Wollescote Primary School
SEND Information Report 2025-26

Under the Children and Families Act 2014 Section 69 Schools must publish a SEND Information Report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually.

Information Headings from the Act	What you can expect at Wollescote Primary School
What provision for pupils with special educational needs is available?	Wollescote is an inclusive mainstream primary school, catering for children from the age of 3 (Nursery) to 11 (Year 6). It welcomes children with and without SEND equally. There are no specialist units within Early Years, Key Stage 1, or Key Stage 2 in school. For most children with Special Educational Needs at Wollescote, their needs are met by the class teacher. For a small number of children with Special Educational Needs an EHCP (Education, Health, and Care Plan) may be in place. The school uses its best efforts to meet the needs of all children with Special Educational Needs and /or a disability in consultation with parents and the local authority, as well as specialist agencies from health, education, and social care. However, Wollescote Primary acknowledges that a mainstream primary school, with sixty children per year group and with large classes, may not always be the most appropriate setting for some children with severe and complex needs. For these children, the school will work with the Local Authority, parents, and the child to access a placement within a specialist unit or school, better equipped to meet their needs.
What are the school's policies and procedures for the identification and assessment of pupils with special educational needs?	Children with a Special Educational Need and/or a disability are identified to the SENDCO (Mrs. Sankey) as early as possible and often before the child starts Nursery. This is usually by the child's parents but may also be through specialist agencies working with the child and parents. For children new to school, starting mid-year in Year 1-6, information about a child's SEND is passed on by the previous school or setting, by the parents through meetings and home visits, or by any of the specialist agencies working with the child and their parents. In some instances, a child's Special Educational Needs or disability may not be obviously apparent until they are a little older. However, as soon as a need is identified this information is shared

	immediately between the class teacher, parent, and Mrs. Sankey. Parents should raise their concerns with their child's class teacher in the first instance. Mrs. Sankey and the teacher(s) consider what additional information or assessments need to be undertaken to inform the planned support. Most of this information will come from school-based assessments and discussions undertaken in school and with parents. On some occasions further assessments may be requested from external agencies – this will only happen with written consent from parents.

How does Wollescote cater for different kinds of SEND?	The Special Educational Need and Disabilities Code of Practice identify four broad areas of need. Wollescote uses these four broad areas to identify actions the school needs to take to meet the needs of learners at the school. Children can often have needs that spread across multiple areas with their needs often changing over their time at the school. **Cognition and learning** Support for learning difficulties may be required when children and young people learn at a different pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. **Communication and interaction** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. **Social, emotional and mental health** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. **Sensory and/or physical needs** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate

	over time. Many children and young people with a physical disability (PD), vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

How does the school evaluate the effectiveness of its provision for pupils with Special Educational Needs at Wollescote?	The effectiveness of SEND provision is monitored directly through: · Assessments of pupil attainment– using Early Years Age Related Expectations, end of Key Stage National Curriculum tests, school-based assessment systems and for some pupils with SEND, Educational Psychologist standardised tests. · Analysis of pupil progress by the Senior Leadership Team · Parent meetings with the SENDCO Mrs. Sankey and annual reviews for children with an EHCP · Scrutiny of progress of pupils with a Special Educational Need by the Governor with responsibility for special needs · Scrutiny of the school's improvement plan by Governors and the school improvement committee
What are the school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs?	The Senior leadership team meet termly to discuss assessment findings. The Headteacher and Deputy Headteacher lead termly pupil progress meetings with teachers, to review the progress of pupils. If assessments and monitoring show a child is not making expected progress, focussed targets are discussed with the class teacher and implemented by them to address the areas of difficulty. If further interventions or referrals to external agencies are required, this is identified and planned for. We share this information with parents at parents' meetings, three times per year. For children with an EHCP, parent meetings with the SENDCO, Mrs. Sankey, are offered three times per year around the time of parents evening. Here, plans for referrals to external agencies and for additional support is discussed. For children with a query about a SEND need, and a request from teachers for further investigation or support, parents are offered a SEND meeting with the SENDCO, Mrs. Sankey. For some children, where assessment and review identify significant concerns, an assessment process may be initiated, leading, in some cases, to an Educational, Health and Care Plan being agreed by the Local Authority Panel. For some children, an Educational, Health and Care Plan may be in place. If this is the case, an Annual Review of progress is carried out with the school, parents, child and with all agencies involved with the child.
What are the school's arrangements for assessing and reviewing the progress	1. A broad and balanced curriculum is offered to all children who attend the school. 2. High quality, adaptive teaching, underpinned by high expectations, is planned effectively for all children. 3. Formative and summative assessment is used effectively with the aim of identifying pupils who are making less than expected progress given their chronological age and individual circumstances.

of pupils with Special Educational Needs?	4. Effective communication will be established between all stakeholders to establish whether to make special educational provision for the pupil. 5. Once a pupil has been identified as requiring special educational provision, the school will employ a Graduated Approach to meeting the pupil's needs. This is known as the Assess, Plan, Do and Review (APDR) Cycle: · Assess: establishing a clear assessment of the pupil's needs · Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review · Do: implementing the agreed interventions and support · Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date 6. Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals. 7. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Need of a pupil, they have not made expected progress against their focused targets, the school, in consultation with parents, will consider requesting an Education, Health and Care (EHC) needs assessment
What is the school's approach to teaching pupils with Special Educational Needs?	All pupils at Wollescote receive high quality, adaptive teaching. We believe that the most skilled staff should support the children with the greatest need, utilising enrichment and interventions. Children with SEND should be taught by Class teachers for English and Maths. Teachers plan lessons which are adapted to meet the needs of children with SEND. Sometimes, pupils need support which is different or additional to that of their peers. Any enrichments, adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, as necessary. If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Counsellor, IEYs, Speech Therapist, Occupational Therapist and Physiotherapist (supported by the school nurse), School Nurse, Audiologist, Hearing Impairment team, Visual impairment Team or specialist physical and medical impairment service and CIPS (Communication, Interaction, Physical and Sensory) service. A referral will not be made without parental permission.
How does the school adapt the curriculum and learning environment for pupils with Special Educational Needs?	Children in Early years are taught using the EYFS curriculum. Children in KS1 and KS2 are taught using the National Curriculum. All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that pupils with SEND are able to make progress. Lessons are appropriately differentiated to enable access to learning and foster greater independence. The use of specific teaching resources and materials to further aid access to the curriculum for some SEND children may be needed; if so, this is coordinated by the SENDCO, Mrs. Sankey, and training is delivered for staff.
How is the decision made about the level	Your child will initially have their needs identified and met by class teachers. If an Educational Health Care Plan is in place, your child will have their needs met through this plan. The progress of identified groups of children, including those with SEND, is

of additional support available to pupils with Special Educational Needs?	closely monitored by class teachers, senior leaders and Governors. Within the budgetary constraints, support is allocated according to the level of need.
How are children with Special Educational Needs enabled to engage in activities available at Wollescote?	On entry to school, children's needs are assessed. A risk assessment is carried out for children with SEND (in conjunction with physical disabilities, hearing or visual impairment) to identify any reasonable adjustments needed in the school curriculum, P.E, playtime and lunchtime. In some instances, this may also be appropriate for children with behavioural needs. Wollescote delivers after school sports clubs for children. A risk assessment is carried out to identify any reasonable adjustments needed. School trips and visits to attend events are part of school life. A risk assessment is carried out to identify any reasonable adjustments needed. A personal evacuation plan is in place for children with SEND who require one.
What support is available for improving the social, emotional and mental health needs to children with SEND?	As part of the school's safeguarding and behaviour procedures, all children are taught who to go to if they have a concern and how to keep themselves safe. For pupils with SEND, their needs are risk-assessed to identify any reasonable adjustments or support needed. All staff are trained on safeguarding and behaviour procedures. Any personal or medical care is conducted discretely using a personal care plan or medical care plan. The Educational Psychologist advises the school on any adaptations required to support the social needs of a child with SEND. The pastoral manager is available to support children with SEND, with the management of children's emotional needs. Weekly Hamish and Milo SEMH intervention groups are in place for children that have been identified as needing specialised support with their social, emotional and mental health. Mrs Sankey and Mrs Hughes are both qualified mental health first aiders and are available to support all children.
Who is the school's Special Educational Needs coordinator?	Mrs C Sankey, Assistant Head and SENDCO: Telephone Number 01384 283622
What training and expertise do the staff have to meet the	Training is coordinated by the SENDCO, Mrs. Sankey and delivered by staff in school with specialist knowledge, or by the specialist services working with pupils with SEND. For pupils with SEND with a medical need, training is delivered by the school health advisor or by the specialist health service working with an individual child.

needs of pupils with Special Educational Needs?	
How accessible is the school and what equipment and resources are available to meet the needs of pupils with Special Educational Needs?	The school is built on a slope. To aid accessibility, the school has stair lifts and ramps fitted in Early Years and KS2 buildings. The school has a care room fitted in the Early Years and KS2 buildings. There is an allocated parking bay for the disabled in the school car park. Risk assessments are place for all pupils who require them, as are personal emergency evacuation plans and medical care plans. We work very closely with other specialist agencies identified by the statement/EHCP for a child with SEND; to prioritise our budget and ensure every child has the resources they need to learn and make progress.
What are the arrangements for consulting and involving parents of pupils with Special Educational Needs?	All prospective parents are invited to visit the school. If it is agreed that this is the school that will best meet your child's needs, we would hold a meeting prior to your child joining us. We hold termly parents' evenings, where we discuss your child's achievement and progress. We hold an Annual Review for children with a Statement/EHCP, which you are invited to attend. We hold weekly school health advisor clinics, where you can arrange to see our school health advisor. For pupils with challenging behaviour, we hold regular behaviour meetings with the class teacher and parents to keep you informed about what is happening in school. We have our school website, we write to you regularly through our newsletter, and we use a parent texting service.
How are pupils with Special Educational Needs consulted with and involved in their education?	'Pupil voice' is an important part of our school. The school council hold regular meetings with representatives from across the school. Our pupils have been involved with making changes and improving the school in several ways. Pupils with an EHCP take part in a questionnaire every year, to ensure their views are heard. If appropriate, pupils are encouraged to attend their annual review. Pupils can attend their termly parents meeting with their parent.
What is the arrangement made by the governing body regarding complaints for the provision for	Our aim is to ensure that you are happy with school provision. If there is a complaint or concern, the procedure you would follow is on our school website (complaints procedure). We advise you to firstly contact your child's teacher. If the problem is still not resolved, we would ask you to contact the Headteacher, Miss L Hudson.

pupils with Special Educational Needs?	If you are not happy with the outcome, and you feel your problem has still not been resolved, the Governors of the school should be contacted, through a letter addressed to the Chair of Governors. If you are not happy with the outcome, and you feel your problem has still not been resolved, the Local Authority should be contacted.
What specialist service and expertise are available at or accessed by the school to meet the needs of pupils with Special Educational Needs?	We work with a wide range of professionals and services to meet the needs of pupils with SEND. These include: **Health:** Health Visitor; School Health Advisor; Speech and language Therapy; Audiology, Dietician, Occupational Therapy and Physiotherapy **Social Services** **Specialist services:** Specialist Early Years; Educational Psychology; Specialist teachers for Physical, Visual and Hearing impairment; Autism Outreach, Educational psychologist, counsellor. Where a referral to CAMHs (child and Mental health Service) is required, the school liaises with parents and their GP.
How do we safeguard children with special educational needs or disabilities?	At Wollescote we are aware that children with special educational needs or disabilities (SEND) or with certain health conditions may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include: · Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. · These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. · The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and · Communication barriers and difficulties in managing or reporting these challenges. At Wollescote, we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place and have appropriate mechanisms to assist them.
How will the school prepare and support children to join the school, transfer to a new school or the next	Wollescote recognises that transitions can be difficult for any child, and we take steps to ensure that any transition is as smooth as possible. **If your child is joining us from another school:** · The SENDCo will liaise with your child's previous school to discuss the specific needs of your child. This may include an additional visit prior to their start or a joint planning meeting with associated professionals where appropriate.

stage of education and life?	· Information is gathered from your child's current school via effective and timely communication and circulated to the relevant members of staff · Pupils can meet with key personnel including their new class teacher and school SENDCo. · Parents are invited to meet with the SENDCo prior to their start if appropriate. **If your child is moving to another school/setting** · We will ensure that all records pertaining to your child are transferred securely as soon as possible per request via the receiving school. **When moving through the school/transition** · Teachers are informed about the SEND status of the child and the area of need via the SEND register. · Teaching and learning strategies and pupil information is made available to teachers via the school's secure cloud-based record system (MS Teams/OneDrive) · Transition meetings take place with their new class teachers before the start of the academic year. · Where appropriate, pupil transition projects are implemented to provide the child with information/experiences to help make their transition a smooth and positive process
What are the contact details for the support services available for pupils with Special Educational Needs?	A range of services are available to meet the needs of pupils with Special Educational Needs. Further details and contact details are available from Mrs. Sankey, the SENCo, or from the Local Authority SEND Team. Dudley Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDDIASS) Providing legally based advice, information and support on all matters relating to SEND and disabilities including health and social care issues. Opening Hours Monday to Friday, 9am - 5pm Saltwells Education Centre, Bowling Green Road, Netherton, Dudley DY2 9LY Telephone: 01384 817 373 Dudley SENDIASS | Dudley Council
What are the school's arrangements for supporting pupils with Special Educational	The school works closely with the Specialist Early Years team to plan transition into Nursery and Reception. Transitions from one year to another are planned to enable parents and children can meet new class teachers and for teachers to share information.

Needs through the transition between phases of education?	We liaise with our secondary schools to share information and support the transition to year 7.
Where can I find information about Dudley Local Authority 'Local offer'?	**Dudley's Local Offer** *'Supporting children and young people with special educational needs and disabilities to live independent and fulfilling lives.'* Dudley's Local Offer is a one stop resource of information and services available to children and young people (aged 0 -25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers and families. This can be found on the Dudley council webpage: Dudley Local Offer | Dudley Council About the Local Offer | Dudley Council SEND | Dudley Council Dudley SEND Assessment Team Online: SEND Assessment Team Telephone: 01384 814360 Email: senteam@dudley.gov.uk Dudley SENDIASS SENDIASS - Dudley Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) provide a range of information, legally based advice and support to help parents/carers and young people on all matters relating to Special Educational Needs and Disabilities (SEND). Telephone: 07824 543233 or 07900 161363 or 07929 777744. Email: dudley.sendiass@dudley.gov.uk