

SEND Information Report 2025/26

This SEND Information Report is reviewed annually and updated to reflect developments in our provision, practice and future priorities. It outlines the current arrangements for supporting pupils with Special Educational Needs and Disabilities (SEND) at Randlay Primary and Nursery School.

How do I contact the school regarding SEND?

SEND Co-ordinator (SENDCO)

Mrs K. White

Randlay Primary and Nursery School

Randlay

Telford

TF3 2LR

Telephone: 01952 327150

SEND Governor

Mrs Laura McCarthy

What kinds of Special Educational Needs does Randlay Primary and Nursery School provide for?

Randlay Primary and Nursery School is a fully inclusive mainstream school for children aged 3 to 11 years, including a 48-place nursery. We are committed to providing a broad, creative and engaging curriculum that enables every child to achieve their full potential.

Our SEND and Inclusion Policy outlines how we identify, support and meet the needs of pupils who experience barriers to learning. These needs may relate to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We recognise that every child is unique and respond to the individual needs of the pupils currently attending our school. We work collaboratively with parents, carers and a range of external professionals to ensure that children receive the right support at the right time.

In accordance with the Equality Act 2010, we make reasonable adjustments, including the provision of specialist equipment, resources and support, to ensure disabled pupils are not placed at a disadvantage. We also fulfil our duties under the Children and Families Act 2014 by supporting pupils with medical conditions so that they can participate fully in school life.

How does Randlay Primary and Nursery School identify and assess pupils with SEND?

We follow the graduated approach outlined in the SEND Code of Practice, ensuring that pupils' needs are identified and addressed as early as possible.

The SENDCO works closely with class teachers and the school's assessment systems to monitor progress and identify any emerging concerns. A range of information is used to inform decisions, including:

- Tracking individual progress over time
- Information shared by previous schools or educational settings
- Local Authority SEND guidance and criteria
- Concerns raised by parents or carers
- Information from external agencies and professionals
- Teacher observations and assessments

Where a child is not making expected progress despite receiving high-quality teaching, the class teacher will discuss concerns with parents/carers and the SENDCO to determine whether additional support may be required.

If appropriate, a Provision Map will be developed in partnership with parents, carers, the pupil and school staff. This document outlines specific targets, support strategies and interventions designed to meet the child's identified needs.

Provision Maps are reviewed at least termly, with progress and the impact of interventions carefully evaluated. Parents and pupils are encouraged to contribute to these reviews and play an active role in decision-making.

Where additional support is required, and with parental consent, the school may seek advice from external professionals, including:

- Learning Support Advisory Teachers (LSAT)
- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Health professionals and specialist services

Advice provided by these professionals is incorporated into the child's Provision Map to ensure support remains appropriate and effective.

What expertise and training do staff have in relation to SEND?

At Randlay Primary and Nursery School, we are committed to ensuring that all staff have the knowledge, skills and confidence needed to support children with SEND effectively.

Professional development is ongoing, and all staff, including governors, are encouraged to participate in relevant training. Teachers and teaching assistants regularly attend specialist courses linked to their roles and the needs of the pupils they support.

The SENDCO plays a key role in coordinating training and sharing best practice across the school. SEND is a regular feature of staff meetings to ensure colleagues remain informed about current legislation, local developments and effective approaches to supporting pupils.

New staff and Early Career Teachers receive induction training relating to the school's SEND policies, procedures and inclusive practices.

Recent staff training has included:

- Future in Mind Mental Health Training

- Speech and Language Support Programmes
- Emotional Literacy Support Assistant (ELSA) Training
- Literacy Pathway Intervention Training
- Emotional Coaching and Relational Approaches
- Makaton and Communication Support Strategies

This continuous professional development enables us to meet the diverse needs of pupils and provide high-quality, evidence-based support across the school.

How does Randlay Primary and Nursery School teach pupils with SEND and how is this provision evaluated?

At Randlay Primary and Nursery School, we believe that all children should be fully included in the life of the school and have access to a broad, balanced and engaging curriculum. Wherever possible, pupils with SEND learn alongside their peers within the classroom environment.

Teachers carefully plan lessons to meet the needs of all learners through high-quality, adaptive teaching. This may include adjusting learning activities, providing additional resources, adapting teaching approaches or offering targeted support to help pupils access the curriculum successfully.

Some pupils may receive additional support through small group interventions or individual programmes delivered by teachers or teaching assistants. Where pupils have an Education, Health and Care Plan (EHCP), support may include periods of individual assistance. However, we actively encourage independence and participation in group learning wherever appropriate.

Where specialist advice has been received from external professionals, teachers and support staff incorporate recommended strategies and programmes into daily practice. Examples may include speech and language programmes, occupational therapy activities or sensory support strategies.

Additional interventions may take place at various points throughout the school day and are carefully selected to meet identified needs.

The effectiveness of support is monitored through Provision Maps, which record targets, interventions and outcomes. These are reviewed regularly to evaluate progress and ensure that provision remains effective and responsive.

We continually review and develop our SEND provision to ensure pupils receive the best possible support. Additional funding received through the Telford & Wrekin Fair Share Fund has enabled us to further enhance provision for pupils with EHCPs through small-group teaching opportunities within our specialist support spaces, including the Sunshine Room, Rainbow Room and The Beehive.

We have also benefited from Outreach Support provided by Haughton School, enabling staff to develop further expertise in supporting pupils with complex needs.

How does Randlay Primary and Nursery School adapt the learning environment for pupils with SEND?

We are committed to creating an environment that is accessible, welcoming and inclusive for all pupils.

The school complies with the requirements of the Special Educational Needs and Disability Act 2001 and the Equality Act 2010. Reasonable adjustments are made to ensure that pupils with disabilities or additional needs can access all aspects of school life.

Alongside the resources available in classrooms, we can access a range of specialised equipment and support materials to meet individual needs. These may include visual supports, sensory resources, specialist seating, assistive technology and adapted learning materials.

We work closely with external professionals to ensure pupils have access to any specialist equipment they require.

Our SEND Policy and Accessibility Plan are available on the school website and provide further information about our commitment to inclusion and accessibility.

The school also works in partnership with the Sensory Inclusion Service, which regularly reviews our environment and provides advice to ensure it remains supportive for pupils with sensory needs.

How are parents and carers consulted and involved in their child's education?

We recognise that parents and carers know their children best and are key partners in supporting their development and learning.

We aim to build positive relationships with families and encourage open communication throughout a child's time at our school.

All families are warmly welcomed to visit the school before their child starts with us. We operate an open and approachable ethos and encourage parents to speak with staff if they have any concerns. While many conversations can take place informally at the end of the day, longer discussions can be arranged through the school office.

Throughout the year, parents are kept informed about their child's progress through:

- Reading and home-school communication diaries.
- Parents' evenings and consultation meetings.
- Annual written reports.
- SEND review meetings.
- Provision Map reviews.

Parents of pupils with SEND are offered three dedicated consultation meetings each academic year, providing opportunities to discuss progress, celebrate achievements and agree next steps.

Parents and carers are encouraged to contribute to their child's Provision Map and to share their views as part of the review process.

The school also benefits from parent representation on the governing body, helping to ensure that the views of families continue to inform school development.

Our SEND Coffee Mornings have continued to be highly successful, providing opportunities for families to meet with representatives from:

- SENDIASS
- Educational Psychology Services
- Learning Support Advisory Teachers (LSAT)
- Telford Children's Autism Hub
- School Nursing Service
- Family Hubs
- The school's SEND Governor

Feedback from families attending these events has been extremely positive.

What support is available for parents and carers of pupils with SEND?

We understand that navigating SEND support can sometimes feel overwhelming. Families can access independent advice and support through the Telford and Wrekin SEND Information, Advice and Support Service (SENDIASS).

SENDIASS offers confidential, impartial information and guidance relating to SEND and can provide support before, during and after meetings with educational settings and other services.

Contact Details

Telephone: **01952 457176**

Email: **info@telfordsendiass.org.uk**

Website: **www.telfordsendiass.org.uk**

How are pupils consulted and involved in decisions about their education?

At Randlay Primary and Nursery School, all pupils are treated with dignity, respect and kindness. We believe that children's views are important and that they should be involved, wherever possible, in decisions about their learning and support.

Pupils with SEND are encouraged to contribute to discussions about their targets, support strategies and aspirations. Their views are recorded within Provision Maps and reviewed regularly throughout the year.

Where pupils have an Education, Health and Care Plan, their views form an important part of the Annual Review process.

By listening to pupils and involving them in decision-making, we help them develop confidence, independence and self-advocacy skills.

How does Randlay Primary and Nursery School support pupils with SEND during transitions?

We recognise that periods of transition can be particularly important for children with SEND. We therefore work closely with families, pupils and other settings to ensure these transitions are positive and successful.

Starting Nursery

Staff carry out home visits before children start nursery. These visits provide an opportunity to build relationships with families, gather important information and discuss any concerns about a child's development.

Starting School

Children joining Reception are invited to visit the school before they begin. Parents are also invited to attend information meetings to support a smooth transition into school life.

Moving Between Year Groups

Transition activities take place during the summer term to help pupils become familiar with their new teachers and learning environments.

Teachers meet to share information about children's progress, strengths and support needs. The SENDCO is actively involved in this process to ensure continuity of provision.

Where appropriate, pupils may receive:

- Additional visits.

- Transition photographs.
- Social stories.
- Individual transition plans.

For some pupils with EHCPs, familiar members of staff may provide additional support during the settling-in period.

Transition to Secondary School

Transition planning begins early to ensure pupils and families feel well prepared.

Examples of support include:

- Visits to secondary schools.
- Additional transition sessions where required.
- Meetings between primary and secondary staff.
- Information sharing with SEND teams.
- Support from external agencies where appropriate.

Year 6 pupils are also supported through PSHE lessons and transition activities designed to help them prepare for the next stage of their education.

How does the governing body involve external agencies and services in meeting the needs of pupils with SEND?

The SENDCO coordinates SEND provision across the school and works closely with teachers, parents and a range of external professionals.

Class teachers remain responsible for the progress and learning of all pupils in their class. Provision Maps are used to record support strategies, targets and outcomes, ensuring that everyone involved has a clear understanding of a child's needs.

The school works collaboratively with a range of services, including:

- Educational Psychology Service
- Learning Support Advisory Teachers (LSAT)

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Sensory Inclusion Service
- Family Support Services
- Social Care Services

Recommendations provided by external professionals are incorporated into planning and reviewed regularly.

The school also has trained staff who can complete Early Help Assessments, helping families access additional support and services where appropriate.

How can parents raise concerns or make a complaint about SEND provision?

We are committed to working in partnership with families and aim to resolve concerns quickly and positively.

Parents and carers are encouraged to discuss any concerns initially with their child's class teacher or the SENDCO.

Should concerns remain unresolved, the school's Complaints Procedure can be followed. This procedure is available:

- On the school website.
- Through the school office.
- Within the school handbook.

We value feedback and use it to continually improve our provision for children and families.

Where can I find information about the Telford & Wrekin Local Offer?

Further information about SEND provision at Randlay Primary and Nursery School can be found on our website through our SEND School Offer.

This links directly to the Telford & Wrekin Local Offer, which provides information about services, support, activities and advice available for children and young people with SEND and their families.

Website:

www.telford.gov.uk

SEND Achievements and Developments During the Previous Academic Year

Communication and Interaction

During the past year we have:

- Continued to deliver Talk Boost interventions to support the development of speech, language and communication skills.
- Worked closely with the Local Authority Speech and Language Team to provide specialist support for pupils.
- Supported staff professional development through training in communication approaches, including Intensive Interaction and Makaton Level 1.
- Provided targeted support for pupils with autism through our Beehive Provision.
- Received Outreach training to support the delivery of a specialised curriculum in our Beehive provision.

Cognition and Learning

During the past year we have:

- Worked alongside the Learning Support Advisory Teacher (LSAT) to strengthen inclusive classroom practice.
- Accessed specialist assessments for pupils whose progress required further investigation.

- Trained an additional member of staff to deliver the Literacy Pathway intervention programme.
- Delivered small-group support through the Rainbow Room for Key Stage 2 pupils.
- Hosted a parent information session on ADHD in partnership with the Local Authority.

Social, Emotional and Mental Health

During the past year we have:

- Continued to participate in the Future in Mind programme to strengthen mental health support across the school.
- Worked with Educational Psychologists to develop staff understanding of Emotional Coaching, PACE and Relational approaches.
- Facilitated parent workshops focusing on anxiety and emotional wellbeing.
- Delivered ELSA support sessions through the Sunshine Room.
- Provided counselling and play therapy support for pupils requiring additional emotional support.
- Offered targeted nurture provision through Sunshine Room group interventions.
- Trained four members of staff in MAPA (Management of Actual or Potential Aggression).
- Continued to embed relational and restorative approaches throughout the school.

Sensory and Physical Needs

During the past year we have:

- Ensured all staff completed Epipen and asthma awareness training.
- Worked closely with the Sensory Inclusion Service to support pupils with hearing and visual impairments.
- Received specialist guidance from Teachers of the Deaf and Teachers of the Visually Impaired.

- Provided specialist training for staff working directly with pupils who have sensory needs.
- Continued to adapt resources and learning environments to promote accessibility and inclusion for all pupils.