

Springdale Primary School Parent's Information

SEN information Report 2022

Introduction

All Wolverhampton Local Authority (LA) maintained schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The local offer for Wolverhampton LA is available from the following link www.wolverhampton.gov.uk/send

Springdale Primary School has a Special Educational Needs Policy which is up dated regularly and is available on our school website and in hard copy on request in school. The information in this report is based on the information in our policy.

The SEND four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs. We understand that your child may have difficulties across one or more of these areas and we work hard to discover all your child's strengths as well as their difficulties so that we can address them all.

What are the current SEN arrangements?

The Children and Family's Bill 2013 underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/ carers' greater control in decisions and ensuring needs are properly met.

The system now:

- Replaces statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improves co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requires local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and publish a 'local offer' of support.

What is the Local Offer?

The LA Local Offer

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. It will let parents/ carers and young people know how schools and colleges will support them, and what they can expect across the local setting.

Wolverhampton's Local Offer can be found here

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

The School SEN Information Report

At some time in their school career many children require additional support for learning to help them access the curriculum effectively. All schools are now required to publish a report that details the provision and support that they will provide for any child with a high level of special educational need or disability.

Please read this information in conjunction with the school Special Educational Need and Disability Policy which you will find on the school website.

Springdale Primary School is a mainstream school with resource unit provision for pupils with language and communication difficulties. Admission to the resource Unit is through the Local Authority's SENstart.

Your Child has Special Educational Needs. What can we at Springdale Primary School offer you?

At Springdale Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

[Who are the best people to talk to in this school about my child's difficulties or concerns with learning/Special Educational Needs or Disability \(SEND\)? How do I contact them?](#)

There are a range of people within school that you can talk to. All staff can be contacted on the school number:

Springdale Primary School: 01902 558810 or email enquires@springdaleprimary.co.uk

- Class teachers are available at the beginning and end of school day by appointment.
- Springdale Primary School SEND Co-ordinator: Mrs D Porrett
- Parent Support Worker (PFW): Mrs Denise Worker in school on a Monday, Tuesday and Wednesday. Please ask to speak to her at the school office to make an appointment. However, wherever possible she will see parents with urgent concerns on a drop in basis.
- Attendance officer: Mrs Sheryl Davies can be contacted through the school office.
- SEN Governor: Mrs Jackie Lloyd. Please leave a message at the school office who will arrange for you to speak to the SEND link governor.

The Governing Curriculum Committee monitor and support curriculum development through a range of presentations and reports. Members of the governing body visit the school as often as possible and report back to the committee in person.

[What are the different types of support available for children with SEND in our school?](#)

Class teacher input (High Quality Teaching)

For your child this would mean;

That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching is built on what your child already knows, can do and can understand.

That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.

That specific strategies (which may be suggested by the SEND Manager) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work and interventions

Children's specific areas of needs are supported through interventions. Targets are set prior to an intervention and progress and achievement is monitored throughout.

Interventions can be run in the classroom or in other rooms in the school or outside. They are led by teachers or teaching assistants as appropriate to the intervention. For your child this would mean;

Smaller, more supported groups for Read, Write Inc, writing and maths.

Extra support with reading

Access to a range of interventions appropriate to their needs and difficulties including;

1:1 Read Write Inc

Precision teaching

Cool Kids

Cool characters

The Listening Programme

Social stories

Lexia Reading programme

Writing and maths booster groups

Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SEND Managers, class teacher and yourselves as needing some extra specialist support in school from a professional outside the school.

This may be from;

Speech and language therapists

Educational Psychologist

Support from the hearing and visual support team

Special Educational Needs Early Years Team

Specialist Teacher support

Health teams such as occupational therapy, physiotherapy, school nurse and the Child and mental health team

Outreach services for example autism specialists from Tettenhall Wood Special School or Pennfields Special School.

Paediatricians at the GEM centre

Physical Difficulties support from Penn Hall School Outreach

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourselves to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and/ or lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups.

For your child this would mean

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

All the professionals working with your child will provide reports outlining your child's needs. This information alongside information from you and your child will be sent with the request to the SAM panel.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will produce a statement of need, asking school to continue with their high level of support.

The EHC Plan will outline what matrix band your child is entitled to which includes the individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place to have the best chance of your child achieving the agreed outcomes.

Provision Map

All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.

Parents are informed of interventions their child is having at Parent's Evening or through discussions throughout the term or, if the child is on the SEND register through an additional support record.

Pupils in the Language Unit

Children within the Unit are taught and supported throughout the school day by members of the Unit staff who have expertise in the area of speech, language and communication.

[Would my child be entitled to a place in the speech, language and communication unit? What specialist support and provision does the Unit provide?](#)

Our Speech and Communication Unit is an integral part of the school.

We are committed to inclusion and as such our aim is that the needs of every pupil with Special Educational Needs and Disabilities will be met in the mainstream setting wherever possible and targeted teaching for core skills or speech and language work provided in smaller environments.

Our unit provide specialist provision for children who have an Education, Health and Care plan highlighting speech, language and communication as their primary need. They are made up as follows:

28 places for children in Reception, and Year One to Year Six

Children can join the unit at any point during the school year provided that they have been allocated a place by Wolverhampton's Special Educational Needs Statutory Assessment and Review Team (SENSTART) (Tel No 01902 555961) and that there is a place available in the unit at that time.

The unit has a high staffing level with staff specialised in supporting children with language and communication needs. This allows for personalised learning which reflects their individual provision requirements in their Education, Health and Care plans. There is regular access to a Speech and Language Therapist and Speech and Language Support Practitioner. A range of provision within the classroom supports children's individual needs for example with a sensory area, the use of ICT, visual timetables, now and next boards and prompt cards. They all take part in Cool Kids or Activate on a daily basis.

The children within the unit are very much seen as part of our school and integrate back into the mainstream classrooms as appropriate with varying levels of support. Lessons are modified to meet individual needs. For individual year group timetables please look in the curriculum area on our school website.

The children all have personalised learning plans which are reviewed on a termly basis and their statement or Education, Health and Care Plan is reviewed on an annual basis.

[How can I let school know that I am concerned about my child's progress in school?](#)

If you have concerns about your child's progress, you should speak to your child's class teacher initially. Teachers are available at the beginning and end of the day by appointment. Appointments for further discussion will be made if needed.

A home/ school book may be set up in certain circumstances.

Parents/ carers evenings are held in the Autumn and Spring terms with an Open Afternoon in the Summer term. Every effort is made for discussions to be made on a termly basis.

If you continue to be concerned that your child is not making progress, you may speak to the SEND Manager, Mrs D Porrett for EYFS, Key Stage 1 and key stage 2
Parent drop in sessions are held every week on a Friday morning 8.45- 9.15am with the SEND manager as a first point of contact.

For more information, please see who are the best people to talk to about my child's difficulties or SEND in school?

[How will the school let me know if they have any concerns about my child's learning in school and how are children with SEND identified?](#)

All children starting our school whatever their age, will be invited to walk around school with a member of the senior management team when parents can share information regarding their child's needs and education.

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 of the development of an appropriate curriculum for all our children. Pupils whose language is not English will have a first language assessment.

If your child's class teacher has concerns about your child's development and progress they will let you know their concerns as early as they can so that we can put the best support in place for your child and enlist your active help and participation.

Your child's class teacher and/ or the SEND Manager will then set up a meeting/Phone call with you to discuss your child's needs in more detail if your child is identified as;

- not making sufficient progress,
- has progress that has significantly slowed down compared with their own previous progress
- not working at a level close to the expected outcomes for their year group
- having a specific need or difficulty or
- there are concerns around other aspects of their development

At this meeting they will;

- Listen to any concerns you and or child may have.
- Make a decision about the nature of any extra help needed
- Plan any additional support your child may need

- Discuss with you any referrals to outside professionals to support your child.

If you wish to attend a meeting about your child but are worried English is not your first language, then please bring along a trusted friend to support your discussion. If you would prefer school to provide an interpreter, please let us know before the meeting.

Children who join us from other schools are supported using information obtained from their previous school. We then use this information to make sure they are placed in appropriate groups.

For more information about the types of support available for your child in school please see 'What are different types of support available in school to support my child?'

For more information about planning additional support please see 'What will happen at a School Support planning meeting?'

[How can you help to support your child in school? Are there any training opportunities or learning sessions provided by the schools?](#)

A range of workshops are offered to parents/ carers, throughout the year, to allow them to gain an understanding of the curriculum and ideas of how to support their child at home.

Outside agencies can provide support for individuals and families of pupils. This may take the form of home visits, assessments of individual needs, strategies for support and small group or individual pupil support work.

Wolverhampton information, Advice and support services offer impartial and confidential information, advice and support on matters relating to a child's SEN or disabilities <https://wolvesiass.org/>

Parents can also access support for children with specific difficulties for example autism through training and workshops accessed through Tettenhall Wood School.

During the review session with parents/ carers, teachers will give you a copy of your child's ILP which outlines strategies to support your child and will give suggestions of extra activities they can do at home.

All parties will be invited to attend a meeting to review an Education Health Care plan where these are in place. These will be arranged annually or more frequently if needed.

Learning Logs with home activities are sent out each term with a wide range of suggestions to support all areas of the curriculum. Reading books are changed and

parents/ carers are encouraged to make comments about their child's reading and read with them every day. Spellings are sent home on a Friday for a test the following week. On-line activities are available on Bug club, Timetable Rockstars and Number Gym and children are provided with their own passwords.

To support your child in school please ensure that they have the equipment they need, e.g. kit, book bags, spellings. Also quality time talking together and regular bedtimes will ensure your child arrives ready to learn.

How is extra support allocated to children so they can progress in their learning?

The school budget, received from Wolverhampton LA, includes money for supporting children with SEN.

The Head Teacher and SEND Manager, in consultation with the governors and the senior leadership team, decide on the deployment of resources for Special Educational Needs and Disabilities, on the basis of needs in the school.

The Head Teacher and SEND Manager also evaluate the effectiveness of the provision and interventions taking place in school.

From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND pupils on the whole school audit. This identifies all support given within school and is reviewed regularly and changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Examples of this are:

- SEND Manager leadership time
- Teaching assistants (1:1/ small group support)
- Resources including ICT
- On-Line programmes: LEXIA, Dynamo Maths etc
- Cool Kids and Cool Characters sessions
- Outside agencies eg. Counsellors
- Training for staff

Top up funding

Children in the unit with Education, Health and Care Plans receive top up funding which allows the school to put the specialist provision available in the unit in place.

Other children with Education, Health and Care plans in mainstream school will also receive extra funding and will have resources provided as agreed in the provision section of their plans.

Who are the other people providing services to children with SEND in our school?

Local Authority Educational Provision delivered in school

Educational Psychologist: Paige Garbett

Sensory Impairment Team: Mrs J Morgan

Independent Advisory Support Service www.wolvesiass.org

Educational Welfare Officer

Other educational establishments

Autism Outreach Service provided by Tettenhall Wood School

Pennfields School Outreach

Penn Hall School Outreach

Health Provision

SALT (Speech and Language Therapy) – Mainstream support, unit support

School Nurse

Paediatricians: GEM centre

Occupational Therapy: GEM centre

Physiotherapy: GEM centre

Child and mental health service

Specialist Nurses; Birmingham Children's Hospital

Social Care Provision

Bingley Children's Centre – Strengthening Families Workers

Independent Services

Hope Counselling

Education Welfare Officer: Mrs Sheryl Davis

What expertise have the school staff got and what training have they done to support children with SEND?

SEND Managers keep updated on a regular basis through Network meetings and training. The information is then shared/ delivered at Staff meetings.

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

Cool Kids Training:, Mrs Porrett and all TA's

Zones training : All staff

ELKLAN Training: (Speech and language) Mrs K Kinghorn, Mrs L Rogers, Miss S Williamson, , Mrs D Porrett ,Mrs Boshel

ELKLAN training (2 day overview) Mrs K Burrow, Mrs J Bell

Precision Teaching: Mrs Porrett, Mrs K Burrow, Mrs K Lane, Mrs J Bell (All Key stage one TAs and key stage two teaching staff have been given an overview by outside agencies.)

Dyslexia, Autism, Speech, Language and Communication Training: All KS2 staff have completed the Inclusion Development Programme and/ or OnLine INSET. Lunchtime supervisors are also developing their understanding through these resources.

Specific Learning Difficulties: Mrs Porrett NASENCO Award

Speech and Language Therapy Assistant: Mrs J Whilton (TEACCH awareness qualification, EDEXCEL Therapy assistant)

Makaton Foundation Workshop – J Whilton, J Kalsi, P Boshle, D Porrett

TeamTEACH: J Kasli, P Boshle, D Porrett

Autism: Advanced Certificate: K Kinghorn

Attachment and trauma awareness training: All staff

Rett Syndrome awareness training: D Porrett

Talking Partners (Literacy):, P Boshle

TEACCH: S Baggot, D Porrett

An introduction to Austism and Autism Spectrum disorders - D Porrett

Mappa: D Porrett

BSL: S Williamson, D Porrett

PRICE: J Hopkins, K Bull, J Whilton

Post graduate certificate in special educational needs coordination: The national SENCO award: D Porrett

[How will teaching be adapted for my child with SEND?](#)

For children at School SEN support

Class teachers plan lessons according to the specific needs of all groups of children in their class, including any adaptations highlighted on your child's individual learning plan and will ensure that your child's needs are met.

For Read, Write Inc, children are grouped according to children's development levels and needs. When necessary children are taught in very small groups for English and maths.

Specific resources and strategies will be used to support your child individually and in groups. This may include amplifiers, coloured paper, seating and additional time. Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Examples of strategies used to support children at SEN Support include:

Now and next boards

Behaviour strategies for individual children

Visual timetables

Adapting learning so that children can demonstrate their understanding without recording everything through writing.

Coloured overlays and books

Use of ICT and technology to support children's learning

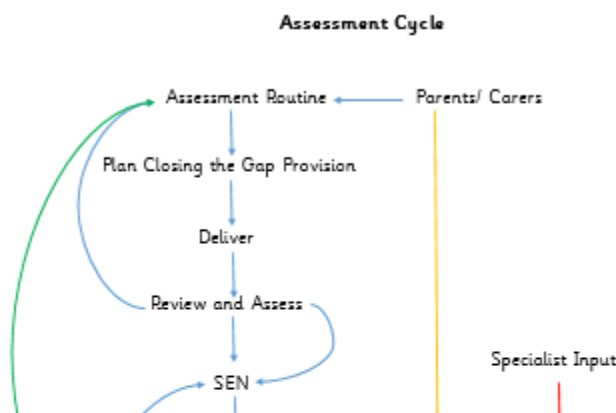
Use of I pads, videos and cameras to record children's learning

For children with Education, Health and Care plans

For children with Education, Health and Care plans teaching will be adapted to facilitate the provision highlighted in their plan to meet the agreed outcomes for your child. This may include the provision of specialist resources, extra support from a teaching assistant or modified strategies and/ or timetable.

For children in the unit please see 'What specialist support and provision does the unit provide?' for additional information on the provision and strategies used.

How will we assess and measure the progress of your child in school?



Your child's progress will be reviewed formally after every assessment window in school by the senior leadership team. In Nursery and Reception this review covers all areas of learning in the Early Years Foundation Stage. From years one to six all pupils are assessed in reading, writing, speaking and listening and mathematics on a termly basis. This is an on-going process using levelled target cards to indicate the movement of children in lessons. If a pupil is not making expected progress or have become 'stuck' at a level for some time, extra support will be provided through intervention sessions. Your child's progress will be continually monitored by his/her class teacher.

In addition, children with SEN are assessed against their Individual Learning Plan (ILP) 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. All pupils on the SEN register receive support for their areas of need. If concerns are not covered by learning targets additional targets and/ or provision is put in place. (e.g. support for sensory impairments)

The areas of need are identified as:

Cognition and Learning

Communication and Interaction

Sensory and/or Physical needs

Social, Emotional and Mental Health Difficulties.

The progress of children with an Education, Health and Care plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book scrutinise and lesson observations will be carried out by members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

[What support do we have for you as a parent of a child with SEND?](#)

Home visits for some children starting school in our nursery or starting reception who did not attend our nursery. A MAP plan meeting with all professionals involved.

Parent information meetings on a range of subjects including meet the teacher, helping your child learn to read or with maths.

Formal and informal parent's meetings once a term.

Information about the LA Independent Advice and Support Service and their role in supporting parents and families available on the school website.

The class teacher's regularly available, by appointment, to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SEND Manager are available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.

You will be invited to be involved in all meeting concerning target setting and reviewing targets for individual learning plans

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Staff will support you with helping you child at home and where necessary resources are provided to help you to support your child for example Now and Next boards, pencil grips, behaviour reward charts.

Our SEND Manager will support parents with referrals to outside agencies and in the event of your child needing an Education, Health and Care plan they will support you with collecting information and completing your family journey.

Our parent support worker, Mrs Worker, can support you by signposting you to support groups, parent courses, IASS and activities that are run in the local area over holiday times. She will also liaise with external agencies on a parent's behalf and support with completion of forms.

[How is Springdale Primary School accessible to children with SEND?](#)

The school is fully compliant with DDA requirements.

The entrance area is large and welcoming with a ramp for easy access and access to the teaching areas is provided by lifts and stairs.

Disabled toilets and shower facilities are available.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

The curriculum is differentiated to allow full access to all our pupils. A range of approaches are used to support access including visual resources and language prompt cards, interactive whiteboards with coloured pages etc., specialist resources where needed.

Extra-curricular activities are accessible for children with SEND.

See the School's Accessibility Policy for further information.

How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is moving into nursery or reception:

The class teacher will offer you a home visit.

The SEND Manager will visit or liaise with any pre-schools that your child attends and any external agencies that may be involved for example speech and language therapists, health visitors, special needs early years team.

A MAP plan meeting will be held with all professionals involved taking part and a follow up once in school.

You will be invited into school to discuss your child's interests, strengths and difficulties with the class teacher and SEND Manager.

Your child will be able to visit our school for a taster session, if this is appropriate and may be offered more if necessary.

If necessary, a personalised transition plan will be put in place to allow your child to move to our school at their own pace.

If your child is joining us from another school:

The SEND Manager and/or the parent support worker will liaise with your child's current class teacher and/ or their Special Educational Needs co-ordinator. This will ensure that your child is given the same level of support in their new class and we are aware of how best to support their needs.

The SEND Manager will liaise with any external agencies that may be involved in supporting your child for example speech and language therapists, educational psychologists.

If necessary, a personalised transition plan will be put in place to allow your child to move to our school at their own pace.

If your child is moving into our school, including our unit, with an Education Health and Care plan:

Our SEND Manager will liaise with the special educational needs co-ordinator and class teacher at their current early years setting or school.

Their new class teacher and/or our SEND Manager may visit our child in their current school/ setting.

Our SEND Manager will liaise with all the outside agencies that support your child and attend any meetings that occur during the transition period for example team around the child meetings.

Your child will be given a personalised transition plan building up to them attending full time school at a pace that best supports them.

On your first visit you will be given our transition leaflet about the school, classroom and relevant members of staff so that you can talk to your child at home.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Depending on the distance you live from our school you may be entitled to transport, to the unit, provided by Wolverhampton LA. This service only applies to children who attend the speech, language and communication unit. Please see 'Is my child entitled to transport to school?'

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. ILP s will be shared with the new teacher.

If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Moving into the Key Stage Two speech and language unit:

Over the second half of the summer term the children moving into the unit participate in many activities to support their transition:

- Some joint playtimes with the Key Stage 2 unit
- A weekly session in the Key Stage 2 unit where the children work with a book with the current year three children
- Sample literacy and numeracy sessions in the Key Stage 2 unit
- Toast sessions with the current year three and four children

The Key Stage 2 staff will visit your child in our unit.

Our unit staff meet to discuss how to continue supporting your child and the specialist provision in place.

The SEND Manager will continue to be involved in Key Stage 2.

The speech and language team, where necessary, continue to work with your child in the key stage two so that provision is continuous.

Any external agencies that currently work with your child will continue to do so.

You will be given an opportunity to visit Key Stage Two with your child to meet their teacher together and spend some time in their new classroom if this is needed.

If your child currently uses transport to attend our school, they will continue to do so.

Moving to other specialist provision for example special schools

This decision will have been made at or following an annual review of your child's Educational Health and Care plan. The decision will have been made by Wolverhampton SENSTART after discussion with yourselves, our school staff and other outside agencies involved with supporting your child for example their educational psychologist.

Our SEND Manager or class teacher at their new school will meet to discuss how to continue supporting your child and the specialist provision currently in place.

Their SENCO will be invited to any meetings about your child during the transition period.

We will support your child with their transition for example by creating an information booklet with them to find out about their new school.

Moving to Secondary School provision

A series of support will be put in place to support your child into their secondary provision:

- Taster invites from secondary schools in year five
- A programme of activities put in place from speech and language therapy to prepare them for secondary provision
- Special Educational Needs Co-Ordinators (SENCo) invited to year six annual reviews
- A Transition meeting arranged through Outreach between all professionals and parents involved will be arranged during the summer term.
- Any SEN information will be sent to the new school as soon as possible to give them maximum time to prepare for your child starting.
- Information about moving to secondary will be provided to all year six children at the beginning of the year.
- For children with EHC plans their provision choices will be discussed at their year five transition reviews.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SEND Managers or the Parent Support Worker who will then make appropriate referrals or organise appropriate support.

Additional to the support given by staff, we encourage peer support e.g. play leaders, buddying systems, circle time.

For children who need support over and above the support provided within the normal school day then our SEND Manager and/or Parent Support Worker will meet with you to discuss your child's individual needs. This may lead to a referral to an outside agency for example Hope Counselling and access to counselling, mentoring and 'social play' sessions.

Extra provision is organised in school to support your child for example 1:1, small group and whole class sessions to support pupils with personal and social needs.

Over lunchtime buddies from Key Stage Two organise games and support the younger, Key Stage One and Early Years children with their play. Areas of the playground are designated to certain activities such as the friendship bench and quiet area support to children to have a positive lunch time.

[Is my child entitled to transport to school?](#)

Transport to school is organised by Wolverhampton Pupil Services who can be contacted on 01905 554154

Your child will be entitled to transport to school if they attend our unit for speech, language and communication difficulties and you live a distance from the school.

Your child will be collected and returned to an address specified by yourselves and will travel with other children from Springdale Primary School and a trained escort who will be responsible for the children during the journey. Wherever possible it will be the same escort who travels with your child.

[My child has specific medical needs. How will the school manage this?](#)

Springdale Primary School has an up to date medical policy which ensures the safe storage and administration of general medicines during the school day. You will need to fill in a medical consent form for any medical needs throughout the school day.

Many of our staff have had paediatric first aid training.

For more complex medical needs relevant staff are given the appropriate training from professionals. Most staff in school are able to administer medication for asthma and

have had epi-pen training from the school nurse. Appropriate staff have been given epilepsy training by the epilepsy nursing team.

Where appropriate, information about children with long term or complex medical needs is kept in all classrooms and key points around school including the Key Stage 2 school first aid room so that all staff are aware of the necessary steps to take to keep them safe. Designated members of staff are identified to support these children.

In the event of a personal accident your child will be changed with sensitivity. You will be informed at the end of the school day if we have had to change your child. If your child refuses to be changed by our staff then you will be contacted to come into school and change them yourself or take them home.

[My child has SEND. Will they be able to participate in school trips and school clubs during and after school?](#)

All children are encouraged to participate fully in the life of our school.

The children in the unit participate in school trips with their mainstream peers for the year group they are currently in. The staff from the unit support the children on these visits. Your views on how to best support your child with their school trips will be valued and staff are available by appointment.

Children in mainstream school all go on visits in their year groups. If your child has a specific difficulty that would make a particular visit difficult then a decision would be made to either add additional support for them or visit a different location that would still develop the children's learning. Wherever possible adaptations would be made to ensure that the visit was enjoyed by all the children.

All school clubs are open for all children across school with extra support being provided for children who may need it. Research shows that activities such as art, gardening, music, physical activities and forest school all have a positive impact on children with SEND and their participation in these activities is actively encouraged. Parents are asked to specify which clubs their child would like to do each term.

Please see equality scheme for more information.

What opportunities are there in school for my child to have a voice about their learning, interests, strengths and difficulties?

Every year group has class representatives on our school council and sports council elected by their peers. Meetings are held on a regular basis to discuss suggestions, concerns and successes that have been raised through the week. In Year Two our school helpers are chosen to do special jobs around school. Every child has a chance to be a special helper so that our school is fully inclusive.

All children with an EHC Plan have a one-page profile which they create, alongside input from yourselves and with support from their class teachers. These pages highlight:

- What people love about me.
- What is important to me
- How to help and support me do my best

This page gives important information about your child's views to their teachers and yourselves and will support the school in planning for their provision.

All children on the SEND register are involved in the setting of their targets. The children are encouraged to talk about planned outcomes and encouraged to give their views about how they are getting on with them, what help they think they might need and what they think they could do to achieve them. They are then asked to sign their additional learning plan in response to this.

What will my child cover as part of the teaching and learning curriculum and how will this be adapted to support my child needs?

A copy of the Curriculum Policy is on the school website. For information about each year group's individual curriculum coverage please see the school website.

Across Key Stage 1 the children are taught in very small, ability groups for Read Write Inc. This allows staff to plan for high quality targeted support and learning styles for all children when planning their next learning steps.

Learning experiences planned for the children in the early years – nursery and reception, are developed to support their learning in the seven areas of learning:

Personal, social and emotional development

Communication and language

Physical development

Literacy,
Numeracy
Understand of the world
Expressive arts and design

The Early Years Foundation Stage (2021) enables your child's teacher to ensure that the activities that your child participates in are personalised to their interests, strengths and areas of development at their individual level. This means that all your child's learning will be adapted to support them to the style of learning that suits them best for example the length of their concentration, listening, speaking and recording skills, their emotions and behaviour.

Across Key Stage One and Two the children follow the national curriculum. All the work is differentiated (planned at different levels to meet all the children's needs). This means that the children have opportunities to demonstrate their learning and understanding in different ways without having to write everything down.

English and maths lessons are taught in ability groups as needed. All other areas of the curriculum are taught within the year group or smaller withdrawal groups as needed and differentiated appropriately.

Within school all classes use computers and technology to enhance and record the children's learning.

[What types of special need does Springdale School currently make provision for?](#)

At Springdale School we believe that all children are unique individuals with their own set of strengths and areas for development and therefore provision is made for all children across the school regardless of their need. Our school has a very welcoming and inclusive ethos which encourages all children to do their best and participate fully in all areas of the curriculum and the life of the school.

The school has a unit for children with Education, Health and Care plans for Speech, Language and Communication difficulties. Places are allocated by the Local Authority by naming the provision in the Education Health Care Plan.

In our school we support children with a range of difficulties including:

Autistic Spectrum Disorder

Attachment Disorder

Attention Deficit Hyperactive Disorder (ADHD)

Dyslexia
Dyspraxia
Emotional and Behavioural difficulties
Global Delay
Hearing Impairment
Medical and Health issues.
Mild and Moderate Learning difficulties
Sensory and feeding issues
Speech and language difficulties

What strategies and support are used in school to support good behaviour?

Our school has a comprehensive behaviour policy, see the school website, which aims to celebrate the positive behaviours and attitudes around school and build on our school values:

In school support is provided through the house point system. Pupils are allocated to one of our four houses and collect individual house points towards a collective total which is celebrated each week. House Captains are chosen by the pupils and house points are collected each week by monitors.

In key stage one children are children are rewarded for good behaviour at lunchtime and awarded golden tickets. There is also a prize for the class that lined up best at the end of playtime over the week.

In Key Stage One and Two special awards are given in assembly for pupils demonstrating the learning behaviours. Good work certificates are given across the school. House captains give awards to classes based on their behaviour around school. Pupils can share success from out of school activities in awards assemblies.

Within individual classrooms and teaching groups teachers also reward positive behaviours through collections towards a class reward, stickers, certificates and raffle tickets.

All children will be given an opportunity to discuss their behaviour with their teacher or teaching assistant to support them with positive choices they could make next time they are in a similar situation.

If your child needs support with their behaviour in school then a meeting will be set up with the SEND Manager, their class teacher and if appropriate our Parent Support Worker who will discuss with you strategies to further support your child. These strategies include:

Individual behaviour reward charts

Behavioural home, school books

Referrals to outside agencies

How does Springdale support regular attendance?

First day contact is made by phone if a child is not in school. If no contact is made by the second or third day a home visit is made.

Every term children with under 90% attendance are identified and receive a letter from the Head Teacher. If attendance issues continue, parent/ carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the child.

Our parent support worker meets fortnightly with Education Welfare Officer (ESW) to discuss all the children with under 90% attendance.

Our school has appropriate safeguarding policies, procedures and responses for children who go missing from education.

Our school has an admission register and an attendance register. All pupils are placed on these registers at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend our school. If the child fails to attend on the agreed or notified date, our school will notify the local authority at the earliest possible opportunity to prevent the child from going missing.

Our school will notify the local authority of any child who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or, more at such intervals as are agreed by the school and the local authority.

During our Friday celebration assembly there is a prize for the class with the best attendance. In Key Stage One this is Charlie Bear and in Key Stage Two the children gain extra playtime.

For more information, please see our Safeguarding and Child Protection policy on our website.

What will happen at a School Support Planning meeting?

At the meeting you will have an opportunity to discuss your child's progress towards the targets previously set and evaluate their success. It will be a chance to share any new developments, concerns or opinions. The expected outcomes and support provided will be discussed as well as ways for families to support this.

What will happen at an annual review of a statement or Education, Health and Care plan?

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Parents / carers, teaching staff as well as professionals who have supported your child throughout the year will be invited to attend and / or contribute. Reports will be circulated before the meeting.

My child is going to be put forward for an Education, Health and Care plan. What will happen now?

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Wolverhampton City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan and /or the school named in the Plan if it differs from their preferred choice.

Where can I find out more about the Wolverhampton Local Offer?

You can see the city's local offer on

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

Special arrangements in relation to COVID-19.

From September 21, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>