



Special Educational Needs Information Report 2022/2023

Under the Children and Families Act (CFA) 2014 Section 69 schools have to 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. The required information is set out in the SEN Code of Practice 0 -25 Years.

SENDCo	Miss Y Murphy
SEN Governor	Mrs S Fox
Contact Number	01384 818 985
Dedicated SEND times	Thursday and Friday
Local Offer Contribution	SEND Local Offer Dudley CI
Principal	Mrs L McGregor
Shireland Collegiate Academy Trust SEND Director	Mrs S Philpotts

Wallbrook Primary Academy is part of the Shireland Collegiate Academy Trust. It is a one and a half form entry, inclusive mainstream primary school catering for children from the age of 3 to 11. It welcomes all children with and without SEN equally. It supports children with a range of Special Educational Needs and disabilities (SEND) including - Cognition and Learning, Communication and Interaction, Physical and/or Sensory Needs and Social, Emotional and Mental Health as well as children with very specific needs such as ADHD, autism, etc. There are 43 children on the SEND register at Wallbrook Primary Academy.

There are no specialist units within our school.

The school uses its best endeavors to meet the needs of all children with Special Educational Needs and/ or a disability in consultation with parents, the Local Authority, as well as specialist agencies form health, education and social care.

However, Wallbrook acknowledges that a mainstream primary school, 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 (where appropriate) to access a full or part-time placement within a specialist unit or school, if it is considered better equipped to meet their needs.

	Information Report Headings	What you can expect from Wallbrook Primary Academy
1.	<p>What kinds of Special Educational Needs do we make provision for at Wallbrook Primary Academy?</p> <p>SEN Code of Practice 2014</p> <p>Section 4:32</p>	<p>Wallbrook Primary Academy have high expectations and aspirations of all pupils. We ensure that our pupils can access our curriculum to have the best possible experiences throughout their learning journey - we are committed to providing an inclusive education. We work to ensure that all learning experiences are flexible enough to meet the needs of our school community.</p> <p>We prioritise quality first teaching ensuring that learning is made accessible to meet all the diverse needs of our pupils. Whilst following the national curriculum, we recognize that some of our pupils who have additional learning needs may require adjustments, modifications and personalisation to further support their learning. This may include targeted provisions, small group sessions, interventions and or other methods suitable to the individual needs of each child.</p> <p>Our commitment to ensuring access to a fully balanced curriculum is characterised by making any required and reasonable adjustments to enable access to our curriculum - regardless of any special educational need or disability.</p> <p>Where pupils are identified as having a special educational need, they will be added to the SEND register. Individual Education Plans which include targets and objectives will be written by their class teacher and reviewed each half term. Parents/carers are invited and encouraged to play an active role at all stages of the SEND process and are invited to attend meetings to review progress in addition to parent evenings and school reports.</p> <p>All children access a broad and balanced curriculum, including the SATs and Phonics Screening Checks alongside their peers. For a very small number of children, the curriculum and assessments may be amended to meet their very specific needs – where this is the case, parents are kept informed. On some occasions a child may be disapplied from the National tests, if they are working too far below the expected standards and it is decided, in consultation with parents that it is not in their best interests to do so.</p>

2. The identification of Special Educational Needs.

SEND Code of Practice

Section 4:32

Section 4:34

Following the use of a graduated approach, we can assess whether a pupil has special educational needs. Our school process incorporates assessing, planning, implementing and reviewing the needs of pupils alongside their progress.



Assess: Class teacher assess the children’s learning daily identifying next steps in learning, a tracking program is used to identify the objectives each child can or cannot demonstrate independently.

Plan: Class teachers plan lessons that are suitable for the needs of all children. When necessary, interventions are planned and carried out by suitably trained staff.

Do: Quality first teaching is demonstrated daily to enable all children to make progress as part of the personalised curriculum.

In the event of parents, carers and or teachers having a concern in relation to the learning needs of a pupil, these can be raised with the SENDCO directly and appropriate monitoring will be put in place.

In addition to class teacher monitoring and tracking, assessments will also be utilised when looking at pupil progress and attainment. On occasion external agencies and professionals may be used to help in deciding upon the best strategies and interventions to support the child.

Our school based SENDCO supports and advises our staff in providing support and useful strategies to assist children in learning - on occasion this may include training which may be provided in house or via appropriate external agencies. When a referral is made to the SENDCO by staff, they will be asked to share the concern and the strategies which have been used along with outcomes.

When a child is added to the SEND register, targets will be set based on the identified areas of needs this may include:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, Emotional and Mental Health
- ❖ Sensory and Physical

		<p>The school has a Special Educational Needs and Disability policy which sets out how the school will assess and meet the needs of pupils with SEND.</p>
<p>3.</p>	<p>What facilities do you have to support children with special educational needs and disabilities?</p> <p>SEND Code of Practice</p> <p>Section 4.32</p>	<p>All of our learning environments are SEND friendly, we use now and next boards and visual timetables to support our pupils. The learning environments and teaching methods are routinely adapted to meet the needs of children, in some cases we may use sensory items and suitable workstations within the classroom to assist in enabling children to access the curriculum.</p> <p>Each class has an ‘enable table’ which has resources and suggestions to help support the pupil whilst assisting them to focus and develop independent learning skills.</p> <p>Calming spaces are used in classes where appropriate to provide a safe space to reflect and or calm assisting in refocusing ready to engage in learning.</p> <p>The school building is fully accessible to parents and children with disabilities as it is all on one level. There is a room with a shower for the disabled. The school building is fully compliant with the requirements of the Disability Act – please refer to the Accessibility Policy.</p> <p>There is an allocated parking bay for the disabled in the main school car park.</p> <p>For parents for whom English is not their first language, information may be relayed using dictionaries, other parents, including family members, (with permission), translations on “Google” or interpreters. This supports effective home/school communication.</p> <p>The use of online platforms and assessments also support the delivery of our curriculum and provide timely feedback - this includes programmes such as:</p> <ul style="list-style-type: none"> Wellcome Boxall Profile Lexia Century Communication in Print Rocket Phonics

<p>4.</p>	<p>The approach to teaching children with SEND.</p> <p>SEND Code of Practice</p> <p>Section 4.32</p>	<p>All members of staff liaise effectively with the SENDCo and work closely with families and external agencies/professionals to provide the best possible support for pupils with special educational needs.</p> <p>We are in regular contact with parents to discuss their child’s needs, how to support their child and the provision that we are offering in school.</p> <p>Requests are made to the local authority for children whose needs are more complex, and the special educational needs of the child cannot reasonably be provided within the school’s own resources. An assessment of education, health and care needs will then be conducted; this may result in an Educational, Health and Care Plan (EHCP) being provided for the child.</p> <p>We provide quality first teaching with personalised provision for children’s specific needs, Additional intervention may run alongside this but not independently. We differentiate in planning offering different levels of support which may include varying the task set, use of equipment or planning for different learning styles.</p> <p>Our inclusive practice extends to after school provision where children with special educational needs are encouraged to take part in after-school clubs and activities. This promotes an active and healthy lifestyle and supports children’s mental health.</p>										
<p>5.</p>	<p>How do you make sure children with special educational needs and disabilities do well?</p> <p>SEND Code of Practice 4.32</p>	<p>The provision provided for children with special educational needs is monitored, assessed and reviewed regularly through book looks, lesson observations and the monitoring of provision maps to track pupil progress.</p> <p>Staff receive regular training through INSET days, staff meetings and any additional identified support/training that may be required.</p> <p>Last academic year staff accessed training on the following areas:</p> <table border="0" data-bbox="499 1117 1323 1339"> <tr> <td>❖ Trauma based practice</td> <td>❖ Mental Health needs of pupils with SEND</td> </tr> <tr> <td>❖ Self-regulation difficulties</td> <td>❖ Promoting emotional regulation in Autistic Children</td> </tr> <tr> <td>❖ Teaching Assistants: How to maximise your impact on learning</td> <td>❖ Supporting Primary School pupils experiencing Mental Health</td> </tr> <tr> <td>❖ Understanding the biological underpinnings of Autism and ADHD</td> <td>❖ Prevent poor behaviour by motivating and Engaging Pupils</td> </tr> <tr> <td>❖ Emotionally based school avoidance/refusal</td> <td></td> </tr> </table>	❖ Trauma based practice	❖ Mental Health needs of pupils with SEND	❖ Self-regulation difficulties	❖ Promoting emotional regulation in Autistic Children	❖ Teaching Assistants: How to maximise your impact on learning	❖ Supporting Primary School pupils experiencing Mental Health	❖ Understanding the biological underpinnings of Autism and ADHD	❖ Prevent poor behaviour by motivating and Engaging Pupils	❖ Emotionally based school avoidance/refusal	
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		<p>We ensure that children who require additional resources have access to them to support them in accessing the curriculum. Each classroom also has an 'enable' box or table which contains a bank of resources to aid the children when needed.</p> <p>By adopting an 'open door' policy, we ensure that families are involved when reviewing their children's progress throughout the year. Families are also notified when new targets are set for their children, and we welcome parents/carers feedback when reviewing.</p> <p>Annual reviews are conducted by the SENDCo for children who have an EHCP.</p>
6.	<p>Do you have staff with specialist training or have experts to support you?</p> <p>SEND Code of Practice 4.32</p>	<p>Our staff have a continuous programme of professional development/training programme, which is delivered in house by SLT members, Academy Trust specialists and professional outside agencies as and when required. All staff receive regular and relevant training sessions to support pupils with Education Health Care Plans this incorporates pupils with specific learning needs such as Autism, ADHD SEMH, Behaviour, speech and language, dyslexia and any other identified need. Where a referral to an outside agency is required, this will be led by the SENDCO or a member of the leadership team. In addition, useful strategies and support techniques are uploaded onto the staff portal as a depository of readily available tools to enhance teaching and learning. Support is also available via senior leaders for planning.</p> <p>Wallbrook Primary Academy provide support via their Inclusion team which consists of the Principal, Vice Principal Safeguarding and Attendance Officer, SENDCO, Trust SEN Director and Trust Children Services Manager.</p> <p>Outside agencies provide support to pupils in school where required, it may also include providing tips and strategies to ensure staff meet their needs.</p> <p>Agencies used most recently include:</p> <ul style="list-style-type: none"> ❖ Inclusive Pathways ❖ Speech and Language Team ❖ School Health ❖ Educational Psychologist ❖ Visual Impairment Team ❖ Autism Outreach ❖ CAMHS

		<ul style="list-style-type: none"> ❖ Reflexions (NHS) ❖ Early Years Advisory Service ❖ Dudley Learning Support
7.	<p>How will I know my child is doing well in school?</p> <p>SEND Code of Practice 4.32</p>	<p>Class teachers should be the parent/carer first point of contact regarding any concerns or queries that they may have. The school SENDCo is also available to discuss any issues and concerns and can be contacted through phone to make an appointment.</p> <p>Class teachers review Provision Map targets at least once every half-term and will liaise with families to discuss their child's progress throughout the term. Parents/carers will receive a copy of their child's provision map and are encouraged to make comments on their child's progress.</p> <p>Parents/carers are invited to attend parent evenings at least 3 times a year, this is in addition to review meetings or meetings requested by parents to discuss progress.</p> <p>If a child has an EHCP, in addition to the above statement, an annual review will be conducted by the SENDCo and class teacher.</p> <p>If a child is not making expected progress, in terms of their personalised targets, their provision will be reviewed and amended accordingly.</p>
8.	<p>What we do if your child needs specialist equipment or support.</p> <p>SEND Code of Practice 4.32</p>	<p>Part of the notional budget is allocated to support children with SEND and additional equipment may be purchased if required.</p> <p>If a child requires extra support and provision, an Education Health and Care Plan may be applied for. An EHCP is for a child who requires specialist support or provision for a prolonged period in order to meet their special educational needs - and to support them towards achieving greater independence in preparation for adulthood. The referral is made to the local authority who will consider the application put forward by the school to make their decision.</p> <p>For children with physical needs, we liaise with the Physical Impairment and Medical Inclusion Team from Dudley Local Authority.</p>

<p>9.</p>	<p>The support for improving social, emotional development and wellbeing of children with special educational needs and disabilities.</p> <p>SEND Code of Practice 4:35</p>	<p>All staff at Wallbrook work with parents, pupils and professionals to address any barriers which may serve to disadvantage the learning experience of a child. We identify that all pupils need to be emotionally ready to engage in learning, this means positive mental health and wellbeing.</p> <p>We provide wellbeing support for our pupils through counselling and SEMH mentoring programmes. Support is also provided and available through our passport to success programme which is led by staff within our Multi Academy Trust.</p> <p>Staff within our academy have received Mental Health Training and there is a Senior Mental Health Lead who has undertaken DfE approved training programme.</p> <p>Pupils are made aware of the importance to share things which may worry or concern them to Trusted Adults. Mental Health and wellbeing is addressed within the curriculum through Personal Development, where pupils are provided with strategies to deploy as and where required. Pupils are encouraged to do daily wellbeing checks where they can share how they are feeling, and appropriate actions can be taken.</p> <p>Staff have engaged in and demonstrate a working knowledge of mental health and safeguarding following an appropriate training programme. We are also able to refer children to Reflexions which is part of the CAMHs early intervention pathways programme available both in and outside of school and delivered by the NHS.</p> <p>Staff have received Mental Health training and are scheduled to engage in additional sessions to be delivered by Dudley Educational Psychology services later this year.</p>
<p>10</p>	<p>Arrangements for supporting children in moving between phases of education.</p>	<p>When pupils join Wallbrook Primary Academy at Nursery or Reception, home visits are conducted by their new class teacher as part of the transition process. Where a need has been identified prior to this, the SENDCO will attend the home visit or current educational placement. These visits provide an opportunity to discuss any needs which the child has and gives time for staff to plan how the child's needs can be met. In the event that the child is already on roll at an educational setting, the SENDCO will liaise directly with the setting and may discuss and explore current strategies and evaluate effectiveness.</p> <p>Where pupils join the school through the mid-year admission process, the headteacher will invite parents, with their child, to attend a tour and meeting of the school; dependent on the information shared on the mid-year admission form, the SENDCO may be invited to attend.</p>

	<p>Where our year 6 pupils transition to secondary school, children are encouraged to attend the school induction days and additional transition programmes are set for those children with additional needs to meet with staff and familiarize themselves with the new environment. On occasion, meetings will also be arranged for parents and carers to attend.</p> <p>Transition documents will be shared with the new school detailing the pupils' needs and All About Me information which includes their best learning strategies.</p> <p>Wallbrook ensures smooth transition between key stages and this is communicated with parents.</p> <p>Dudley Local Authority also provides a programme to support the process of transition for all pupils.</p>
<p>11. How children are enabled to engage in activities available alongside children in the school who do not have SEND.</p> <p>SEND Code of Practice 4:32</p>	<p>All pupils can participate fully in all activities arranged, on occasion this may include additional adults or appropriate reasonable adjustments.</p> <p>We have a comprehensive offer of after school club activities which operate Monday to Thursday each week. Pupils can choose the clubs they access, which operate on a carousel basis allowing all pupils to have the chance to experience all or as many opportunities offered.</p> <p>Our after-school clubs are fully inclusive and all children are offered the opportunity to take part. In the event that a child has a special educational need or disability, which would require different staffing ratio, adequate arrangements are made to ensure that they are not placed at a disadvantage.</p> <p>Current clubs include:</p> <ul style="list-style-type: none"> ❖ Drama ❖ Dance ❖ Mindfulness ❖ Art ❖ Karate ❖ Football ❖ Film Club ❖ Book Club ❖ Reading for pleasure ❖ Keep moving ❖ Netball <p>School boosters and interventions sessions are also offered based on pupil attainment where it is deemed that a child would benefit from these sessions.</p>

<p>12. Arrangements for handling complaints from parents of children with SEND about the provision made at school.</p> <p>SEND Code of Practice 4.7</p>	<p>Please refer to the school complaints policy. All complaints should first be discussed with the class teacher, then SENDCO. They should then be directed to the Principal – Mrs McGregor. The policy sets out in detail how complaints are dealt with.</p>
<p>13. Who should I contact for more information?</p>	<p>We would like to encourage parents and carers to share and raise any concerns they have with their child's class teacher in the first instance. You may find that the class teacher shares the concern with the SENDCO Miss Murphy</p> <p>Contact Number: 01384 818 985</p> <p>Wallbrook Primary Academy Bradley Lane Coseley WV14 8YP</p>
<p>14. Information on where the Local authority's Local Offer is published</p>	<p>For parents who live in Dudley: www.dudley.gov.uk/resident/localoffer</p> <p>For parents who live in Sandwell: www.sandwell.gov.uk/SEND</p> <p>For parents who live in Wolverhampton: http://win.wolverhampton.gov.uk</p>