Sir Alexander Fleming Primary School

2026-27

SEND Information Report

Reviewed September 2026

Next review September 2027

Our School

Our School Vision

At Sir Alexander Fleming Primary School, the well-being and development of each child underpins all that we do. Our aim is 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 whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

Sir Alexander Fleming Primary School is proud to offer three internal specialist support bases as part of our graduated response to SEND: Bloom (Nursery and Reception), Lighthouse (EYFS and KS1) and The Hive (KS2). These provisions enable children with complex SEND to receive personalised support whilst remaining part of our school community.

September 2026 Information

We currently have 326 children on role (September 2026)

There are currently 85 children on SEND register with a range of needs from universal to specialist. (19.9% which is higher than National and Local authority average)

21 children that have an EHCP. (6.1% which is higher than National and Local authority average)

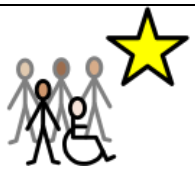


Meet our SENDCO



The SENDCO is Mrs Lisa Pigg

If you would like to contact, Mrs Pigg is available every morning on the back gate welcoming pupils otherwise please call school on **01952 327820.**



Special Educational Needs

At Sir Alexander Fleming Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

In October 2023, our school won NASEN 'Primary provision of the year' and were shortlisted for this award again in 2025.

We were also awarded Bronze in the School mental health awards.

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

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



Identifying and Assessing Need

At Sir Alexander Fleming Primary School we work closely as a team and if staff have a concern about a child, they will discuss concerns with the SENDCO and 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, we will share the targets your child is working on at parents evenings and the support they are receiving through our APDRs which you are able to access online and we also give you a paper copy.
You can access this at https://edukeyapp.com/

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.

If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to make an application for an Education, Health and Care Plan (EHCP) or to the Inclusive School Forum (ISF)



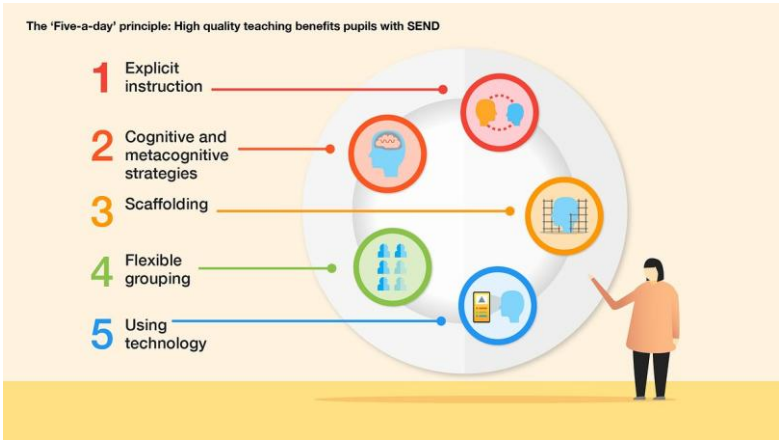


Our approach to teaching children with SEND

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.

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



Provision available at Sir Alexander Fleming Primary School and Nursery





The Lighthouse is our internal specialist support base for Key Stage 1 pupils with complex and long-term SEND needs. It provides a highly structured, low-arousal learning environment with personalised learning opportunities, enhanced adult support and specialist teaching approaches. Pupils remain members of their mainstream class whilst receiving provision to develop communication, independence, emotional regulation and readiness for learning.



Bloom is our internal specialist support base for Nursery and Reception pupils with complex SEND needs. The provision offers a nurturing environment, adapted teaching approaches, enhanced adult support and targeted interventions designed to develop communication, independence, emotional regulation and early learning skills. Children remain part of their mainstream class and continue to access school life wherever appropriate.



The Hive is our internal specialist support base for Key Stage 2 pupils with significant cognition and learning, communication and interaction, or associated SEND needs. The Hive provides adapted teaching, targeted interventions and specialist support whilst maintaining meaningful connections to mainstream education. Pupils remain members of their mainstream class and continue to participate in wider school activities where appropriate.

Additional SEND Intervention Support

Alongside our specialist support bases, we provide a range of targeted interventions and therapeutic support including:

- Drawing and Talking
- Lego-Based Therapy
- Bucket Time
- Friendship Groups
- Speech and Language programmes
- Social communication interventions
- Emotional literacy interventions
- Sensory regulation support
- Precision teaching
- Targeted literacy and numeracy interventions

Interventions are reviewed regularly through the Assess, Plan, Do, Review process to ensure they are having a positive impact on children's outcomes.

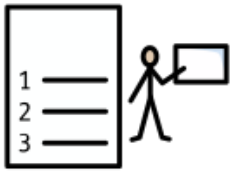
Monitoring Specialist Provision

Placements within Bloom, Lighthouse and The Hive are reviewed regularly by the SEND Lead, provision leads, class teachers and parents.

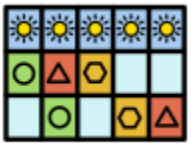
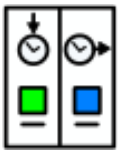
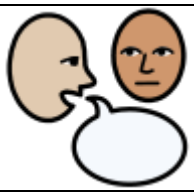
Progress is monitored through:

Academic attainment
EHCP outcomes
Communication development
Emotional regulation
Independence
Attendance
Mainstream participation
Parent voice
Pupil voice

Decisions regarding continuation, increased mainstream access or reintegration are made through termly review processes.



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.



Parent Consultations

At Sir Alexander Fleming Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Mrs Pigg is available at parents' evenings to discuss any concerns.

We also hold information events periodically where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, we hold an annual review each year. These meetings (along with parents meetings) are used to celebrate your child's learning, looking at the progress they have made against

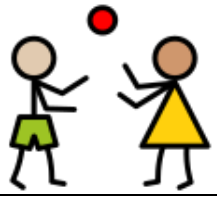
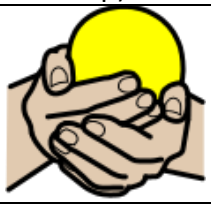
	the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.
 **Child Consultations**	Pupil's views are very important; they have a right 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. 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**	Review progress in SLT meetings and discussing next steps. Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term. Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Monitoring by the SENDCO. Regularly using a tracking tool to update targets and measure progress. Holding annual reviews for children with Education Health Care Plans. Termly
 **Staff Training**	At Sir Alexander Fleming we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. Staff working within Bloom, Lighthouse and The Hive receive specialist SEND training, including autism, communication and interaction, sensory processing, emotional regulation, behaviour support, attachment awareness and adaptive teaching approaches.

When a new member of staff joins the school, we 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.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

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



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition booklets which include photos of the teacher, TA and classroom environment.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

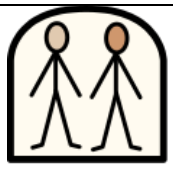
Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

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.

For children accessing specialist provisions, transition arrangements are carefully planned and may include additional visits, visual supports, social stories, phased integration and collaborative planning between provision staff, mainstream staff, parents and external professionals.



Outside Agencies

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

Mental Health support team,
Telford and Wrekin Educational Psychology Service,
Learning Support Advisory Teacher (LSAT)
Speech and Language Therapy,
Visual and Hearing impairment team and Behaviour Support.

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 share reports with you and if you would prefer, call you in for a meeting to

	share the advice. The staff at Sir Alexander Fleming Primary and Nursery work closely with social services to ensure that all children in our care are well cared for and supported both in and out of school. Our Pastoral Team in particular are in frequent contact with Family Connect and other departments, such as Housing, to ensure that all children at Sir Alexander Fleming Primary are given the best possible start in life and that they come to school ready to learn.
 **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 such as residentials and overnight stays. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house leaders, E cadets etc. No child is ever excluded from taking part in these activities because of their SEN or disability. We evaluate each individual child and decisions are made with the child's best interests and safety in mind. 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.
 **Complaint 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 Assistant or Deputy Headteachers. 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. Caroline Riley – Chair of Governors Matthew Dowens Ward - SEND governor.



Telford and Wrekin Local Offer

The Telford & Wrekin Local Authority Local Offer can be found at https://www.telfordsend.org.uk/site/index.php

Early Years Locality (0-5yrs) SEND Officer: TBC
SEND Coordinator: Jamie Sault
LAKESIDE LOCALITY: Sarah Hall
SEND Coordinator: Aaran Burns



Feedback

Parents are actively involved in the review and evaluation of provision through annual reviews, termly meetings, parent consultations and feedback questionnaires. Parent views contribute directly to the ongoing development of SEND provision across the school, including Bloom, Lighthouse and The Hive.

“XXX has gained so much confidence since starting at Sir Alexander Fleming primary school. The difference in how XXX is managing their emotions and being able to regulate themselves is amazing. Family and friends have commented on how much happier she seems, she is much more social with others and trying new activities which she would have been reluctant to try before. She loved the school disco and the Polar express film event at SAF which she attended recently. XXX voluntarily tells us about school, she openly talks to us about the friendships that she has made and what she has learnt during the day. This is a huge step as previously she would have had a meltdown if we asked her about school. She tells us that she feels safe at school and just last week she said "I really like this school. They understand me and I trust my teachers” Thank you all very much-we really do appreciate it.”

“Really appreciate the update on the EHCNA request and all you have done for XXX”.

“I have been updated on XXX's progress and I am very pleased and proud on how much he has learnt in these last few months. Both the teacher and the TA have been working really hard with XXX and I am so thankful for their help and support.”

“I am very pleased and very thankful for all the help and support that XXX has had since joining the school. XXX has settled in very well and he is so much happier in himself too. If there is anything i can do to support him at home to, just let me know . Again thank you.”