



The Royal School  
*Wolverhampton*

# Senior School SEND Information Report

2024-2025

# What is the purpose of The Royal School's Information Report?

- This report is designed to provide information to parents and carers about what to expect for their child if they attend our school
- This reports provides answers for a range of key questions about SEND including the provision that we provide
- This report can be read in conjunction with Wolverhampton's Local Offer which can be accessed here <http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>



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# What are the aims of our provision for pupils with SEN and/or disability?

As a mainstream school, we take an inclusive approach to secondary education and aim that pupils at The Royal School, including boarders, with SEN and/or disability will:

- be able to access the full curriculum through appropriate levels of scaffolding and support
- be able to access their learning environment with any reasonable adjustments made to achieve this
- receive appropriate levels of intervention to enable them to make progress
- receive support for their emotional well-being alongside their learning needs
- engage in activities of the school alongside pupils who do not have SEN
- achieve their full potential during their time at our school
- be prepared for future stages of their life



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# What are the aims of our provision for pupils with SEN and/or disability?

In September 2024, staff collaborated to create a shared vision of what we aim for a child with SEND to say about their learning at The Royal – here are just some of our ideas:

'I love learning'

'I know it is okay to make mistakes'

'I feel safe and happy'

'I feel confident and proud of my work'

'I feel part of a community'

'I feel part of my class'

'I know what is expected of me'

'I feel challenged'

'I feel valued and supported'

'I am given thinking time'

'I can do my learning'

'I can ask questions'

'Staff are patient with me and understand my needs'

'I belong'



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# What kinds of SEN do The Royal School provide for?

- Children and young people with SEN have different needs, but typically all children with SEN, but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school. We aim to provide provision in response to the four broad areas of need:
  - communication and interaction (including ASD)
  - cognition and learning (including specific learning difficulties such as dyslexia)
  - social, mental and emotional health (including ADHD)
  - sensory and/or physical (including hearing, visual and physical impairments)
- For children with an EHCP, parents have the right to request a particular school, and the local authority must comply with that preference unless:
  - it would be unsuitable for the age, ability or SEN of the child or young personor
  - the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources



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# What kinds of SEN do The Royal School provide for?

In our Senior School, we currently have 143 pupils on our SEND register from Year 7 to Year 13. This is 16% of our school.

There are 38 pupils with an EHCP, which is 4% of our current whole school cohort.

School statistics, September 2024.



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# How do we know if a pupil may need additional help?

- We know if a pupil needs help if:
  - concerns are raised by parents/carers, external agencies, teachers, support staff, the pupils' previous school or the pupil themselves
  - screening, such as that completed on entry, annual assessments or as a result of a concern being raised, indicates a gap in knowledge or skills
  - whole school tracking of attainment outcomes indicates lack of expected progress or low levels of attainment compared to the expected standard and a widening gap between them and their peers
  - an observation of the pupil indicates that they have additional needs
  - advice from specialist teachers and health professionals
- Concerns may be raised about progress in areas other than attainment, for example social needs
- It is important to recognise that slow progress and low attainment do not automatically mean that a child is identified as having SEN



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# How do we identify pupils with SEN and assess their needs?

- At The Royal School, we follow the graduated approach, the four-part cycle of assess, plan, do and review model, to support children with SEND so that provision meets their needs and that their progress is monitored.
- Class teachers, in liaison with our school SENCo, will develop a good understanding of each pupils' individual needs. This will include:
  - teacher assessment information
  - pupil observations and the pupils' own views
  - the views and experiences of parents
  - advice from external agencies
- Assessments will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, current targets, the support being provided and any teaching strategies or approaches that are required
- The effectiveness of support and interventions will be reviewed regularly.



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# How do we identify pupils with SEN and assess their needs?

- The assess, plan, do, review cycle is as follows:

Stage	Actions
Assess	Assessments are made using school data, 1:1 assessments, pupil observations and annual whole school testing
Plan	Specific outcomes are planned with 'additional to and different from' support identified
Do	Strategies will be implemented – progress will be closely monitored
Review	Progress is reviewed – external agency support may be sought if pupil progress is limited despite intervention and high levels of support

- For a small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be met within our schools' resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.



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# What is our approach to teaching pupils with SEN?

- Our approach is ambitious, inclusive and based on high quality teaching. Lessons are designed to meet the needs of all pupils.
- Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching, with effective scaffolding, is our first step in responding to pupils who have SEN.
- Class teachers will lead the learning and provision for children with SEN in their class to ensure that progress can be made – this will include making reasonable adjustments within the classroom and providing learning opportunities that are additional to and different from their peers, including targeted interventions and appropriate scaffolds and resources
- Interventions can include 1:1 or small group work to support with fine motor skills, gross motor skills, phonics, literacy skills, numeracy skills, working memory or pre-teaching (see next page for an overview of interventions)
- Children identified with SEN have their own individual targets set throughout each term and support within class and interventions are put in place to ensure that progress is made
- Our school SENCo closely monitors the progress and attainment of children identified as having SEN and will support teachers and liaise with external agencies as required



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# What strategies and interventions are used to support learners?

Speech, Language and Communication Need (A)	Cognition and Learning (B)	Social, Emotional and Mental Health (C)	Sensory and Physical (D)
<p>Additional processing time</p> <p>Speech and Language intervention</p> <p>Vocabulary pre-teaching</p> <p>1:1 targeted sessions</p> <p>Emotion Coaching</p> <p>Social Stories</p> <p>Visual timetable</p> <p>Structured social interaction opportunities</p> <p>Sensory tools</p>	<p>Dyslexia friendly approaches</p> <p>Adaptation of resources</p> <p>Scaffolding</p> <p>Learning chunked into achievable steps</p> <p>Additional processing time</p> <p>English basic skills</p> <p>Maths basic skills</p> <p>Alpha2Omega Spelling</p> <p>Flash Academy</p> <p>Every-day Readers</p> <p>SEND Maths pre-teach</p> <p>SEND English pre-teach</p> <p>Functional Skills</p> <p>Task organisation cards</p> <p>Small group in class support</p> <p>Use of manipulatives</p>	<p>Zones of Regulation strategies</p> <p>Visual timetables</p> <p>Now and next</p> <p>Well-being Hub</p> <p>1:1 mentoring</p> <p>Social Stories</p> <p>Emotion Coaching</p> <p>School Counsellor</p> <p><u>Reflexions NHS Service</u></p> <p>1:1 bereavement mentoring</p> <p>Social skills group</p> <p>Circle time</p> <p>Head of House and Assistant Head of House support</p>	<p>Sensory Circuits</p> <p>Cool Kids</p> <p>Fine Motor Skills support</p> <p>Gross Motor Skills support</p> <p>Movement breaks</p>



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# What adaptations to the curriculum and learning environment will we make?

- We make the following adaptations to ensure that all pupils' needs are met through Quality First Teaching:
  - our curriculum is adapted to ensure all pupils are able to access it e.g. lesson content, scaffolding, grouping, appropriate levels of support and questioning
  - adaptation of resources and staffing
  - using recommended strategies from advice provided by external agencies
  - adapting our teaching e.g. providing longer processing time, pre-teaching of key vocabulary, targeted questioning
  - using a range of learning resources within lessons to support learning e.g. pencil grips, writing slopes, phonics mats, concrete resources in maths; or specialist equipment
- In class support is provided by a small number of Teaching Assistants
- Our school's accessibility measures include our main reception being accessible by wheelchair, accessible toilet facilities are available and there is a lift to access upper levels of our school. Our school site is large, and some areas of school are in separate buildings and across Goldthorn Road.



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# What support will there be for my child's overall emotional and social development?

- Our school offers a wide range of pastoral support for both pupils and their families led by our Pastoral team and school mentors. We aim for this support to improve interaction skills, emotional resilience and well-being. Support can include:
  - 1:1 mentoring
  - school counselling
  - small group nurture groups
  - emotional support within class
  - external agency support
- Our PSHE curriculum aims to provide our children with the knowledge, understanding and skills that they need to enhance their emotional and social knowledge and well-being
- Pupils with SEN are encouraged to apply for our range of pupil roles and to fully participate in all aspects of Royal School life.



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# How do we enable pupils with SEND to participate fully in school life?

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips and experiences. We will provide the necessary support and staffing to ensure that this can be successful and will discuss this with parents when required.
- All of our extra-curricular activities are available to all pupils.
- All pupils are encouraged to take part in school events including sports day and school productions.
- Risk assessments are carried out and procedures are put in place to enable all children, for whom reasonable adjustments can be made, to participate in all school activities.



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# How will my child's medical needs be met?

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents and school nurse if appropriate.
- Our school has its own 'Sanitorium' and school nurse on site.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE 2014).



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# What support is in place for looked-after and previously looked-after children with SEN?

- Our Designated Teacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.
- Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



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# How do we involve pupils and parents?

- We will have an initial discussion with a pupil and their parents when identifying whether a pupil needs special educational provision. These make conversations make sure that:
  - everyone develops a good understanding of the pupils' strengths and difficulties
  - parental concerns are voiced
  - everyone understands the agreed outcomes sought for the child
  - everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will receive SEN support; pupil voice is collected each half term
- Parents will be involved at regular points including:
  - SEN meetings to discuss specific matters and progress being made
  - parents' evenings
  - meetings with external support agencies
- We invite you to communicate with us if you have concerns or would like to discuss your child's provision



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# How do we develop the expertise of our staff?

- At The Royal School, our SENCo is allocated time to lead SEND provision across our school. This includes supporting staff and children in class, leading support provided by external agencies and liaising with parents. Our Assistant Principal SENCo and Primary SENCo both have the National SENCo qualification.
- We have support staff allocated throughout our year groups to ensure that children are able to receive an appropriate level of support and interventions.
- Specific SEND staff meetings are held each term to ensure that staff subject knowledge and expertise is regularly reviewed and updated. Staff have received training in providing support and scaffolding within lessons, leading a range of interventions including and strategies for supporting children with social and emotional needs
- CPD is also sought from external agencies including the Educational Psychology Service and Wolverhampton Outreach.



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# How do we work with other agencies?

- We access support from a range of health and social care bodies, local authority support services and voluntary sector organisations in the meeting the needs of pupils' with SEN and their families.
- As a school, we work closely with our Educational Psychologist and Outreach, who visit our school throughout each term. Our SENCo leads a planning meeting at the start of each term to coordinate this support to ensure that children are prioritised accordingly.
- We also work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), speech and language therapists, occupational and physiotherapists, outreach and children's services including Early Help locality teams and social workers



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# How do we ensure that our school's resources are allocated and matched to children's needs?

- We receive funding to respond to the needs of pupils with SEND:
  - The Notional SEN budget – this is a fund devolved to each school to support them to meet the needs of pupils with SEND. At The Royal School, we use this funding to support pupils within the classroom, to fund interventions and to purchase specific resources.
  - Children with complex needs, including those children with an EHCP, may be allocated additional funding that is used specifically to support their needs
  - We have a small number of Teaching Assistants who provide some in class support and some small group intervention



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# How do we support pupils moving phases, transferring school or joining our school?

## On entry:

- a planned induction will take place during for any new starter. Additional meetings may take place if a child is identified as having SEND to ensure a smooth transition

## Transition from another setting:

- previous school records will be requested and an induction visit will take place in school; additional transition can be added if required

## Transition to another setting:

- school records will be transferred within ten working days to your child's new school

## Onto adulthood:

- we provide our pupils with appropriate advice on paths into work or further education. We work with pupils to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society



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# How do we support pupils moving phases, transferring school or joining our school?

Transition from The Royal Primary School to The Royal Senior 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.

Transition between year groups within The Royal 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 for children who may require additional transition opportunities.



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# How do we evaluate the effectiveness of our SEN provision?

- We evaluate the effectiveness of our provision for pupils with SEN by:
  - reviewing pupils' individual progress towards their goals each term
  - reviewing the impact of interventions
  - using pupil, staff and parent questionnaires
  - observing lessons and interventions
  - monitoring books
  - holding annual reviews for pupils with EHC plans



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# What support is available for me and my family?

- If you have questions about SEND, or are struggling to cope, please get in touch and let us know. We want to support you, your child and your family.
- To see what support is available to you locally, you can look at the Wolverhampton Local Authority website which publishes information about the local offer.
- The Information Advice and Support Service is an independent advisory service which can help you navigate the world of SEND which can feel complex and difficult at times.



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# Who are our key contacts for SEND?

- Assistant Principal SENCo – Karen Jones
- Primary SENCo and Inclusion Lead – Ed Smith
- SEND governor – Cherry Reynolds
- Designated teacher – Charlotte Waite

Wolverhampton SEND Information and Advice Service – <https://wolvesiass.org/>

- Any complaints about SEND provision should be made to the SENCo in the first instance and will be dealt with in line with our Complaints Policy.
- This SEND information report will be reviewed every year. It will be updated if any changes to the information are made during the year



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