



Perry Hall Primary School

Special Educational Needs and/or Disabilities Information Report (SEND)

At Perry Hall Primary School, we believe that having high expectations and meeting every pupil's needs is a shared responsibility. Therefore, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils regardless of their needs or abilities.

As a school, we pride ourselves on working closely with parents/carers and outside agencies to ensure we get the best for all pupils including those with SEND. By developing good relationships with both parents/carers and external professionals, information is shared freely which has a positive impact on pupil progress.

We have a positive and enthusiastic approach to ensuring that we meet the needs of all children including those with Special Educational Needs and/or disabilities (SEND). We believe educational provision is underpinned by high quality teaching.

This document is to inform you of the support and provision that is available to pupils at Perry Hall Primary School. It will assist you on knowing who can help if your child requires additional support and how this can be accessed.





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A definition of Special Educational Needs and/or Disabilities

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for the child.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or,
- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice

The SEND 'Code of Practice' (2014) states that there are four broad areas of need within Special Educational Needs and/or Disabilities. These areas and their meaning are as follows:

- **Communication and Language**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

The table below details some difficulties that children may display; it is important to recognise that children may display difficulties or delays in one or more of the areas.

Area of Special Educational Need or Disability	Relating to difficulties with:
Communication And Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>



<p>Cognition And Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<p>Social, Emotional and Mental Health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
<p>Sensory and/or physical needs</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

The following pages detail further information in response to questions you may have about our approach to supporting and identifying SEND.



What Should I do if I think my child has Special Educational Needs and/or Disabilities?

Talk to us – We are here to help in any way we can! If you tell us you think your child has a Special Educational Need and/or Disabilities, your class teacher will discuss this with you.

We will observe your child closely and assess what may be causing the difficulty. We will share with you what we find out and what we will do next. Our SENDCo will support you and your child's teacher to provide the best provision for your child.

The SEND provision at Perry Hall Primary is second to none. My child has attended this school for the last 7 years and has always had their needs put first.

How do we identify Special Educational Needs and Disabilities?

All pupils who join our school in the Two's, Nursery or Reception phase will receive a home visit. This is an opportunity for parents and/or carers to share information regarding their child's needs and education. If your child is joining us in another year group, we will arrange a meeting before they start to discuss your child's development. For pupils who join from other schools, we will contact the school to have a handover of documents and a discussion about your child's learning and development.

When starting our school, all pupils will have a baseline assessment. This information, along with parent/carer discussions and handover information from the previous educational setting, will be used to build a picture of your child's current attainment and highlight if we feel there may be an additional need. The SENDCo will then liaise with the class teacher to discuss relevant strategies to support your child.

The Inclusion Team will discuss the given concerns and offer advice and/or signpost the concerns to the most appropriate person within school. The pupil's progress is then monitored against the recommendations and advice provided through provisional targets, with the additional needs of the child being reviewed regularly. The outcomes of this initial target monitoring will be shared and discussed with parents. If it is felt that additional support is required for their child, they will be placed on the Special Educational Needs (SEN) register and appropriate additional provision will be provided.



As stated in the SEN Code of Practice (2015), a graduated approach for pupils who have additional needs helps us to plan support and provision that is appropriate to meet the stage of individual pupils' development.



An individual education plan (IEP) will be used as a format to set targets if your child is identified as having a special educational and/or disability need. If your child is identified, they will be placed onto our school's SEN register. Your child's targets will be set in collaboration with their class teacher, support staff and parents/carers, each term so that their progress can be monitored closely. These targets will be discussed and reviewed with you at IEP reviews termly. For pupils to make the best progress they can, we feel it is important for the relationship between parents/carers and school is to be collaborative to enable strategies outlined on the IEP to be completed at home. We will provide resources and materials so targets can be practised at home, provisional targets, with the additional needs of the child being reviewed regularly. The outcomes of this initial target monitoring will be shared and discussed with parents.



Staff

Here at Perry Hall, we are fortunate to have a hardworking team of staff to ensure that all pupils make progress in a safe learning environment with provision that is differentiated to meet individual pupil needs. As part of the structure at Perry Hall we have an internal inclusion team that discusses individual cases and concerns that may be raised. Our inclusion team is made up of the following staff members:






Perry Hall Primary

Our Inclusion team



At Perry Hall we believe that meeting every pupil's needs is a shared responsibility. We are committed to offer an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

The Inclusion Team

		
Head of School Mrs Gibbins	Assistant Educational Phycologist Miss A Meredith	SENco Mrs. C Russell
		
Safeguarding, Inclusion and Trust Training Manager Narinder Heer	Inclusion Governor Mr Collinswood	



Working with other professionals to support your child's Special Educational Needs and/or Disabilities.

If we feel it would be beneficial to your child to obtain advice and support from other services or agencies, the SENCo or your child's class teacher will discuss this with you. In some cases this might involve the support of one or more of the different professionals with whom we work closely with. Some examples of the services/agencies we work with can be seen below:

- School nurse – to advise on any medical needs and provision and to help when a care plan is needed
- Local Authority Outreach
- Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapist
- Strengthening Families Worker
- Educational Psychology Service
- The nominated Education Welfare Officer
- Specialist advisory teaching services

What if my child has more complex or severe needs?

The majority of children and young people with SEND will have their needs met within school.

When it is considered that a child or young person may need further special educational provision to be made for them, and if their needs are considered to be more complex or severe, we may discuss the option of requesting the Local Authority complete an assessment to support the application of an Education Health and Care (EHC) Plan.

This assessment may lead to an EHC Plan if your child requires additional support beyond that provided through SEND School Support. An EHC Plan looks at all the aspirations and needs that a child or young person has within education, health and care. Parents and/or Carers are involved throughout this process to decide what outcomes are required, and to identify what is needed to achieve those outcomes. We also strive to ensure the child's voice is represented as part of the process.

The purpose of an EHC plan is to ensure educational provision meets the special educational needs of the child and to secure the best possible outcomes for them to prepare them for adulthood.



How do we involve pupils and their parents/carers?

At Perry Hall Primary School we value the importance of working in partnership with parents/carers to support each child's well-being and learning needs.

We have an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school life as much as possible. If you require any support, you can telephone the school office or contact your child's class teacher/SENCo using the Perry Hall email address.

Perry Hall Primary always provides things my child needs. No matter how big or small, things are always provided or put into place so that they never feel left out.

perryhallprimary.groupemail@wolverhampton.gov.uk

In addition to this, if your child is identified as having special educational needs and has an Individual Education Plan (IEP), you will be invited to meet with your child's class teacher to discuss their targets and how best to support your child to achieve them, this includes how parents can provide support at home with these targets also.

What support do we have for you as a parent of a child with SEND?

At Perry Hall, we aim to provide you with clear information about the extra support your child is getting. Your child's class teacher will meet with you at least three times a year to review how your child is progressing, and evaluate, then set targets. Target setting meetings will involve the teacher, parent and child.

In addition to the target setting meetings, structured meetings will be held twice a year to ensure a detailed meeting with the class teacher.

How do we adapt the curriculum so that it meets the needs of our children with SEND?

When we identify a child as having a special educational need their work will be adapted/scaffolded by the class teacher to enable them to access the curriculum more easily. All staff are familiar with a variety of approaches to teaching and learning, which means that we are able to adapt teaching approaches and provision to meet the needs within each class.

This may involve:

- Small group or individual intervention;
- Emotional or pastoral support/intervention to manage their own emotions and behaviour;



- Adapting the type and length of instructions given;
- Provide alternative resources that will support them to be more independent;
- IEP targets specifically set for each child;
- Implementing advice and recommendations from outside agencies;
- Extra support from an adult, when appropriate;
- Using the circuit break room or sensory room at Perry Hall.

I know what my targets are, and these are in my drawer. They are for me to see and use to help me to do my best.

How is your child's progress assessed and reviewed?

Teachers use detailed information from their tracking of children's progress to make sure that all children are then progressing at their level. Progress is checked daily during lessons and termly through assessments.

In collaboration, the school leadership team and the SENDCo monitor the progress of all groups of pupils termly, discussing what adaptations/intervention is needed to support each child to make better than expected progress from their individual starting points.

Our senior leadership team check the progress of pupils every term and discuss what they are going to do to make sure that each child is making good progress with the class teacher. This ensure interventions and provision can be adapted in a timely manner.

How do we ensure your child's overall well-being is supported?

They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social Emotional Aspects of Learning are integral to our curriculum and are also taught regularly. Additional support from specialist staff who form the inclusion team may be of benefit for some pupils. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is followed by all staff under the guidance of the Good to Be Green Reward System.

We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Children have the support of:

- Working alongside an Educational Mental Health Team.
- Whole school approach to emotion coaching.
- Each class has a Regulation Station.
- Each child has access to the circuit break room.
- Each child has access to the sensory room.



Children with medical needs

If your child has a medical need then a detailed Health Care Plan is compiled with support from the lead practitioner in school for first aid. This will be completed with parents/carers. The health care plan is then discussed with all staff who are involved with the child. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both the child and staff member.

As a parent of a child with additional needs - both educationally and physically – it was paramount that I felt my child was safe at school. Perry Hall provided this for us.

Are there SEN resources available?

The school has interactive whiteboards in every classroom and there is access to laptops and iPads for all children. If it is recommended for pupils to use resources (such as writing slopes, adapted cutlery, or writing implements), the SENDCo will source these to support pupils.

Our classrooms are communication friendly, and our teachers use visuals consistently. As part of the Wolverhampton NHS Trust approach for Speech and Language Therapy, Mrs Gill supports pupils who require speech and language therapy. In addition to providing speech and language therapy activities in school, she also communicates with class teachers, providing resources to be used.

We have a circuit break room and sensory room that we use to support children to better regulate themselves, or for children who benefit from additional sensory experiences as part of their learning. We work alongside external professionals, including Occupational Therapists and Outreach, to ensure that appropriate sensory considerations form part of a child's education.

Pupils with SEND are supported through the regular opportunities provided to all children such as high-quality teaching and excellent play-based learning opportunities within the early years.

All children are encouraged to participate in the wider school life through taking part in school clubs and activities as well as school trips and residential. Risk assessments are carried out and procedures are put into place to enable all children to participate safely.



How will the school support your child at key transition points between key stages or new schools?

We receive records or meet with pre-school providers if your child is new to the school: this provides the opportunity to discuss any needs your child may have. Where appropriate, we will hold a joint meeting with parents to plan provision and offer additional transition sessions. On transfer to secondary school, we liaise with the secondary school SENDCo and class teachers, developing personalised transition programmes as appropriate. For children with complex needs, a formal transition programme is planned during their Year 5 & 6 annual reviews.

In Early Years, we spend time in the Summer Term working with new parents/carers whose children will be taking a Nursery or Reception place; this includes visiting the family at home and having play and stay sessions. In addition to this, all children starting in reception will have a staggered start, so groups are smaller for the first week to allow children to settle into the new routine. As a school we endeavour to identify additional needs as early as possible, all staff are supported by the SENDCo across the early years to support with this.

We encourage all new children to visit the school prior to starting where they are shown around the school and meet key members of school staff. For children with SEND, we encourage further visits to assist with getting used to the new surroundings.

Wolverhampton Local Offer

Wolverhampton's Local Offer is an essential guide for children and young people 0-25 with Special Educational Needs and/or Disabilities (SEND) and their families.

For more information please follow the link: [Wolverhampton Local Offer | Wolverhampton Information Network](#)

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Arrangements for handling complaints

Parents can raise concerns about SEN provision by contacting their child's class teacher, SENDCo, a member of the leadership team or the Headteacher. If the concern is not resolved



informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy found here: [Complaints policy](#)



Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For pupils with SEND, further information and support can be obtained from the SENDCo. Mrs Russell is the Special Educational Needs Co-ordinator (SENCo) at Perry Hall Primary School, who is contactable on: 01902 921159 or via the school e-mail: perryhallprimary.groupemail@wolverhampton.gov.uk

**Perry Hall Primary School pay due regard to all relevant
Legislation and guidance including; the SEND Code Of Practice (2014), the
Equality Act (2010) and the Children and Families Act (2014)**