

# Wodensfield Primary School

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SEND SCHOOL INFORMATION REPORT JULY 2023

REVIEWED OCT 2022

REVIEWED JULY 2023

REVIEWED FEBRUARY 2024

REVIEWED SEPTEMBER 2024



# Our School Context

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Wodensfield Primary School is a two form entry primary school catering for children from Nursery to Year 6, located in Wednesfield.

Learning at Wodensfield aims to inspire and motivate children to achieve their full potential. We are passionate about ensuring our children experience a broad and balanced curriculum, equipping them to become confident life-long learners capable of making a positive contribution to the wider world.

Wodensfield believes that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils who have a special educational need.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs H Taylor-Ward (SENCO) to discuss your concerns.

# What is the SEN information report?

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## Wodensfield Primary School

Our SEN Information report forms part of the [Wolverhampton Local Offer](#) for Learners with Special Educational Needs (SEN)

At Wodensfield, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

# How do we review our SEN information report?

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Our SEN information report is reviewed at least once a year or if circumstances change in school regarding specific needs of our learners.

The SENCO reviews and makes amendments where appropriate.

# Our Values

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Our school mission statement “**AIM TO BE THE BEST YOU CAN**” is at the heart of everything we do at Wodensfield.

Our school rules reinforce our values and behaviours. All members of our school community work together to demonstrate that we are:

- Ready
- Respectful
- Safe

These values and behaviours reflect the “**Wodensfield Way**”.

We believe in inspiring and empowering all children to become independent, lifelong learners. Enabling them to become confident citizens; who make a positive contribution in the wider world.

# Our Site

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Our school site is over 50 years old, consists of two separate buildings, a playground and a forest area.

The school is accessible via the main entrance where there is a ramp or stairs with disability access doors leading into key stage one. Children arrive via two side gates that lead into the playground where there is an access ramp into the key stage two building. There is a ramp from the key stage one area into the key stage two however this is currently out of order due to damage to the wall meaning it is not safe to use.

Reception children enter via their playground. There is two steps up into the classroom with a hand rail to support. If this is not accessible then the main entrance is used.

Within the primary building, there is a set of stairs leading to the nursery and intervention space. Should children need to access via this route and are unable to use the stairs, there is access to a wheelchair lift.

In both buildings there a disabled toilets which can be accessed and are fitted with a support alarm system.

# Accessibility Plan

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The schools accessibility plan can be viewed on the schools website:  
[3fdc5d\\_5251a7aa056b4a50a6cc686d6480aa5a.pdf \(wodensfield.org\)](https://www.wodensfield.org/3fdc5d_5251a7aa056b4a50a6cc686d6480aa5a.pdf)

The plan includes

Visions and Values of Inclusion

Schools' duties around accessibility for disabled pupils

An example of a Action Plan that would be used and developed (with staff and parents) in increasing access for disabled pupils to the school curriculum.

# Roles and Responsibilities of the Special Educational Needs and Disabilities Coordinator (SENCo)

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Our SENCo, working alongside the Head Teacher and Governing Body, has responsibility for the strategic development of the SEND policy and provision. They have day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision to be made to support individual children with SEND, including those with EHC plans. The SEND Leader provides professional guidance to colleagues and works closely with children, parents and other agencies to monitor pupils' progress and plan interventions where progress is slower than expected.



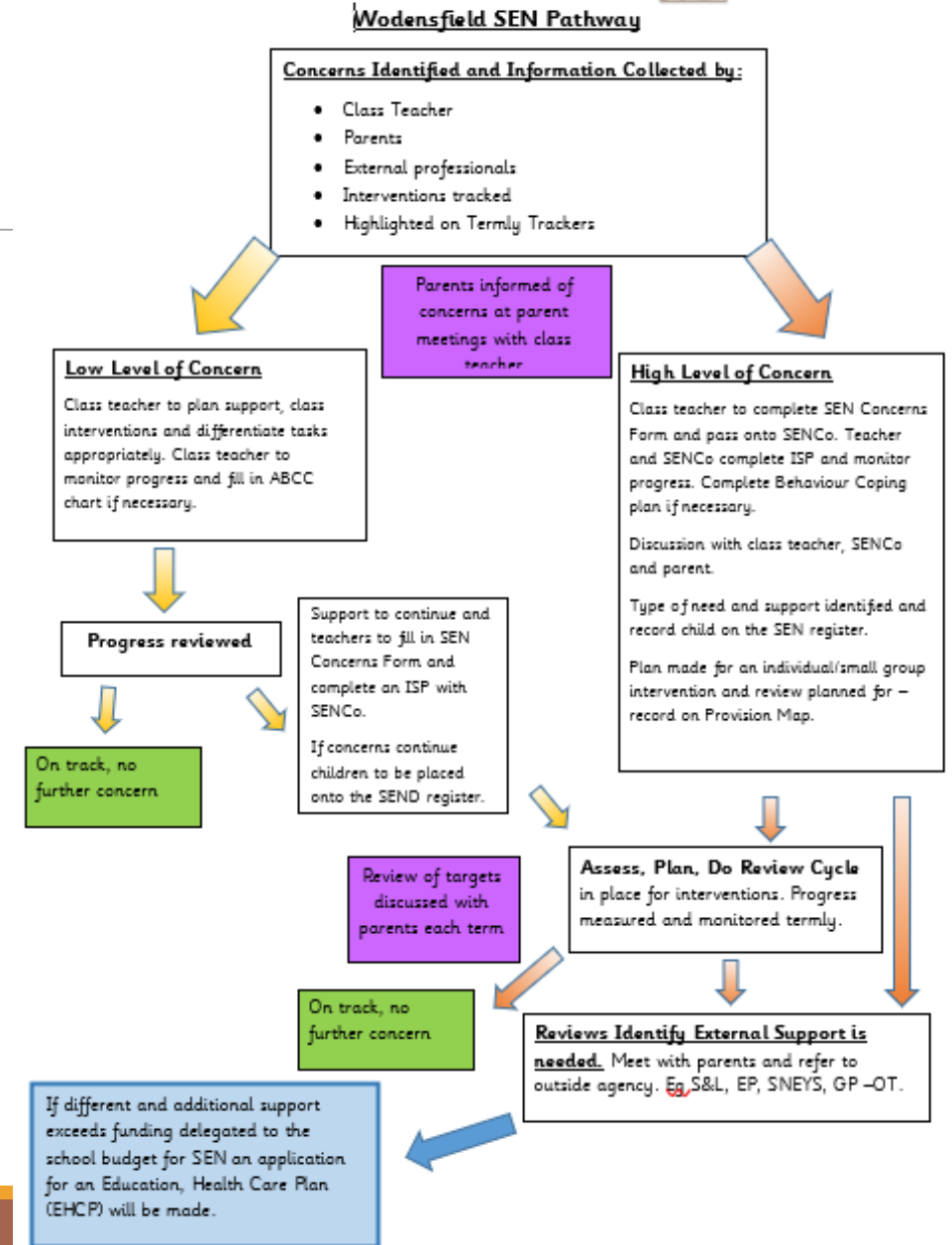
# Graduated Approach

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- Teachers will identify if any children need extra support, they will provide pupils with in class support in small groups to support their learning.
- If the teacher feels that further support is required, then teachers will consult with the SENCo, provide children with interventions in small groups or 1:1 which will be recorded on the provision map and implement an individual support plan. Teachers will set targets for the child, progress will be monitored and reviewed termly. Targets and interventions that are taking place will be discussed with parents so further support can be given at home. The SENCo will oversee what provisions are in place and monitor the progress children make.
- If teachers or parents have further concerns then the SENCo will refer to a specialist service to offer specialist support and advice.
- Children that have more complex learning needs may require continued provision and support throughout their journey at Wodensfield. These children will be supported with an Educational Health and Care Plan (EHCP). This plan provides key outcomes for all professionals involved in the child's education. These outcomes are reviewed yearly.

# Graduated Approach

Class Teachers will follow the Wodensfield SEN Pathway if a concern arises.



# Graduated Approach

If a pupils is deemed to have an additional need, they are supported through the graduated approach.

**Wave Three:**

Is there a specific, dominant need that requires specialist support (SALT, LSS, A.Outreach) that we can support following guidance?

**Specialist:**

Additional and highly personalised interventions

**Targeted:**

Additional interventions

**Universal:**

Inclusive, quality first teaching for all

**Wave One:**

Is there a common trend with a group within the cohort? Could this be linked to quality first teaching, gaps in knowledge, access to areas of the curriculum?

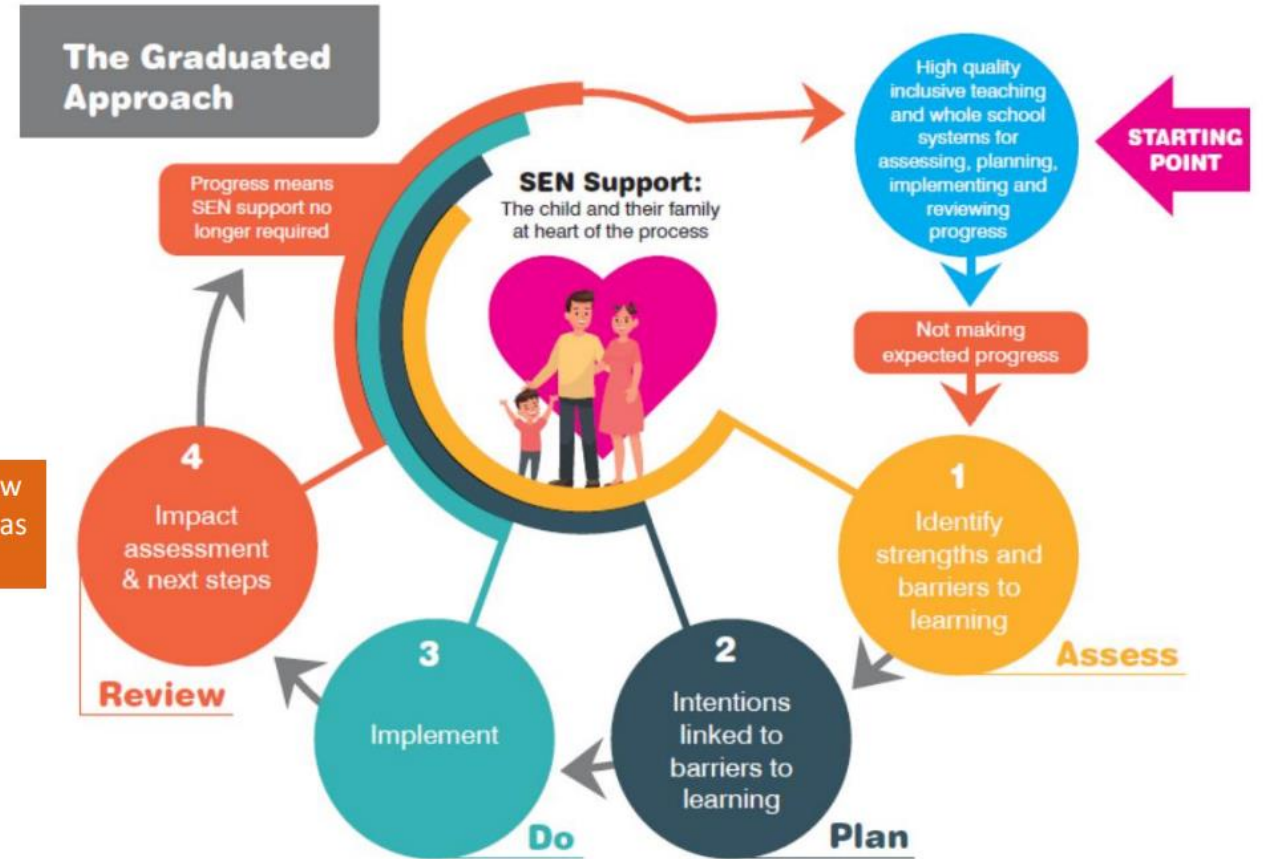
**Wave Two:**

Is there a group of children (from across the school) that would benefit from a similar intervention in aim to close the gap?

# Graduated Approach

Ever half term, the assess, plan, do, review process is completed. This is monitored through Individual Support Plans (ISPs).

The assess, plan, do, review cycle continues if needed as part of our next steps.



# How we identify children with SEND

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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 of the right learning for pupils at the right stage of their development.

If a pupil's first language is not English we will do our best to seek the correct language assessment for them and then carry out termly assessments to measure progress and plan for next steps.

If children join us from other schools we begin by looking at the information and as necessary discussing it with home and the setting. We often use this information to ensure children are placed in appropriate groups.

All pupils are assessed at least termly as they move through school. These assessments can be in the form of tests, tasks or observations and they lead to information being placed on the school's tracking system.

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.

If additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra in class support is provided.

# How do we measure progress?

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All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils' work and responses.

From years 1 to 6 all pupils are assessed in Reading, Writing, Maths and Science based on Age Related Expectations (AREs) on a termly basis. This is an on-going process using a balance of every day work and observations by staff and summative assessments to show how well pupils are doing across the term.

In year one, a formal assessment of pupils phonic ability is made and all pupils continue to be taught Phonics and any pupils who did not achieve the expected levels are re-tested in year 2.

If pupils have a barrier to their learning, then interventions are planned and implemented.

In addition, children with SEN who are receiving extra interventions have specific targets set for the intervention. These targets are reviewed termly, they are set to break down their learning into smaller steps.

# How are children's special educational needs monitored and reviewed?

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Pupils with additional needs or SEND have a termly meeting with class teachers. At these meetings, often at the time of parent's evenings, progress towards the building blocks in learning are discussed, targets are set and reviewed on the children's Individual Support Plan.

At this meeting, parents will have the chance to talk about how that child is getting on and identify what is needed next in their learning. The 'what's next' part may include asking for advice from a specialist outside of school, working for a period of time 1:1 or in a group on a skill or if all targets have been met, and there are no longer any concerns, the child will be removed from the plan.

# Wodensfield provision

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Pupils' specific areas of need are supported through interventions e.g small group sessions, or in class support delivered by teaching assistants or the class teacher.

Targets are set prior to intervention and progress and achievement is monitored throughout. All interventions are planned and delivered across the school. Progress is monitored throughout the interventions and the impact of the intervention is evaluated.

During the review session with parents/carers, teachers will discuss their child's targets and will give suggestions of extra activities they can do at home and where necessary possible resources that can be used.



# Provision at Wodensfield

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Once the school has identified the needs of SEND pupils, the SENCO and Head Teacher decide what resources/training and support is needed.

School Provision:

- Wide range of English and Maths small group interventions delivered by TA's and designated teachers
- Phonic intervention groups
- Reading Recovery and Better Reading Partners
- Speech and Language support including ELKLAN
- Cool kids programme and Dough Gym
- Nurture
- EAL Assessment
- Drawing and Talking, Sand Therapy and Lego Therapy

# Specialist Services

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## Local Authority provision available:

- Outreach support from Tettenhall Wood School / Westcroft School/ Penn Fields School / Penn Hall School
- The School of Psychology Service – Educational Psychologists
- Special Needs Early Years Service
- Specialist Teachers
- Sensory Inclusion Team: Visual Impairment Team, Hearing Impairment Team

## Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Reflections
- Speech and Language Therapy (SALT)

# How do we support our children's well being?

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We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Lunch time and play time support
- Peer mentor system is in place during break times and lunch times.
- Sand Therapy and Lego Therapy
- Access to our Nurture Room
- Access to external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy and a Behaviour Blueprint with a calm, consistent and fair approach to managing behaviour. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.

# Who gets help?

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All pupils in order for them to access the full curriculum are supported. This may be formally or informally recorded. These include Mild/Moderate Learning Difficulties, Hearing Impairment, Social Emotional and Mental Health, Dyslexia, Dyspraxia and Autism. Provisions are also introduced for short periods to meet specific, time bound needs as well as meet long term needs such as pupils with Education and Health Care Plans.

# How are children supported across school? Do they have a say?

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All staff are responsible for the pastoral care of all pupils. They will raise any concerns with the SENCo or Head or Deputy or Assistant Head Teachers who may, make appropriate referrals, seek or organise support if necessary.

In addition to support given by staff, we encourage peer support e.g. play leaders, buddying systems and school council.

The school has 1:1, small group and whole class sessions delivered through support staff and teachers to support children with personal and social needs. These strategies are put in place according to need. There are termly assemblies on safeguarding issues, social groups on PSHE which includes safeguarding issues and termly lessons on internet safety.

# What about personal care?

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We have identified 'First Aid' trained staff in school. This Paediatric First Aid Training is updated every 3 years or as dictated by their training. In addition to this training is given to all staff with regards Asthma training and any other medical needs related to the pupils in school at any given point in time (see medical needs policy).

We have a medicines in school policy, which explicitly outlines how medicines are stored and administered in school. We do our best to accommodate the giving of medicines in line with our medicines policy. Medicines are securely stored in the office along with relevant proformas for their administration. Asthma inhalers are kept in classrooms appropriate to the pupil in question. An emergency inhaler is also held by the school office. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs are listed in the medical room, they have a care plan to support their needs which is kept in the office and medical rooms.

Updates and training are given to meet the needs of the school community. This is delivered through the school nurse and specialist nurse teams.

All staff are in a position to 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 they do not collect their child. For those that need support with toileting and hygiene, the school has an intimate care policy that is shared with parents yearly to inform how we can support with developing and implementing routines.

# How parents can work with us to support their children?

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Support from parents is very much valued and welcomed. We need their support to make a difference.

All year groups update a weekly homework menu that is published on the website in which children can choose activities from. It is expected that all children read their book 3 times a week. Reading books are sent home daily and parents/carers are encouraged to make comments about their child. In Reception and KS1 children have RWI Take Home Books which are given each week to match the sounds that the children have been learning in their RWI lessons.

For KS1 and KS2, children have weekly spellings, Maths and English tasks set through a range of mediums including Mathletics, Oxford Reading Buddy, Education City and Microsoft Teams. Foundation subject activities are updated ½ termly.

Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the learning that takes place and how to support their children at home. Recent events have included Reception and KS1 Reading and Phonics meetings, Year 6 SATs meetings and Years 4 Timetables meeting.

The SENCO actively seek links with other agencies and settings to support parents. Support and workshop events from Outreach services such as Wolverhampton Information and Advice Support Service, Westcroft Special School, Tettenhall Wood Special School and Pennfields Special School are also highlighted for parents. Special Needs Early Years Service also offer workshops for parents around particular areas of Special Educational Needs which they guide parents towards through their support.

# What if my child is ill?

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Children do get ill from time to time. If your child is ill we ask you to contact us and let us know. Mrs Weaver makes 'first day absence' calls to the families of any children who are not in school on the first day of their absence. Attendance is closely monitored and parents will be asked to meet with both the Attendance Officer to discuss ways forward if a child's attendance is particularly poor. If necessary home visits will be made as part of a supportive structure to get children into school and learning.

Every term pupils with what is deemed to be low attendance, are identified and receive a letter from the Head teacher formally highlighting their attendance. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place. As part of this support, strategies will be discussed and put into place to enable pupils to attend more regularly.

Attendance on a weekly basis is analysed by class groups and celebrated in assembly. The classes in KS1 and KS2 with the best attendance for the week are awarded a class award, which is displayed in the entrance hall and in their classrooms.

Certificates and attendance prizes are given every term for 100% attendance.



# What is behaviour like? What do you expect?

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Our school rules reinforce our values and behaviours for all pupils to be:

- Ready
- Respectful
- Safe

All pupils are invited to take part in visits and trips related to current learning. Regardless of additional needs we strive to make all activities fully inclusive and accessible to all. Additional arrangements for pupils with SEND are made as necessary in consultation with families and pupils (Reference Behaviour Policy).

Pupils with SEND have full access to the after school clubs on offer and parents/carers give consent in the same way as all other pupils. If you would like more information see our Equal Opportunities Policy, also on our website.

# What about when they leave primary school?

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Transition meetings are held in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision. We do our best to support pupils in making school choices. We encourage pupils to attend taster and transition days and also actively liaise with secondaries to share information about our pupils. SEND pupils in receipt of an Education, and Health Care Plan (EHCP) will discuss the options of Secondary School at their Annual review in Year 5 or start of Year 6. Again, this is family and person centred; it focuses on the needs of the individual.

In the summer term, secondary schools arrange transition days for pupils in Year 6 to attend the school and meet their peers. **Additional transition days are offered to children with additional needs.** School makes pupils available to meet new staff and class teachers hold meetings with receiving colleagues to discuss children's needs and pass on pertinent information. The SENDCo when possible meets receiving SENDCos to discuss specific needs and arranges for SEND information to be collected by receiving schools, all information is handled confidentially and taken to secondary schools where it is signed for upon receipt.

# What qualifications do staff have?

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In addition to the training listed above, all teachers hold full Qualified Teacher Status (QTS). All staff are trained in Safeguarding. Mrs Walker (Head Teacher), Mr L Gould (Deputy Head), Mr A Sharpe (Assistant Head) and Miss K Jamieson (Family Liaison Officer) are Safeguarding trained to the highest level. Mrs Taylor-Ward the SENCO has completed the Nationally Accredited SENCO Award and undertakes regular updates on best practise.

# Who might you ask for help or advice?

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We work closely with lots of 'agencies' – this is what we call people outside of school who provide support or advice to staff. Amongst them we have recently worked with:

Speech and Language Therapy Service: **Victoria Brett**

Special Needs Early Years' Service (SNEYS): **Victoria Glass**

Occupational Therapy: **Outreach**

Visual Impairment Team: **C Corbett-Butler**

Hearing Impairment Team: R Wood

Outreach Services from Tentenall School

Educational Psychologist: G Lavan

Wolverhampton Information, Advice, Support Service (WIASS): 01902 556945

<https://www.wolvesiass.org/>

# Will my child's needs cost me anything?

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Every school has its own budget and within it is a set amount of money to use to support its most vulnerable pupils. The school is responsible for managing and evaluating its own budget. This is why the provision map referred to earlier is so closely monitored. If we find that a child's needs are costing more than the amount of money given in the budget we can look at ways in which we can request additional monetary support to fund them.

# Can my child come here then?

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We follow the Local Authority Admissions Guidelines and so do not discriminate against pupils with disabilities and additional needs. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and follow the normal school admissions procedures. As appropriate school takes advice on supporting those pupils joining the school with additional needs and works alongside families and specialists to ensure a smooth admission and successful career in school.



**Wodensfield**  
Primary School

# ACCESSIBILITY PLAN 2023-2026

AIM TO BE THE BEST YOU CAN



Adopted by: Wodensfield Primary School

Approved at Full Governing Board: 15<sup>th</sup> January 2024

Signed by Chair of Governors: 

Review date: November 2026

## Vision and Values of Inclusion

As a school we welcome inclusion of children with diverse needs and work from the child's needs and stage of development. We have a strong focus on working with parents as partners and with other professionals.

At Wodensfield we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of **race, disability, sex, sexual orientation, gender reassignment, religion or belief**. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice which can be found in our single Equality and Diversity Policy.

Definition from DDA 1995 on disability:

“A physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out day to day activities.”

## Schools' duties around accessibility for disabled pupils:

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability.

Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

Not to treat disabled pupils less favourably for reasons related to their disability.

To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.

To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.



### **Increasing the extent to which disabled pupils can participate in the school curriculum;**

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Provider, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The school has a Family Liaison Officer in post. They provide additional support for pupils and parents. Support is also provided for teachers to implement strategies to improve pupil's access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- School Outreach Team
- School Nursing Service
- Specialist Nurses

### **Improving access to the physical environment of schools.**

This covers improvements to the physical environment of the school and physical aids to access education.

### **Improving the delivery of written information to disabled pupils.**

This will include making information that is normally provided by the school, available to pupils with disabilities. Examples might include handouts, timetables, textbooks and information about school events. This should be available within a reasonable time, and parents' views and wishes should be taken into account.

The Accessibility plan is kept in school. If anyone wishes to view it, it is freely available to you. This plan can be made available in different formats if requested, including the school website [www.wodensfield.org](http://www.wodensfield.org)

Appendix 1:

Action Plan

<b>Priority</b>	<b>Increasing access for disabled pupils to the school curriculum.</b> Leading to: All children at Wodensfield, including those with SEND have access to full curriculum.				
	<b>Lead People</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Training for staff on increasing access to the curriculum for disabled pupils	Headteacher Deputy HT	Skills Audit of staff skills/expertise. On-going training for all staff- Annual Medical Needs and Specialist Nurse updates	Training time and release for TA's	On-going	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents. Increased access to the curriculum Needs of all learners met Parents fully informed
Appropriate use of specialised equipment to benefit individual pupils and staff	Headteacher SENDCO	SENCO to liaise with GEM centre and physiotherapist to ensure appropriate equipment and resources available to pupils. Coloured overlays and IWB backgrounds considered for VI pupils Training in place as needed.  SENCO to liaise with parents/class teachers and support	Specialist equipment as listed	On-going	Increased access to the curriculum  Needs of all learners met
To improve the physical environment for	Deputy Headteacher	Health and Safety checks to monitor physical environment to ensure access for all pupils.	On going.		Physical accessibility of school and play areas increased

children/staff/visitors with disabilities	Site Manager H&S Governor	Provide assess plan of building in reception area.	(termly Governor visit)		Steps and handrails, pathways safer for pupils/adults
To improve the physical environment for children/staff/visitors with disabilities	Head Teacher SENCO	Maintenance of hearing loops in classrooms		Annual	
Pathways and routes logical and well signed.	Site manager Headteacher	New signage installed.  All steps have contrasting edging. Where there are steps, a ramp is provided for access.  Drain covers painted in bright yellow to improve visibility for VI  Handrails for all steps (internal and external)	Maintenance	Autumn 24  Summer 23	Improved access for all visitors
Car parking spaces reserved for disabled people near the main entrance.	Site manager	Parking space allocated to support access		Summer 23	Ease of access for visitors
Emergency and evacuation procedures in place to alert all students	Headteacher Site Manager	Personal Evacuation Plans (PEEP) in place. Shared with staff and parents. Evacuations practiced ½ termly	On going assessments as required	1/2 termly	Safe and effective evacuation of all pupils and staff.

Appropriate furniture and equipment provided to meet the needs of individual students.	SENCO School Business Manager	Chairs and tables purchased to support good posture. Individual pupils' needs are assessed for additional aids as needed.	On going individual assessments as required		All pupils are able to learn in a supportive physical environment.
All children and young people encouraged to take part in music, drama and physical activities.	Headteacher Deputy Headteacher SENDCo	Interventions are planned so that pupils do not miss Foundation subject lessons. Monitoring of extra-curricular activities to ensure engagement.	SLT monitoring	termly	Barriers are removed enabling all pupils to access a rich and balanced curriculum offer.
Staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	PE & PA Lead Headteacher SENCo	Inter LA sports opportunities for all pupils.  Wide range of enhanced curriculum opportunities. Monitoring of engagement in enhanced curriculum activities.	Transport	ongoing	All pupils take an active part in physical activity and Physical Education.