

Rakegate Primary School



SEND (Special Educational Needs and Disability) Information Report

2023-2024

Our vision is explained in our Mission Statement:

We will provide a safe, happy and creative environment in which school and families can work together to enable the children to learn effectively. We believe all children can reach their full potential by equipping them with the skills and knowledge required for a rapidly changing world.

Throughout their time at Rakegate we will be installing the values of: Ready, Respectful Responsible.

At Rakegate Primary School we support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Excellent classroom teaching is vital (also known as Quality First Teaching); however, for some children, there are occasions when further additional support may be needed to help them achieve their targets.

Ofsted said of Rakegate in March 2018, 'This is an inclusive school. The provision for pupils who have special educational needs (SEN) and/or disabilities is highly effective'. And, 'Pupils who have SEN and/or disabilities receive additional support in small groups. The leader for special educational needs provision works closely with teachers to carefully review each pupil's progress. This results in effective planning for pupils' next steps and they make good progress from their starting points.' They also stated, 'Pupils who have social, emotional or mental health needs are cared for very well. Positive relationships between pupils and staff are evident. Pupils express a confidence that they can talk to staff who listen to them.'

At the ungraded inspection (Section 8) in 2023 they said 'The leadership of SEND has recently adopted some new and improved approaches, but these are at an early stage of implementation.' 'Staff listen to pupils at Rakegate Primary. They pay attention to any worries they might have and check that they are safe'.

All Wolverhampton schools have a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The purpose of this report is to explain what Rakegate Primary School can offer.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need, wherever possible, being met in a mainstream setting where families want this to happen.

[Names, roles, telephone numbers of key contacts within the school](#)

All staff can be contacted on the school number: **01902 558608**

HEAD TEACHER: Mrs S. Horton

DEPUTY HEAD TEACHER: Mrs L. Rogers – Link teacher for Children and Young People in Care (CAYPIC)

SENDCO: Mrs N. Kinsey

SEND GOVERNOR: Mrs V. Swain

ATTENDANCE OFFICER: Mrs D. Harris

EDUCATION WELFARE OFFICER: Mrs Sheryl Davies

LEARNING MENTORS: Mrs L. Robson

The SENDCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND, including Children and Young People in Care (CAYPIC). She liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected and supports the writing of targets for individual children. She will discuss specialist support for teachers and support staff in the school by giving advice about strategies, resources and appropriate training. As a school, we regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEND matters do not hesitate to contact us.

[What are the types of special educational needs for which provision is made?](#)

Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. For many children this may be a mild difficulty in Maths and/ or Literacy. Specific needs include Physical Disabilities including Hearing Impairment, Visual Impairment, Specific Learning Difficulties such as Dyslexia, Social and Emotional difficulties including ADHD, sensory needs and Dyspraxia. Often children have interventions and targets where no diagnosis has been given. These may include Children and Young People in Care. Children may be involved in interventions but not yet be identified as having SEN: they may be currently being assessed.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
Dyspraxia/ Sensory needs	A condition covering a range of physical and / or sensory difficulties or needs
MLD	Moderate Learning difficulty
SLD	Severe Learning difficulty

SpLD	Specific Learning difficulty (such as Dyslexia)
SCLN	Speech, Language and Communication Need
ASC	Autistic Spectrum Condition
PD	Physical Disability
Dyslexia	A specific learning difficulty where the child has difficulty with spelling and / or reading
HI	Hearing Impairment
VI	Visual Impairment

The areas of special educational need are categorised in to

- Communication and interaction,
- Cognitive and learning,
- Social, mental and emotional health,
- Sensory and / or Physical including medical.

[How does the school identify a child with Special Educational Needs?](#)

All children starting our school will have a meeting with the Head Teacher (or, in her absence, the Deputy Head teacher) and have a guided tour to meet the staff.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development in all areas of the curriculum for all our children.

Children who join us from other schools are supported using information obtained from the previous school. This information is used alongside our own assessments to ensure that they are given differentiated work according to their needs and abilities.

The SEN Early Identification Policy is used to decide if the child needs additional support and individual targets. This lists specific criteria at each Year group. Baseline assessments of the children are used to track progress.

Children may be identified as Special Needs if concerns are raised by parents/carers, teachers or the child or if limited progress is being made over time or if there is a change in the pupil's behaviour or progress.

The children would then be identified as receiving 'SEN Support'. Children who receive support or act on advice from outside agencies are also said to receive 'SEN support'. There are a few children who need a particularly high level of individual and small group teaching and /or support which cannot be provided from the resources already delegated to the school. This support is usually provided through an Education, Health and Care Plan (EHCP), (previously called a Statement of Educational Needs). Usually, if your child requires this high level of support, they may also need specialist support in school from professionals outside

the school. These may be children whose learning needs are: Severe, complex and lifelong. Children who are fostered / in care may also have Special Needs. These children will also receive extra support through Personal Education Plans (PEP) meetings where individual targets are set and reviewed. Pupil Premium money will be spent on these children as appropriate. All children who have SEN will have a Profile, written in collaboration with parents which will state their needs, how best they learn and what strategies need to be put in place as well as termly targets.

[How are parents and carers informed that their child has special educational needs and how does the school communicate with parents and carers? What if I do not speak English well?](#)

If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation.

The SEN Early Identification Policy is used. If it is decided that additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra support is provided.

Parents will be contacted by the SENDCo or the class teacher to have a conversation about their child's needs. This may be at Parents' Consultation evenings (three times a year) or at another specific time. A plan of action will then be drawn up identifying targets for the following term and a profile will be made. These targets are reviewed each term and new ones are set. Carers of CAYPIC will be invited to PEP meetings to review and set targets. There are also Team Around Child meetings for certain families.

If parents are unable to understand English, we encourage them to bring along a friend or relative who can translate for them or a translator may be provided by the school, perhaps through use of staff in school. Letters are translated into different languages if needed.

School operates an open door policy whereby the Head teacher and SENDCo are available, either immediately or by appointment if they are teaching or busy. Parents are very welcome to drop in and have informal chats. Members of the Management team are always available on the gates and at the front of school at the beginning and end of the day. Class teachers are available at the end of the day if parents need to speak with them and, in the morning, messages can be relayed, questions asked and any concerns raised via staff on the gates.

Weekly Newsletters are written to parents informing of forthcoming dates as well as information about school. Parents are contacted by telephone if needed and parents can ring school when they need to. Parents are given 'Marvellous Me' messages too.

An 'Information, Advice and Support Service' board is displayed in the entrance hall. Their bulletins and other information from them are displayed on this board. There is also a link to their website on the school website. The updates are emailed to the parents of children with an EHCP or if requested.

There is a range of rewards and certificates children can achieve in school. They will bring home certificates to share their achievements with you for Work of the week, 'Hot chocolate Friday', Planet point cards, Postcards and other rewards at the end of the year. There are certificates and prizes for reading at home frequently and for completing homework to a good standard. There are awards for good attendance and punctuality. We use The 'Marvellous Me' App to inform parents of achievements.

Likewise, if you have any concerns or think your child may have Special Needs, please talk to us. The class teacher is the initial point of contact for responding to parental concerns and you can ask to speak to Mrs Kinsey who is the SENDCo.

[How can I/we as parents/carers be involved and how can we support our child?](#)

The class teacher will suggest ways of how you can support your child.

During the SEN review session with parents/carers, teachers will share a copy of the Profile which outlines what their child enjoys and interests them, current targets and progress and strategies to support their child. Parents will be given suggestions of extra activities they can do at home and be encouraged to contribute ideas and modifications to the Profile. Please feel free to see the SENDCo at parents' consultations or any other time for advice, ideas or clarification.

If outside agencies or the Educational Psychologist or Specialist Teaching Service have been involved, suggestions and programmes of study are normally provided that can be used at home and they will sometimes want to feed back to parents personally.

Homework is set in the form of open ended projects on a half termly basis for English, Maths and topic work. Reading books are sent home and parents/carers are encouraged to make comments about their child's reading. Children are expected to learn spellings each week. Activities are available on-line and pupils are given their own passwords. The 'Marvellous Me' App gives parents the opportunity to share the good work their children have done.

Throughout the year we offer a range of 'Family Days' where parents and carers and family members can come and help their child create something to do with the Topic of the term. Reception also have a variety of other ways in which parents can be involved. We also offer Curriculum mornings where parents can learn about the way we teach certain subjects. You can also come for dinner at our 'Come dine with me' events!

Discussions will take place at Parent Consultation evenings, and at any other time if needed, about progress, targets and future actions. Parents are invited to complete a questionnaire once a year and give feedback and ideas after Family events and Parents' evenings.

[How can I let the school know I am concerned about my child's progress in school? How can I raise any general concerns I may have?](#)

School has an open door policy where parents can come in at any time to see The Head, Deputy, SENDCo, Phase leaders or class teachers. If they are busy then appointments can be made. Class teachers are available to parents/carers on a daily basis at end of the school day and messages can be left in the morning as the children are dropped off, they can also be contact by the year group emails.

If you have concerns about your child's progress you should speak to your child's class teacher initially. We strongly encourage dialogue between home and school and would like to know of any concerns so that issues can be addressed quickly and effectively. It is important that we know what they are doing at home and that we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support them both at home and school and can share what is working well in both places. These informal meetings take place whenever needed for all parents/carers of pupils with SEN or not. We will contact you informally or arrange a meeting to update on any changes in provision, to discuss strategies and activities to support your child at home with their targets.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo, Head teacher or Deputy Head teacher.

Parents/carers evenings are held on a termly basis. If Parents are unable to attend these then alternative consultations will be arranged. We aim to see every parent at these events and will endeavour to make an appointment with you even if you were unavailable.

SEN meetings also take place once a term to discuss targets, reviews and additional support for parents/carers of SEN children. PEP meetings for children and young people in care are held regularly.

[How are children with special educational needs assessed?](#)

[How is progress measured and evaluated?](#)

[How are children's special educational needs monitored and reviewed? How often do monitoring and reviews take place?](#)

All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. At the end of the Foundation Stage pupils are assessed against The Early Learning Goals. This is carried out continuously in all areas of the curriculum, through observations, pupils' work and responses.

In years 1 to 6 all pupils are assessed in reading, writing, mathematics on a termly basis. This is an on-going process according to Age Related Expectations to indicate the achievement of pupils in lessons. They are also assessed in Speaking and Listening and Science and progress

is recorded in other subjects. Progress is recorded on whole school Year group trackers. Pupils not making the expected level of progress according to their level on entry to the year, or pupils who have stayed at the same level for some time are identified by class teachers, discussed with Senior Management and extra support will be provided through intervention and extra provision.

As well as their continual assessment, Year One children undertake a formal National assessment of letter sounds by using the 'Phonic check'. Any pupils not achieving expected levels are given extra support and re-tested in year 2.

At the end of Year 2 children undergo a series of tests, tasks and assessments. School reports achievement in Reading, Writing, Maths and Science.

At the end of their time in Primary school in Year 6 children will complete their final SATs which will be a series of tests and tasks. Again, the school reports achievement in Reading, Writing, Spelling and Grammar, Maths and Science.

In addition, pupils with SEN are assessed against their SEN targets. Targets are reviewed and set on a termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. Their progress is measured in smaller steps on a tracker.

Children with Education, Health and Care Plans will also have an Annual Review, which will sometimes be with a member of SENSTART from the authority if the child is moving to a new phase of education. CAYPIC children will also have targets set out in their PEP. All pupils on the SEN register receive support for their areas of need.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, coloured overlays, pencil grips or easy to use scissors. They may use other equipment to aid their learning such as ear defenders.

Pupils complete questionnaires about their learning and their pastoral care in school and are encouraged to share their views. Children with SEN will complete a profile about themselves, sharing information about what they think they are good at, what they like and how they like to be supported.

Class teachers and Teaching assistants know the SEN targets for all pupils in their class and are involved in teaching pupils to enable them to achieve their targets. Time is also set aside to work on individual targets either as an intervention group or individually. A child may achieve a target before the official review date: in this case targets will be adapted, new ones set. These targets and reviews are monitored by the SENDCo.

Targets are reviewed on a termly basis and are shared with parents. A specific appointment is made with each parent each term. If this communication fails, then they are sent home and shared at Parents' Consultation evening.

Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.

How are children's needs provided for?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. Each classroom has working walls for Literacy and Maths to aid learning. Work from all areas of the curriculum is displayed.

If a pupil has needs related to more specific areas of their education they will receive extra support. Pupils' specific areas of need are supported through a range of interventions. These may include small group withdrawal sessions by teachers and Teaching Assistants in basic skills depending on the child's needs (reading, spelling, sentence construction, phonics, handwriting, times tables, number bonds and other Maths facts). There is also Precision Teaching, Cool Kids, Fine motor skills, spelling intervention, Reading Comprehension, Echo Reading and writing intervention. Targets are set prior to intervention. Progress and achievement are monitored throughout and the impact of the intervention is assessed at the end of the block of work. Children also receive catch up sessions to ensure they can access the next stage of learning

All interventions planned and delivered across the school are recorded on an 'Intervention Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated each term. This could be the point of the Age Related Expectations of the National Curriculum the child has achieved and will include CAYPIC children where necessary. This information is reported annually to Governors.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team and SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

If you have any queries related to the interventions or support your child is receiving, please do not hesitate to contact the class teacher or SENDCo.

The Governors of Rakegate Primary School are responsible for entrusting a named person, Mrs Horton, to monitor Safeguarding and Child protection procedures. (The Deputy designated Safeguarding Leads are Mrs L. Rogers and Mrs N. Kinsey.) She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record.

Ofsted said of our school in March 2018, 'The culture of safeguarding in school is very strong. Leaders have high expectations of the care shown by all those working in school. Staff are vigilant. They notice small differences in pupils' behaviour which may indicate

cause for concern. Systems to report concerns are clearly communicated and understood by all staff. Consequently, the systems to safeguard pupils are robust. Senior leaders have a comprehensive picture of safeguarding across the school.'

In a supportive and challenging role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Some of these are provided by the NHS and some are bought in by school as traded services.

The agencies used by the school include:

Outreach Team (for advice from Specialist provision)

Child Protection Advisors

Early Years Special Needs Service

Physiotherapy

Occupational Therapy

Specialist Teachers

Educational Psychologist

YOT (Youth Offenders Team)

Base 25

Barnardos

Child & Adolescent Mental Health Service (CAMHS)

Mental health Support Team (Reflexions)

Leading Mental Health in Schools programme

Well Being networks

Educational Welfare Officers

Sensory Inclusion Service (SIS) - to support pupils with hearing/visual Impairment (HI / VI)

Social Services

Speech & Language Therapy

Paediatricians and Consultants based at The Gem Centre

School Nursing Team

The Special Needs Team

Strengthening Families Workers

Wolverhampton Information, Advice and Support Service

Our MASH Team – Area 6 and other Areas

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. The Psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward. The service also offers training and general advice. Our Senior Educational Psychologist is Elaine Perry and our Educational Psychologist for the school is Ms Rebecca Glazzard.

[What training opportunities/learning events are provided by the school for parents/carers?](#)

There are workshops for parent/carers to attend to allow them to gain an understanding of the curriculum and ideas of how to support their child at home (Literacy. RWI, Reading). Family days enable parents and carers to share in the curriculum and take part in practical activities with their children. All children's work is celebrated.

Leaflets and flyers are given to parents advertising workshops and meetings organised by the Information, Advice and Support Service.

[What curriculum does the school offer? How the curriculum is organised?](#)

At the end of each term a leaflet is sent home outlining what the children in each year group will be covering during the following term. These are displayed on the website.

Literacy and Numeracy lessons are taught in class across the school and staff direct their teaching to the specific levels and needs of each child. In addition to Literacy lessons, Read Write Inc (RWI) groups operate in Reception and Key Stage One (and for some children in Key Stage Two) to teach reading and phonics. Grammar forms a large part of our Literacy work and we encourage an enthusiasm for writing through using 'Talk for Writing'. Our Maths curriculum uses a variety of schemes including White Rose. We aim to extend and deepen the children's understanding and thinking and apply what they have learnt through reasoning (Mastery of number).

All other areas of the curriculum are taught within the year group and differentiated appropriately. Various resources are used to ensure that lessons are engaging and exciting, including the use of ICT whenever appropriate. Each class has a set of ipads and laptops to use. A multisensory approach is used wherever possible in order to teach children in the way they feel most comfortable.

Each Year group has the support of Teaching Assistants who are used to support learning in a variety of ways. They may support individuals, work in groups, deliver intervention groups and support all children in class alongside the teacher. They will work with children to tackle any misconceptions from previous lessons. The SENDCo supports across the school supporting Literacy, Phonics and Maths. She also monitors the progress of SEND children in each class and oversees the delivery of intervention groups as well as offering advice and help for groups or individuals.

Further information is also available on the school website:

Curriculum Policy

Curriculum information leaflets

English & Maths

[What training have the staff supporting children and young people with SEND had and what expertise do staff have?](#)

The SENDCo keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered to all staff during Staff Meetings.

All new members of staff receive in-house training with regards to SEN Policy and procedures.

Cool Kids Training: Mrs N. Kinsey Mr Blount-Williams

ELKLAN training (Speech and Language): Mrs N. Kinsey Miss J. Speed

Precision Teaching: All staff

Dyslexia Training: All staff

Team Teach: All staff

Moving and Handling: Miss N. Young Mrs D. Harris Mrs J. Evans Mrs D. Jadowski Miss L. Robson

Whole school training and specific courses for supporting pupils with specific needs occur on a regular basis and we invite visitors from Special schools through Outreach. They have delivered training on Autism, Attachment and Makaton.

What pastoral support does the school offer? What support mechanisms and social support groups are in place?

Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENDCo, Headteacher or Deputy Headteacher (and / or the Learning Mentors) who will then decide on any group work or intervention which will take place.

In addition to support given by staff, we encourage peer support such as peer mentors on both playgrounds, Lead Learners, buddying systems, Mental Health Champions, reading buddies from higher year groups.

The Learning Mentors run many groups and individual sessions dealing with issues such as friendship, making relationships, anger management, loss, bereavement, Tourettes. We conduct Lego Therapy, Sand Therapy and have a special visitor (a dog) for children to read to. These are timetabled groups which are evaluated but their roles also involve being available to individuals who may need support suddenly.

The SENDCo or Head teacher will complete appropriate referrals to organise any external support if necessary. All staff are trained to report on any Child Protection issues and systems are in place for this reporting. The Head teacher is the Designated Safeguarding Lead and there are two Deputies.

The school is supported by the Mental health team to help pupils with personal and social needs. They visit school to work with groups or individuals.

What strategies are available to support regular attendance and what incentives are used?

First day contact is made by phone if a child is not in school. If no contact is made the EWO is informed.

As soon as a pupil's attendance is approaching 95%, they will receive a letter from the headteacher. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.

The Attendance Officer (Mrs D. Harris) meets regularly with the Educational Welfare Officer (EWO) to discuss all pupils under whose attendance or punctuality is cause for concern.

Class attendance is displayed weekly. Weekly certificates and prizes are given for children with good attendance and punctuality. Badges are given every term for 100% attendance and at the end of the school year for pupils who have maintained 100% attendance overall.

What strategies are available to support good behaviour and what incentives are used?

A copy of the Schools Behaviour and Discipline Policy is available on the school website.

Ofsted praise our behaviour strategies and the behaviour of the children.

School adopt a behaviour policy of Restorative practice. The children are encouraged to reflect on reasons for their behaviour, the impact on others and logical consequences. Suspensions are only in very rare and specific cases. Behaviour incidents are logged on CPOMS and monitored and analysed by phase leaders.

In pupil questionnaires, children demonstrate that they know what their levels are, know what they are learning in lessons, know what their next steps are and know that completing their homework is important. They are engaged in good and outstanding lessons which eliminates any low level disruption.

[How will my child be included in activities outside the classroom including school trips?](#)

The School Curriculum and out of school activities are fully inclusive and accessible to all.

Risk assessments are carried out using the Wolverhampton protocol and procedures are put in place to enable all children to participate.

Trips out or visitors in are organised regularly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed. Arrangements for pupils with SEND are made as required for example by taking more staff to support, implementing a risk assessment, extra preparation and meeting with parents or using alternative transport means.

We have a residential visit in Y6. The staff involved risk assess and changes are made such as adaptations to the physical environment or differentiated activities where necessary. Planning and consultation with parents before the visits are extremely valuable.

Pupils with SEND have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term. These are run by school staff as well as an employed company.

See also The Equality Policy on the website.

[How will the school prepare and support my child when moving into school and moving on from school?](#)

Information will be passed on to the new class teacher about all children in advance and all SEN Support Plans will be shared with the new teacher. When the Profiles and targets are reviewed in July the current teacher writes the new targets for the new class teacher so that no time is wasted in September. As well as the new teachers knowing the academic ability of each child, they will also know and understand their social, personal and physical needs. They will also have discussed with the previous teacher about their friendships, personality and family background.

Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision. Pupils with an Education Health and Care Plan will discuss the

options of Secondary School at their Transition Annual Review which is held in Year 5, if not before.

Meetings take place in the Summer term to pass on information and SEND documentation to Secondary.

Secondary school staff visit pupils prior to them joining their new school and transition days are on offer.

Where a pupil may have more specialised needs extra meetings will take place with different agencies to discuss options. The school receives support from Outreach Teams. The SENDCo visits schools with some parents of SEN children particularly when exploring access and facilities for physical disabilities. Ofsted praised us for our transition arrangements.

Additional visits are also arranged for pupils who need extra time in their new school.

All children starting our school will have a meeting with the Headteacher and a guided tour to meet the staff.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development in all areas of the curriculum for all our children. School will also liaise with the child's previous to ensure relevant information and records are passed on. This information is used alongside our own assessments to ensure that their learning matches and supports their needs and abilities.

[What if my child has a medical need? How are personal care procedures done? What if my child has a physical need?](#)

Training is delivered by the school nurse each year with regards to asthma and epipen and any other medical needs related to the pupils in the school.

There is specific training from nurses for specific procedures, for example catheterisation.

A medical record file is kept and updated annually concerning allergies and other medical needs.

There are specified First Aid trained staff and many of our staff have received specific Paediatrics First Aid Training.

Parents/carers are required to fill out a medical consent form for any prescribed medication needed during the school day. Only prescribed medicine is administered. Medicine is kept in a specified fridge. Pupils with long term medical needs have a designated member(s) of staff identified.

Posters about the needs and conditions of some children are displayed so all are aware (for example serious allergies, silent asthma, hydrocephalus, heart conditions, children who have undergone surgery)

Children may be supported with Sensory Integration difficulties, Autism, ADHD or emotional needs. This may be through the employment of an additional adult or through extra support from the Class teacher or Teaching Assistant. Support staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if required.

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and uploaded to CPOMS.

Children with physical disabilities (or other needs which prevent them from understanding routine) each have a PEEP (Personal Emergency Evacuation Plan) which is displayed in their classroom ensuring that all who are working with the child know how they should exit the building in an emergency. These are also uploaded to CPOMS.

Positive Handling Plans are written for certain individuals who need help to be physically moved. These are done in consultation and with the consent of parents / carers and may include CAYPIC children. These are also uploaded to CPOMS.

Support is given and sought by Outreach who support in PE lessons and for daily classroom practice. Occupational Therapy and Physiotherapy help in school as well as at home and attend Annual Review meetings to discuss progress and ways forward.

The school take part in many events for disabled pupils and SEN organised by the authority including 'All Aboard' events, Boccia and 'Play Unified' Football (which we have won in the past!)

[How is the school's SEN budget is allocated?](#)

The SEN budget is allocated each financial year. Among many other things, the money is used to provide additional support or resources dependant on an individual's needs.

Funding comprises three elements:

Element 1 - AWPU (Age Weighted Pupil Unit) which is the allocated money for each pupil:

Element 2 – Additional Support Funding / SEN money - budget for additional support of high needs pupils.

Element 3 – Top up funding to meet the cost of the education provision of an individual (EHCP money)

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances.

How accessible is the school environment?

The school is totally accessible to all pupils and adults.

Disabled children and adults have access to all parts of the building. Improved access means more independence.

Our purpose built school building provides us with many features which aid the accessibility for all:

Automatic doors at entrance to building

Disabled toilets for pupils and visitors

Changing facilities

Disabled parking facilities

Low level kerbs on pathway

No steps

Easy access to playground

Low level pegs in place

Hearing loop system at entrance

Large scale copying

Tactile signage

Hand rails in toilet

Non-slip floor coverings

Wide corridors

Double fire doors

Hoist

Rise and fall bed

Variety of entrances

Security fencing

If you wish to discuss your child's special educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCo or Headteacher. I hope this report has answered any queries you may have but do not hesitate to contact the school if you have further questions.

Review September 2024

Appendix - Table of some abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CBS	Counselling and Behaviour Service
EHCP	Education, Health and Care Plan
EP / ED Psych	Educational Psychologist
(W)IASS	Wolverhampton Information and Advice Support Service
IEP	Individual Education Plan
LAC CYPIC	now - Looked After Child Child / Young Person in Care
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
OT	Occupational Therapy
PEP	Personal Education Plan
PEEP	Personal Emergency Evacuation Plan
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
SALT	Speech and Language Therapy/Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SEN Support	Special Educational Needs Support (receiving help)
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENCO / SENDCo	Special Educational Needs (and Disability) Co-ordinator-organises and monitors provision for children with special educational needs.
EYSEN /SNEYS	Early Years' Special Educational Needs Service