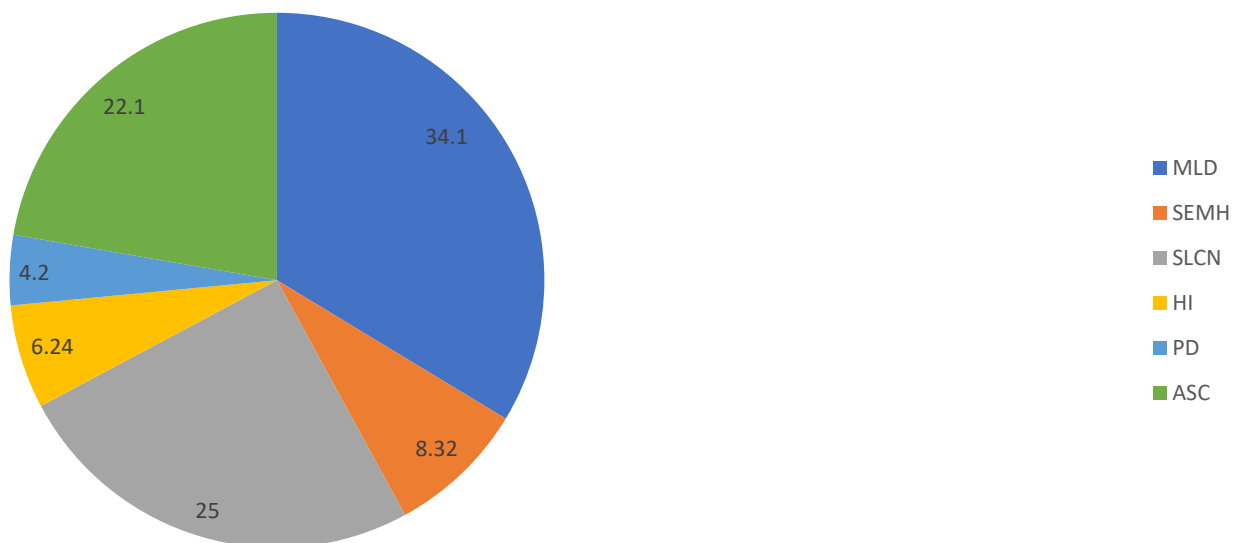
Date of Profile Completion: 18/6/26



Total no of pupils	SEN Register total	Percentage of School	National
312	48	15.36%	19.5%

Census	SSPP FUNDING/ EHCP				SEND K	
	% Whole School Total		Support		% SEND Total	
	No'	%	No'		No'	%
Moderate Learning Difficulty	1	0.32 2.08	15		4.8 31.3	
Social, Emotional and Mental Health	1	0.32 2.08	3		0.96 6.24	

Speech, Language and Communication Needs	1	0.32 2.08	11	3.52 22.9
Hearing impairment			3	0.96 6.24
Physical Disability	1 LN	0.32 2.08	1	0.32 2.08
Autistic Spectrum Condition	1 AJ	0.32 2.08	10	3.2 20.8



Support Level	No of pupils	Percentage of SEND	Percentage of School
SSPP Funded/EHCP	5	10.4%	1.6%
School Based Support	43	89.6%	13.76%

Percentage of children with EHCP's:

National Primary-5.3%

Percentage of children receiving SEN support:

National Primary-14.2%

SEND JUNE 2026

BOYS SSPP FUNDING/EHCP (whole school) (SEND)		BOYS SEND K (whole school) (SEND)	
No'	%	No'	%
2	0.64 4.16	27	8.65 60.41
GIRLS SSPP FUNDING/ EHCP		GIRLS SEND K	
No'	%	No'	%
3	0.96 6.25	16	5.12 35.41
FSM SSPP FUNDING/EHCP		FSM SEN K	

No'	%	No'	%
1	0.32 2.08	7	2.24 14.58

SEND TEAM	Name
SENDCo/Inclusion Lead	Mrs H Grace
SEND Governor	Miss H Colley
Educational Psychologist	Miss P Chibbra
Language and Learning Support	Mr G Fowler
Communications/Autism Team	Mrs F Thompson
Speech and Language Therapy	TBC
Physical Disabilities Support Service	Aneel Khadim

What should a parent of a child with Special Educational Needs do if they have a complaint about the school?

How does the governing body deal with the complaint?

We will always attempt to resolve issues amicably, please feel free to speak with any member of the Senior Leadership Team.

If you have a formal complaint about the problem please contact Mrs Grace/Mrs Murphy in writing.

If this does not resolve the issue to your satisfaction, a letter can be written to the Chair of Governors, Mrs Victoria Davis.

Our school and governing body take complaints seriously. There is a complaints policy which gives further details in the Policies section of the school website.

Completed by: Mrs Grace-SENDCo

Date: July 2026

To be Reviewed: July 2027