



World's End Junior School

**SEND Information Report
February 2026**

Our School

Our School Vision

At World's End Junior School we believe that every child is unique and should be valued as an individual and have a sense of belonging at our school. The well-being and development of each child underpins all that we do, and we recognise that some children may need more support to access school life fully. We aim to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone as well as developing wider life skills that they can use to underpin their future development.

Our school information report aims to support parents in understanding how we meet the needs of our children with SEN and will signpost parents to where they can access additional advice and support.

January 2026 Information

World's End Junior School currently has 354 children on roll (January 2026)

There are currently 103 (29%) children on our SEND register with a range of needs from universal to specialist. (22% compared to last year 13% a rise of 9%) 24-25 – 39children)

22 children (32%) have a diagnosis of need, that can be accommodated through quality first teaching (universal needs)

32 children (46%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need)

15 children (22%) have a significant and complex need that requires support over and above in class provision. (specialist need)

14 children have an EHCP (4%)



Meet our SENDCO

The SENDCO is Mrs Tea

If you would like to contact Mrs Tea, please call school on **0121 464 5913** or send an email to:

enquiry@worldsend.bham.sch.uk

and Mrs Tea will respond within 48 hours.



Special Educational Needs

At World's End Junior School we support children with a wide variety of special educational needs, and we pride ourselves on being an inclusive school with an ethos which encourages and celebrates diversity and difference. We provide additional and or different provision for these needs.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Vision impairment resource base

At World's End Resource Base, we adhere strongly to the principle that our pupils with a vision impairment share a common entitlement to a broad and balanced curriculum, including the National Curriculum, alongside their fully sighted peers. They are also supported in developing additional skills such as Braille, mobility and independent living skills. In addition, their peers develop an awareness and understanding of the specific skills pupils with Vision impairments need to participate fully in school life and within the wider community.

As a primary VI resource base, we can admit pupils from across Birmingham. Pupils from other local authorities can also be considered. Applications for admissions are supported by the Birmingham Sensory Support team, assessed by the city-wide Sensory panel and processed by SENAR. Pupils should have an EHCP, showing vision impairment as their **main area of need** to be considered for a placement. Pupils have IEP and Annual Reviews in accordance with the statutory requirement of their EHCP.

Our resource base is staffed by an experienced team co-ordinated by a Qualified Teacher of Visual Impairment (QTVI) and trained teaching assistants who specialises in teaching children with vision impairments. We have particular expertise in educating children who are tactile learners.

Our resource base lead and QTVI (qualified teacher of visual impairment) is: Gill Chambers.



Identifying and Assessing Need

At World's End Junior School we work closely as a team and if staff have a concern about a child, they discuss their concerns with the SENDCo, who will then observe the child in the classroom and then together they will share their concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the Birmingham Audit Continuum, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom.

For the children working below their key stage they may be placed on a personalised curriculum. This allows the child to build on the existing skills that they have in smaller steps while allowing them to still be part of whole class lessons.



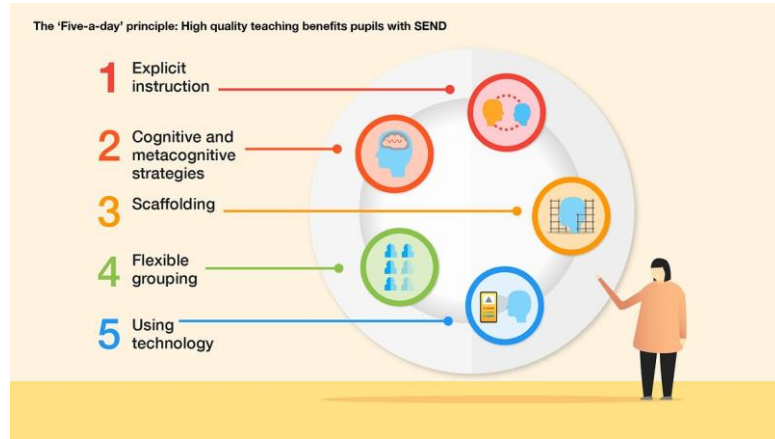
Our approach to teaching

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

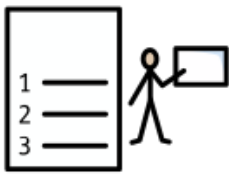
Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

children with SEND

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching and staff have received training on this (October 2025).



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

The SENCO oversees all support and progress of any child requiring additional support across school. Support may be universal, targeted or specialist depending on the need of the child. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made.

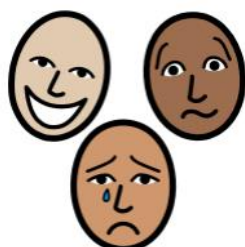
Universal provision-Universal provision in schools and settings is what is in place for all pupils to enable them to make expected progress.

Targeted provision-Targeted support is additional, time-limited, tailored intervention support programmes. Targeted support can be for any area of difficulty, including literacy, numeracy and behaviour. Pupils receiving targeted support do not necessarily have SEND. Universal support remains in place.

Specialist provision- Specialist support refers to increasingly individualised SEND programmes.

Additional adults may support your child in our school, this may be in class, small groups or 1:1 interventions. We aim to withdraw children as little as possible from class to ensure that all children have access to learning from the most qualified person-their teacher.

When additional equipment or support is needed this is looked at on an individual basis and matched to the needs of the children.



Pastoral support

We are very proud of the pastoral support we provide for all the pupils and families at our school.

We have a dedicated and highly skilled team ready to help and encourage pupils and families who wish to discuss any problems or request extra support. This can range from friendship issues, attendance, family breakdowns, bereavements or any emotional difficulties that arise during the course of the year.

Our vision is to ensure that all children feel safe and happy in our school and to help them overcome any barriers to learning they may have. We are here to ensure all children achieve their

potential, whatever their starting point, and are prepared for life.

Our pastoral team staff are:

Mrs Tea, SENDCo
Mrs Taylor, pastoral manager
Mr Thompson, learning mentor
Mrs Tite, attendance lead

If you have any concerns about your child and wish to contact the pastoral team they can be contacted via dojo or the school office.



Parent Consultations

At World's End Junior School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND as a child's parents and family are often their biggest advocate and we want them to be part of the process to support.

We hold drop-in sessions every term and our SENDCO is available at parents' evenings to discuss any concerns.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Pupil voice

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

We place great importance on valuing every child's voice. Developing oracy skills is a key part of our teaching and learning, helping children to express themselves clearly, listen actively, and engage thoughtfully with others. We believe that confident communication is a vital skill for life and learning. We value the voice of every child including those with SEND and use a range of strategies to allow children to be heard.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

We are constantly evaluating the provisions we offer to all children at our school. The SENDCo monitors progress and measures the impact of interventions taking place and reviews this with the leadership team on a regular basis.

When new ideas or needs are identified they are discussed and shared in staff meetings to ensure up to date research and policy is in place.

Teachers review children's individual progress towards their goals at regular intervals, as a minimum every term.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.





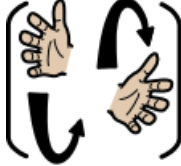





Staff Training

At World's End Junior School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

New members of staff spend time with the SENDCo to ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

Some of our staff have completed training in the following areas and share the things they have been taught with others:

			
Art Therapy	Lego Therapy	Child Development	Bucket time
			
Autism (Level 1)	Makaton – Level 3	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs

As a school we have also had training around the TIASS approach and have achieved Silver Accreditation.



Transition Support

Transition

We recognise the importance of effective transition and understand that any transition can be difficult for children. We liaise very closely with our partner schools to ensure that the transition from Infant to Junior school and Junior to Secondary school is as smooth as possible.

Different children may also need different support during transition periods during their school journey; therefore, we use a number of strategies to support children, these include:

Contact between staff/SEND/Co/QT/VI including the Habilitation team/Pastoral team

- Regular and extra visits to new classrooms / settings
- 1:1 or small group transition sessions
- Transition meetings with staff to discuss individual needs

- Transition meetings with parents to allow them to meet new staff
- Transition booklets
- Transition sessions within PSHE lessons
- Pupil profiles and essential information passed on to the next teacher /setting
- Personalised and bespoke transition programmes when needed

For children moving into Year 3, we also hold a parents' open evening during the second half of the summer term in preparation for their September start. Here, parents of children with SEND will have the opportunity to meet the SENDCo and book in an additional appointment before their child joins our school.

For children moving on to Secondary school we recognise that this is often a very difficult transition and we will support children, and parents, at this time through liaising with the Secondary schools and outside agencies to help the child feel as prepared as possible. All children will spend at least 1 day at their new Secondary school.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place and we liaise with the previous setting to gather further information about how we can best support the child.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Language Learning and Strategic Support (LLSS),
 Communication Autism Team (CAT),
 Birmingham Educational Psychology Service,
 School Health Advisory Service,
 Speech and Language Therapy (SALT),
 Visual and Hearing impairment team
 Behaviour Support through City Of Birmingham Schools (COBS)
 Local authority outreach Habilitation Team
 SEND Support Outreach Services (SSOS).

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice and send a copy of the report home for you to keep.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips and additional risk assessments will be made on an individual basis if needed in order for a child to be able to participate.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, residential etc. and any necessary reasonable adjustments will be made on an individual basis. No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

If you have any concerns about your child accessing an after-school club or school trip, please speak to your child's class teacher or the SENDCo / QTVI.



Complaints Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Chair of Governors: Mr. Stephen Sharman

Our complaints policy can be found on the school's website: <https://worldsendjuniors.co.uk/wp-content/uploads/2023/03/School-Complaints-Procedure-WEJS-Spring-2023.pdf>



**Birmingham
Local Offer**

The Birmingham Local Authority Local Offer can be found at <https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

SENAR	0121 303 0829
School Health Advisory Service	0121 465 5457
Forward Thinking Birmingham	0121 250 1560
Child Development Centre	0121 465 1582
Birmingham Children's Trust	0121 303 1888
SEND Information Advice Support Service	0121 303 5004