



The Royal School

Wolverhampton

# SEND Information Report - The Royal Primary School

## 2023-2024

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This SEND information report forms part of the [Wolverhampton Local Offer](#) for learners with special educational needs and disabilities (SEND). The Local Offer, published by Wolverhampton Local Authority, provides an outline for the provision available in education, health and social care for children with SEND.

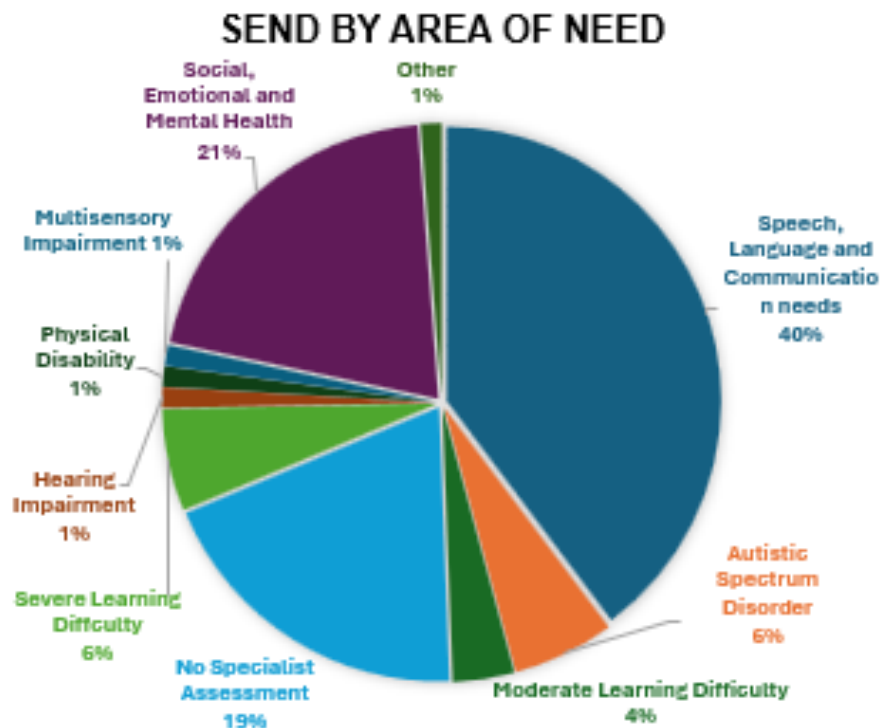
**What kinds of SEND do we provide for?**

The Royal Primary School provides for a wide range of Special Educational Needs and Disabilities (SEND). This includes specific learning difficulties such as **dyslexia** and **dyspraxia**. It also includes physical and sensory difficulties, such as **those who use wheelchairs as an aid, and sensory processing needs**. We support children with **ADHD** and **ASD (autism)** as well as children who do not have a diagnosis but who may have difficulties with communication and interaction. We also support children with **social, emotional and mental health (SEMH)** difficulties.

We currently have 83 pupils on the SEND register from Reception to Year 6. This is 13.2% of the school.

There are 17 pupils with an EHCP, which is 2.7% of our current whole school cohort. This is compared with 2.1% national SEND data January 2023. We have 66 pupils on SEND support which is 10.5% of our cohort compared with 13.9% national SEND data January 2023.

We are currently monitoring and gathering evidence to apply for a further 2 EHCPs.



<p><b>How do we identify learners with SEND?</b></p>	<p>There are lots of reasons why a child may struggle to make progress in their learning and social development. Only those with a learning difficulty that requires special educational provision are identified as having SEND. We use a range of information to help identify SEND. This includes information from their previous setting, information from the child's teachers, parents/carers and from the child themselves. We may also use advice from specialist teachers and health professionals to support us, as well as screening tools to help identify the likelihood of needs such as dyslexia, dyscalculia and language difficulties. We use a range of monitoring tools to track the progress of children who may have SEND barriers to learning and the effectiveness of provision put in place to support.</p>
<p><b>How do we work with parents and carers of children with SEND?</b></p>	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND. We will keep you informed about your child's progress and take your views into account when reviewing provision for your child. We will liaise with outside agency support to ensure that everyone involved in supporting your child is kept up to date and included in discussions.</p>
<p><b>How do we involve children/young people with SEND in their education?</b></p>	<p>The wishes and feelings of children with SEND are central to our provision. We involve them in discussions about the support they receive and we gather their views during the year. We will endeavour to gather your child's voice in their plans and review meetings.</p>
<p><b>How do we assess and review pupils' progress towards outcomes?</b></p>	<p>We use a graduated approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> <li>• <b>Assess:</b> when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil.</li> <li>• <b>Plan:</b> together we make a plan of what actions need to be taken and what support needs to be put in place and a date is set for review.</li> <li>• <b>Do:</b> the plan is put in place as agreed.</li> <li>• <b>Review:</b> the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again.</li> </ul>

## How do we support pupils during transition?

**Transition from nursery to primary school:** Royal staff liaise with Early Years settings and SNEYS to discuss support needed and arrange visits ahead of main transition events as necessary. Early Years staff arrange home visits for all children, which take place in the September of the year the child starts school. There are also 'stay and play' sessions for all children. Children with additional needs require a modified timetable for a more gradual transition into school, which we can do. The Royal can also provide social stories for families to refer to over the summer and can arrange visits for children out of school hours when the setting is quieter and calmer.

**Transition from primary school to secondary school:** Primary staff, including the SENDCO, Year 6 teaching staff and the Assistant Head for Careers and Transitions, will liaise with Senior school staff to discuss support needed and arrange additional transition days ahead of main transition events as necessary. Transition begins long before summer term, with opportunities to access the Senior school building, such as science labs for one off lessons. In the summer term, the English focus is on books, where the themes are around change and transition. Furthermore, senior school staff start teaching Year 6 pupils in the senior school once Year 11 and Year 13 exams have finished. Well-being mentors also spend time getting to know the Year 6 pupils to support children with SEHM needs.

Additional support will be offered as needed to pupils with SEND regarding National Assessments e.g. SATs and access arrangements provided to ensure that they are given every opportunity to reach their full potential and that this is part of normal classroom practice.

**Transition between year groups within The Royal Primary School:** Allocated time is provided to support the successful transition of children, particularly those with SEND, from one academic year group to another. This ensures that your child's receiving teaching team benefits from the knowledge and expertise of the team that knows your child's needs well. We will plan specific transition tasks e.g. photos of new classroom/toilets/staff, arrange short visits to new classrooms and opportunities to spend time getting to know a new key member of staff as appropriate ahead of the change.

**Transition to another primary school:** If a child with SEND leaves The Royal to attend another primary school, the SENDCO will ensure that discussions are had with the receiving school and relevant paperwork is shared to support a smooth transition.

**What is our approach to teaching pupils with SEND?**

**What kind of adjustments are made to the curriculum and the learning environment of pupils with SEND?**

Our approach is ambitious, inclusive and based on high quality teaching. This means that lessons are designed to meet the needs of all pupils, including those with SEND and other barriers to learning. Teachers, with support from the Inclusion Team make adjustments and adaptations for individual pupils based on the information shared with them and their knowledge of the pupil. They use a range of strategies to enable access to the curriculum so that **all** pupils know more, remember more and can do more, including the following:

- Sequencing our curriculum and building in opportunities to revisit and review prior learning to support pupils to make links and retain key knowledge.
- Provide clear modelling and instruction, taking care to focus on the essential knowledge and small steps of learning to reduce cognitive overload.
- Scaffolding learning to remove barriers e.g. through use of technology to scribe or listen to text, as well as providing prompts e.g. task organisation, vocabulary, visual cues, and timers.
- Providing additional opportunities for pupils with weaknesses in basic skills to develop these throughout the day, to support them to be ready for the next stage of the learning whilst ensuring a broad and balanced curriculum.
- Pre-teaching and over learning of skills and knowledge to embed understanding before and after accessing whole class teaching.
- Providing an appropriate learning environment and resources and help all pupils to be ready to learn e.g. sensory breaks, consideration of lighting and seating arrangements.
- Ensuring that the strengths and weaknesses of pupils are taken into account to provide appropriate challenge.

<b>What additional support for learning is available for pupils with SEND?</b>	<p>There is a range of provision and strategies available in the primary school to support children with additional needs. Whether the intervention is running or not will depend on whether the needs of the children require that provision. We group these under the four broad areas of need:</p>			
	<b>Speech, Language and Communication Need (A)</b>	<b>Cognition and Learning (B)</b>	<b>Social, Emotional and Mental Health (C)</b>	<b>Sensory and Physical (D)</b>
	<p>Talk Boost ELKLAN Speech and Language group sessions 1:1 targeted sessions Lego Therapy Colourful Semantics Communication in Print Emotion Coaching Social Stories Turn taking and anticipation board games.</p>	<p>English basic skills Maths basic skills Echo Reading Alpha2Omega Spelling Flash Academy FFT Phonics booster Every-day Readers Colourful Semantics Mighty Writer group SEND Maths pre-teach SEND English pre-teach</p>	<p>Zones of Regulation Lego Therapy Lunch Club 1:1 mentoring Social Stories Play Therapy Drawing and Talking Inclusion Swim Calm corners Emotion Coaching School Counsellor <a href="#">Reflexions NHS Service</a> <a href="#">HugglePets</a> Nurture groups (The Butterfly Project) <a href="#">Inpower Academy</a> 1:1 bereavement mentoring Circle of Friends Circle time</p>	<p><a href="#">Sports4Kids</a> SEND sessions Sensory Circuits Cool Kids Fine Motor Skills Gross Motor Skills Inclusion Swim Dough Disco Cool Characters Blackout Tents</p>

<p><b>What expertise and training do staff have to support pupils with SEND?</b></p>	<p>All of our staff receive training on SEND. Ongoing training is provided in response to the individual needs of pupils with complex needs from Wolverhampton Outreach Service. Mr. E Smith has completed the National Award for SEND Coordination.</p> <p>Examples of training in SEND include:</p> <ul style="list-style-type: none"> <li>• Developing oral language in children including those with communication needs</li> <li>• Understanding children and young people's mental health</li> <li>• Supporting pupils with sensory integration</li> <li>• Development of gross and fine motor skills</li> <li>• Autism awareness -Level 2 to be completed for all staff in September 2024</li> <li>• Reading development</li> <li>• Supporting pupils with SEND in the classroom – using Education Endowment Foundation (EEF) guidance.</li> </ul> <p>A number of staff across school are also trained in specific intervention approaches relevant to the particular needs of our pupils including Lego Therapy, Sensory Circuits, Colourful Semantics, Zones of Regulation, Social Use of Language Programme and Wellcomm.</p> <p>Additional support is also provided by specialist services upon referral e.g. a pupil may be referred to an external professional, such as an 0-19 Nursing Service, NHS Reflexions Service, Educational Psychologist, Occupational Therapist or Speech and Language therapist for an assessment to help the school understand how to support the pupil effectively. These specialists come into school and work alongside us and your children to develop our expertise. This ensures that we are trained to work most effectively with your child based on the needs and targets identified.</p>
<p><b>How do we evaluate the effectiveness of the provision made for pupils with SEND?</b></p>	<p>We use both quantitative and qualitative data to judge how effective our provision is. Depending on the provision, this might be assessment data, attendance or behaviour data or it might be evidence gathered through observations and questionnaire responses. Wherever possible, evidence gathered is compared to a baseline measure so that the impact of the provision can be directly compared. Where relevant, this is shared with parents and carers.</p>
<p><b>How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND?</b></p>	<p>We are committed to ensuring inclusion in extra-curricular activities. All our educational visits, clubs and activities are open to all children and are highly inclusive. Where it may not be possible to meet more complex needs, we consult with parents/carers and specialist advisers to ensure accessibility.</p>

<p><b>What support is available for improving emotional and social development?</b></p>	<p>Additional SEMH support is available for children who need it and is led by our Inclusion Lead, Mr. E Smith and the inclusion team, who are trained teachers. This could take the form of small group interventions with a specific focus such as social skills or 1:1 mentoring. If unable to meet those needs internally, we can access other external support such as Base25 Counselling, InPower Academy, or complete an NHS Reflexions referral. We always engage swiftly with parents and carers to help us to gain a full perspective on children’s emotional wellbeing. We signpost and refer for emotional/social support to CAMHS as required.</p>
<p><b>How does the school involve other organisations, in meeting pupils' SEND and supporting their families?</b></p>	<p>We work closely with external organisations to support the needs of our pupils and their families, including the following:</p> <ul style="list-style-type: none"> <li>• Wolverhampton Outreach Service and Occupational Therapy Service</li> <li>• The Gem Centre and 0-19 School Nursing Service</li> <li>• The Educational Psychology Service</li> <li>• Sensory Inclusion Service</li> <li>• CAMHS, Base 25 and Believe 2 Achieve, InPower Academy</li> <li>• NHS Reflexions</li> </ul> <p>Additionally, we share local information about courses and events to support families, e.g. Outreach coffee mornings each half term.</p>
<p><b>How are disabled pupils supported within school?</b></p>	<p>Where possible, our building has been adapted to widen accessibility for pupils with physical disabilities. This includes accessible toilets and ramps. We have Personal Emergency Evacuation Plans (PEEPs) for those who require additional support in the event of a fire. There is no lift in the primary building and Year 5 and 6 are currently situated on a different site from the rest of the primary school in temporary classrooms.</p>
<p><b>How can parents or carers of children with SEND make a complaint about the provision made at the school?</b></p>	<p>We aim to ensure that any complaint is handled sympathetically, efficiently and at the right level so that it can be resolved as soon as possible. Complaints about SEND provision should be made to the SENDCO in the first instance and will be dealt with in line with our Complaints Policy.</p>
<p><b>Where can parents/carers get more support for children with SEND?</b></p>	<p>Further advice and support is available from <a href="#">Wolverhampton SEND information advice and support service</a> and the <a href="#">DfE Parents and Carers Guide</a>.</p>
<p><b>Who should parents or carers or children/young people contact if they have concerns?</b></p>	<p>Parents/carers should contact the Primary Inclusion Lead and Special Educational Needs and Disabilities Coordinator (SENDCO): Mr. E Smith (Tel: 01902 349100 Email: <a href="mailto:esm@theroyal.school">esm@theroyal.school</a>). The SEND link governor is Cherry Reynolds.</p>