

HIGH ERCALL PRIMARY SCHOOL

Special Educational Needs and Disability (SEND)

Information Report 2026-27

September 2026

SENCO	Nicola Bane
ELSA Support	Cathy Leaver
SEND Governor	Tony Reilly
Vulnerable Learners Governor	Jan Meredith
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This report should be read alongside the school's SEND Policy 2026-27, Accessibility Plan, Equality Policy, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions Policy and the Telford & Wrekin Local Offer.

1. Our approach to SEND and inclusion

At High Ercall Primary School we value the contribution of every child, family and professional to our inclusive school community. We aim to identify needs and barriers early, provide high-quality inclusive teaching, make reasonable adjustments and put effective special educational provision in place so that pupils with SEND can participate meaningfully in school life and achieve well.

This Information Report explains how we implement our SEND Policy 2026-27. It reflects the Children and Families Act 2014, Equality Act 2010, SEND Regulations 2014 and the SEND Code of Practice: 0 to 25 years, which remains the current statutory SEND guidance in September 2026.

It also reflects Keeping Children Safe in Education 2026 (KCSIE), the EYFS statutory framework for group and school-based providers in force from 1 September 2026, and Ofsted's state-funded school inspection toolkit used from 7 September 2026.

2. Leadership and accountability

The SENCO is Nicola Bane. Cathy Leaver provides ELSA support. Tony Reilly is the SEND Governor and Jan Meredith supports governance oversight of vulnerable learners. The SENCO reports to senior leaders and governors so that SEND and inclusion remain part of whole-school improvement, safeguarding and curriculum planning.

The Governing Body monitors the effectiveness of SEND provision, the experiences and outcomes of pupils with SEND, accessibility and equality duties, and the impact of the school's inclusion arrangements.

3. What provision is available at High Ercall?

High Ercall is a mainstream primary school. We use our best endeavours to secure the special educational provision called for by pupils' needs. Where a child has an Education, Health and Care (EHC) plan, the school works with the family, local authority and relevant professionals to deliver the provision specified in the plan.

Provision begins with high-quality inclusive classroom teaching. Depending on individual need, pupils may also receive reasonable adjustments, targeted intervention, additional adult support, specialist resources, ELSA or pastoral support, advice from external professionals, or access to a needs-led inclusion space.

The four broad areas of need used by the SEND Code of Practice are:

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

A pupil may have needs across more than one area. Identification is used to understand the child and decide what action is required; it is not simply a label or diagnosis.

4. How do we identify and assess SEND?

Identification follows the graduated approach. Teachers and practitioners notice and respond to emerging barriers through everyday assessment and classroom practice. Evidence may include progress and attainment, observation, pupil and parent views, attendance and wellbeing information, transition information, screening or standardised assessments and advice from specialists.

Slow progress or low attainment does not automatically mean a pupil has SEND, and attainment at age-related expectations does not rule SEND out. Where concerns persist, the class teacher discusses them with the SENCO and parents/carers. Appropriate adaptations are made and reviewed.

Where a pupil is identified as having SEND, provision is planned through the Assess, Plan, Do, Review cycle. Individual Provision Maps (IPMs) and provision maps are used where appropriate to record needs, outcomes, adjustments, interventions and review information.

5. Assess, Plan, Do, Review

- Assess - understand the pupil's strengths, needs and barriers using school assessment, pupil and parent views and relevant professional advice.
- Plan - agree intended outcomes, adaptations, interventions, responsibilities and a review date.
- Do - the class teacher remains responsible for day-to-day teaching, working with teaching assistants, the SENCO and specialists.
- Review - evaluate the impact of provision with the pupil and parents/carers and refine support in response to evidence.

Where purposeful school-based support does not sufficiently meet a pupil's needs, the school may seek specialist advice and/or consider an Education, Health and Care needs assessment with the family. There is no school rule requiring a fixed minimum number of review cycles before an EHC needs assessment can be considered; decisions are based on the pupil's needs, evidence and the statutory process.

6. How are pupils with SEND supported in teaching and the curriculum?

All teachers are responsible and accountable for the progress and development of pupils in their class, including pupils who receive additional support. High-quality inclusive teaching is the starting point.

Adaptations may include:

- clear explanation, modelling, scaffolding and task adaptation;
- adapted resources and methods of recording, including appropriate technology;
- changes to the learning environment or seating;
- communication, sensory or physical supports and specialist equipment;
- planned movement or regulation breaks;
- targeted small-group or individual intervention where this adds value;

- additional pastoral, emotional or ELSA support where appropriate.

Support staff add value to classroom teaching rather than replacing the teacher's responsibility. Interventions are linked back to classroom learning and reviewed for impact. Pupils should not routinely miss essential curriculum teaching because they receive an intervention.

7. Early Years Foundation Stage

For children in Reception, the school follows the EYFS statutory framework for group and school-based providers in force from 1 September 2026. Practitioners consider each child's individual needs, interests and development, work closely with families and respond promptly where a child may need additional or different support.

Reception transition includes sharing information with parents/carers and previous early years settings. Where SEND is already identified, the SENCO and Reception staff liaise with families and relevant professionals so that appropriate support and reasonable adjustments can be in place from entry. Additional transition visits or meetings are arranged where beneficial.

EYFS safeguarding and welfare requirements are followed alongside KCSIE 2026 and the school's safeguarding procedures.

8. Safeguarding pupils with SEND

Safeguarding is everyone's responsibility. KCSIE 2026 requires all staff to read Part One in full and follow the school's safeguarding policies and procedures.

Children with SEND can face additional safeguarding challenges. Staff remain alert to the possibility that indicators of abuse, neglect, exploitation, bullying or other harm may be overlooked or attributed to a child's disability, communication needs or behaviour. The SENCO and Designated Safeguarding Lead work together where SEND and safeguarding needs overlap.

Concerns are acted on promptly in accordance with the Safeguarding and Child Protection Policy. Information is shared appropriately when needed to safeguard a child.

9. How are parents and carers involved?

Parents/carers are partners in SEND provision. Class teachers and the SENCO listen to concerns, share information and involve families in assessment, planning and review. Meetings may be held in person, by telephone or online where appropriate.

Parents/carers of pupils with an IPM are involved in reviewing outcomes and support. Families of pupils with an EHC plan are involved in the statutory annual review process. Parents/carers may request an additional discussion about progress or support at any point.

The school aims to maintain accessible opportunities for families to meet, share experiences and access information or professional support, including parent coffee mornings where these are offered.

10. How are pupils involved?

Pupil voice is an important part of SEND practice. Pupils are supported to explain what helps them learn, what they find difficult, their wellbeing and their aspirations. Their views inform IPMs, reviews and transition planning in a way appropriate to age, development and communication needs.

The Ofsted inspection toolkit used from 7 September 2026 places particular emphasis on leaders engaging with pupils with SEND and their families when evaluating inclusion. We therefore use pupil and parent experience, alongside progress and provision information, to improve practice.

11. Social, emotional and mental health support

The school recognises that social, emotional and mental health needs can affect learning, relationships, attendance and participation. Support may include adapted classroom approaches, regulation strategies, nurture or pastoral support, ELSA support from Cathy Leaver, planned check-ins, mentoring and advice from external services where appropriate.

Behaviour is considered in context. Where behaviour may indicate an unmet need, staff seek to understand underlying barriers while maintaining safe and consistent expectations.

12. External professional support

The school works with education, health, social care and voluntary-sector professionals according to individual need. This may include Educational Psychology, Learning Support Advisory Teachers, Speech and Language Therapy, Occupational Therapy, Sensory Inclusion, the Virtual School, local authority SEND services, school nursing/health services and behaviour or emotional wellbeing services.

The specific professionals allocated to the school can change during the year. Families will be told which service or professional is involved with their child. External advice is incorporated into the graduated approach and reviewed for impact.

Where wider family needs are identified, the school may use Early Help and multi-agency arrangements in accordance with current local safeguarding and support procedures.

13. Staff training

SEND and inclusion form part of continuing professional development. Training is informed by pupil need, the School Development Plan, safeguarding priorities and advice from specialist services. It may include communication and language, autism and ADHD/neurodiversity, adaptive teaching, sensory needs, social and emotional needs, precision teaching and effective deployment of support staff.

The SENCO supports staff to translate training and specialist advice into effective classroom practice. Training priorities are reviewed rather than assuming that provision from a previous academic year remains unchanged.

14. Progress, outcomes and evaluating effectiveness

The effectiveness of SEND provision is evaluated using a range of evidence rather than a single measure. This can include progress and attainment, progress towards individual outcomes, attendance, participation, independence, wellbeing, work and learning evidence, pupil voice, parent/carers feedback, provision reviews and professional advice.

The SENCO, senior leaders and governors use this evidence to identify strengths and areas for development. Statements about the progress of the current SEND cohort will be based on the school's live 2026-27 assessment and review information rather than automatically carrying forward conclusions from the previous year's report.

15. Inclusion, reasonable adjustments and accessibility

The school is committed to inclusion and equal access. Disabled pupils must not be treated less favourably because of disability and the school makes reasonable adjustments to prevent substantial disadvantage in accordance with the Equality Act 2010.

The curriculum, teaching, communication, physical environment, trips, clubs and wider opportunities are adapted where necessary. The school's Accessibility Plan is published, implemented and reviewed regularly.

The Ofsted state-funded school inspection toolkit used from 7 September 2026 expects leaders to identify and reduce barriers, make appropriate reasonable adjustments, work closely with parents, implement specialist advice and ensure that any inclusion base meets pupils' needs effectively while supporting meaningful participation in wider school life.

16. Inclusion base / alternative provision

Where a pupil accesses the school's needs-led inclusion space, the purpose, intended outcomes, curriculum, safeguarding arrangements and review points are clear. Provision is designed around individual need, including where a lower-stimulation environment or additional regulation support is beneficial.

Where any external alternative provision is used, the school remains responsible for ensuring that it is suitable and safe and that placement decisions are made in the pupil's best interests. Attendance, safeguarding, curriculum entitlement, progress and reintegration or next steps are monitored.

17. Transitions

The school plans transitions between classes, phases and schools carefully. Relevant SEND information is shared securely and promptly with receiving staff. Pupils with additional needs may receive extra visits, meetings, visual information, familiarisation or other adjustments.

For transition to secondary school, the SENCO and Year 6 staff liaise with families and receiving schools. For pupils with EHC plans, statutory transition and annual review arrangements are followed.

18. Supporting pupils with medical conditions

Pupils with medical conditions are supported to access education, trips and physical education. Some pupils with medical conditions may also be disabled and/or have SEND; where this applies, the school coordinates its duties under the relevant frameworks.

Individual healthcare plans are used where appropriate and staff receive relevant training. Please also see the school's Supporting Pupils with Medical Conditions, First Aid and Allergy Safety arrangements.

19. Admissions

Admissions are administered in accordance with the local authority's admissions arrangements and the statutory process for children with EHC plans. The school does not discriminate against a child because of SEND or disability and will consider the reasonable adjustments and provision required to enable access.

20. Complaints

Parents/carers are encouraged to raise SEND concerns with the class teacher and/or SENCO in the first instance so that issues can be discussed promptly. Formal complaints are considered under the school's Complaints Policy. Statutory

rights relating to EHC needs assessments, EHC plans and SEND Tribunal appeals are separate from the school's complaints procedure.

21. Local information and further support

The Telford & Wrekin SEND Local Offer provides information about education, health, social care and family support available locally. The school's website also provides SEND information and relevant policies. Contact the school on 01952 387570 if you would like to discuss your child's needs or require information in an accessible format.

22. Key statutory guidance and documents

- High Ercall Primary School SEND Policy 2026-27.
- Children and Families Act 2014.
- Equality Act 2010.
- Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years (January 2015; current statutory SEND guidance).
- Keeping Children Safe in Education 2026 - in force from 1 September 2026.
- EYFS statutory framework for group and school-based providers - in force from 1 September 2026.
- Ofsted State-funded school inspection toolkit and inspection information - for use from 7 September 2026.
- Supporting pupils at school with medical conditions - statutory guidance.
- Working Together to Safeguard Children - current statutory guidance.

Review date: September 2027, or earlier if legislation, statutory guidance or local arrangements change.