



"A brighter tomorrow"

Wood End Primary School
School Information Report

<http://www.woodendprimaryschool.co.uk/>

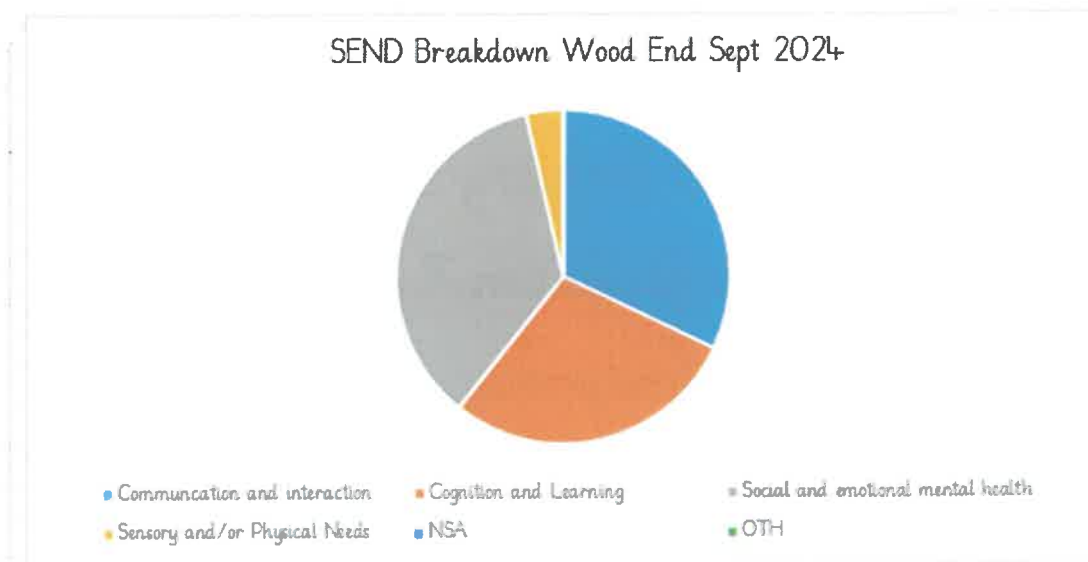




What is Wood End like?

Wood End is a single form entry school, meaning we have one class in each year group. We are a caring school where all pupils are valued as individuals and their strengths and areas for development built upon. We want our pupils to be the best that they can be regardless of any challenges they face at any point in their school career.

Wood End has slightly more pupils with additional needs, both those considered 'SEN Support' and those with complex needs and so having an Education and Health Care Plan (EHCP) than Nationally. Our pupils have a range of needs with some similarities and differences between the national averages.



Who works with our children?

Every pupil has a class teacher that they work with on a daily basis. Alongside these our staff team is supplemented by a variety of Learning Support Assistants who work alongside teachers in the classroom and additionally to undertake intervention as appropriate to pupil need. Pupils work with staff depending on the activities and their needs. Activities may take place in class or in one of our additional work spaces within the main building. Our teaching staff team is supported by our PFSO (Pupil and Family Support Officer) who liaises on the gate each morning and supports parents with queries and works between agencies. Provision for pupils with additional needs is coordinated by our SENDCo (Special Educational Needs Co Ordinator). She works alongside teaching staff to support putting provision in place for pupils experiencing difficulties at any point in their school career.





Staff are deployed as appropriate to support pupils as and when challenges arise or provision to provide access to the curriculum or meet individual needs is required. Additional agencies and services are also invited to work with us in school when we need them to, such as the Hearing impairment (HI) service, Educational Psychology (EP) service, Visual impairment (VI) service, Special Needs Early Years Service (SNEYS) and Speech and Language Therapy (SALT) alongside local schools with particular strengths that they can provide through 'outreach' support. A staffing list is included on our website.

How do we identify children's needs?

Our usual practice is that all children starting our Nursery have the opportunity to attend a 'Stay and Play' in the setting and a home visit is offered. At this point information can be shared and questions asked and answered on both sides. In addition we offer phone conversations with key staff members such as the Nursery Teacher, PFSO and SENDCo alongside a questionnaire to gather information about pupils based upon the early learning milestones already experienced.

When joining school in Reception, parents and carers are invited to an information sharing meeting to find about the school and meet key staff members. Following on from this children are invited to a stay and play and families are given the opportunity find out about early learning opportunities and early reading and phonics with the Reception class teacher. The opportunity is taken to get to know the children in the setting and also information share at this early stage. Staff in school will then make preparations for children joining school, including preparing provision, liaising with agencies the children are known to and visiting in their current setting as required.

As appropriate, we also offer similar meetings for pupils who join school at other times in the year. When children join the school midway through their school career an initial meeting with parents and a member of the SLT or the PFSO is arranged for introductions to be made and information shared. Upon starting school initial assessments are undertaken to ensure accurate pitch of learning and next steps identified. These include reading, writing and number assessments.

How do we let you know your child may have / has SEND?

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 for the next steps in learning for pupils at the right stage of their development. If a pupil's first language is not English we will do our best to seek the correct language assessment for them.

If children join us from other schools we begin by looking at the information forwarded onto us and discussing it with home. We often use this information to ensure children are given





appropriate learning outcomes and interventions as appropriate. The school office alongside the SENDCo and PFSO coordinate gathering information from previous settings and professionals as appropriate. If we are not successful or feel we need additional input, families are invited into school to talk to us about their child and the settling in process.

All pupils are assessed at least termly as they move through school. These assessments can be in the form of tests, tasks or observations. If our assessments are showing a child may have a difficulty in an area of learning a 'graduated approach' is employed. This means the area of need or 'what's tricky' will be looked at and strategies put in place to support the children to overcome it. This may include some direct teaching with an adult, an intervention group working with similar pupils, the use of ICT or some additional homework or home support. We will look again at how successful this has been and amend or reduce provision and intervention if appropriate.

This is part of our 'assess, plan, do, review' good practice model. Parents have an opportunity to discuss the provision in place to support progress at least termly through formal parents evenings, but are invited to review provision with the SENDCo or class teacher at any point in this cycle. All intervention and provision is recorded in our Provision Map and reviewed at least termly by staff under the guidance of the Senior Leadership Team as well as being shared with pupils and their families as part of information sharing and parents evenings.

As part of the 'graduated approach', continued intervention over time with pupils continuing to make less than expected progress or display continued difficulties, could identify underlying difficulties of a more significant nature. This could include identifying Special Education Needs, or identifying a need to access SEN Support. SEN Support identifies pupils who are accessing provision regularly to try to diminish the difference between them and their peers, where significantly slow progress has been identified. The refining of provision and access to resources and support is summarised in the diagram below.





If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be sought by the school through the Locality Area Team 8. This is the team that supports schools locally and is based within Wednesfield village centre.

All parents and carers of those pupils with SEND are invited to a meeting with the SENDCo at the start of the academic year to reflect on the previous year, plan for the year ahead and identify and plan for any new needs or difficulties. At this point, information regarding agencies involved in providing care and support and possible avenues to explore for additional support or advice. This then informs discussions with class teachers moving forwards. The SENDCo is available by contacting the school office for support or queries.

How do we measure progress?

We have in place systems for checking pupil progress that we use for all pupils regardless of any additional needs they may have. In our Foundation Stage (Nursery and Reception) we use the 'Development Matters' Foundation Stage document to support us. Assessments are carried out throughout the school day, in all areas of the curriculum, through observations, pupil's work and their responses during play. When children join us in the Foundation Stage we undertake a baseline assessment to identify what pupils' skills are, and what next steps should be.

In main school, from years 1 to 6 all pupils are assessed in all other subject areas – particularly reading, writing, mathematics and science at least termly. Social skills and developmental milestones are also monitored for identified pupils and interventions as part of this as appropriate to a child's needs. This is an on-going process using a balance of every day work and observations by staff and summative 'tests' to show how well pupils are doing across the term in 'subject' areas. If a pupil is not making the progress we would expect them to, or has become 'stuck' at a stage of their learning for some time, extra support will be provided through intervention sessions, either as part of targeted support from the teacher during main teaching activities or through 'targeted intervention'. This is the 'graduated approach' mentioned earlier. Staff highlight progress against the intended learning outcomes for each year group in a shared information management system.

When undertaking assessments staff are conscious of ensuring that the next step of learning for each pupil is assessed against; not necessarily the chronological next step – i.e. what is the individual's next step as opposed to what the pupils' age identifies should be the next step. Discussion with the SENDCo or SLT supports staff in identifying those pupils who need an individualised assessment journey.





Formal testing happens in Year 1 through the 'Phonics Check.' This is a test written by the Government to assess pupils' phonic ability – their ability to read and say words presented to them. The 'pass mark' changes each year and pupils who are not successful in Year 1 are given the opportunity to try again in Year 2. In Year 4 children undertake a timestables check to check pupils' rapid recall skills in timed conditions. At the end of Reception, and Year 6 formal statutory assessments are undertaken. In Reception this focuses on the 17 areas of learning undertaken across the year. In Year 6 testing takes place in reading, writing and mathematics and spelling, punctuation and grammar. Both judgements from teachers working with the children, and their assessment results are used to decide what stage of their learning pupils are at and how much progress they have therefore made. The new assessment frameworks for Key Stage 2 (Year 6 children) came into force from September 2018 and the school evaluates pupil need and expectations in light of their publication. School keeps parents up to date on these changes through parent information meetings and shared information packs.

Where appropriate school will discuss with parents whether undertaking statutory assessments at the end of Key Stage is appropriate based upon pupils' current attainment and their access to the curriculum to this point.

All classes have their pupils' work moderated and checked by other staff members; both within school and with local schools, to check that it is accurately assessed. This informs the learning journeys for pupils and them to move forwards in their learning as that they can do the work that is given to them, and therefore it is right for the individual.

In addition, pupils with additional needs or SEND have at least termly opportunities to meet with class teachers or the SENDCo as appropriate. In this meeting, often at the time of parents evenings, progress towards those building blocks in learning are discussed. These will have been identified on our shared Provision Map. Both the pupil and their families will have the chance to talk about how they are getting on and identify what is needed next in their learning. This will then inform the 'Targeted intervention' put in place to meet the next steps / targets. The 'what's next' part may include asking for advice from a specialist outside of school, working for a period of time 1-1 on a skill or, removing access to provision as a result of successful input and progress seen.

All pupils with recognised SEND needs and / or those accessing provision through our provision map receive support at appropriate levels of focus depending on their need. This includes intervention to provide access to learning through academic intervention, physical access such as providing additional equipment or physical intervention and support for meeting personal needs – such as toileting and feeding. This is very much an evaluative and changing model responding to progress made and new needs. These pupils may be identified as accessing 'Targeted intervention', 'SEND Support' or in receipt of an 'Education and Health Care Plan.'





How do we keep a check on our SEND pupils?

Class teachers evaluate learning and progress all the time informally – we call this formative assessment. Summative assessment, assessment which happens at the end of a unit of work or period of time happens termly. This information informs provision and next steps for pupils, which in turn are discussed with families and evaluated and intervention amended accordingly. The SENDCo oversees this evaluative process and supports decision making and the management of resources and expertise to support pupil needs. It is the SENDCo who liaises between agencies and specialists to best meet the needs of pupils and support the Head Teacher in managing their SEND budget and resource planning. The SENDCo keeps a close eye on the progress of those pupils accessing additional provision and reviews and supports staff in managing the provision or support given to them as appropriate. The SENDCo and class teacher use their discretion to review and amend provision frequently if the child's level of need warrants it. By the same process intervention may be stopped or changed if children make good progress and the difference between pupils and their peers is diminished or progress is accelerated. At all times we try to share information freely with parents and keep them informed.

Regular pupil progress meetings take place between the SLT and class teachers. The progress of individuals is discussed in these meetings and targets and outcomes agreed. The SENDCo focuses on those pupils with identified difficulties and those with emerging needs. This begins in the Autumn term when parents and carers of pupils with SEND are invited to meet with the SENDCo to discuss the child's needs, provision and undertake forward planning.

How can we help you and how can you help us?

We very much view learning as a collaborative process. We must work together to get the very best for our children. We consider all of our pupils part of our Wood End family and we want to achieve the best for each of our members. We have lots of 'Targeted Interventions' or ways of helping our pupils. We may ask pupils to come out of some whole class or parts of whole class sessions to have small group or 1-1 teaching take place with a staff member. If this is the case, they may work with a member of staff who is:

ELKLAN trained – this means they can follow a speech and language therapist's plan and work through it with the child. They can also help in overcoming some language or understanding difficulties.

WELLCOMM trained – this is an assessment tool for pupils with difficulties with receptive (understanding) or expressive (using words to communicate) that identifies strategies and activities which staff can put into place to target these areas of deficit.





Precision Teaching trained – this is a system by which key facts or concepts are taught for a small period of time each day and a child's skill tested through a 'race against the clock' at the end of each session. Speed and accuracy is then measured after the race. This 'over learning' strategy helps children to 'make things stick' in their heads and they love the challenge of beating their previous best score!

Cool Kids or Cool Characters trained – this is an active intervention whereby children do physical activities and movements to help them improve their coordination and movement skills, that in turn helps them to better control their pencil and therefore their letter formation to help with written work. The children feel they are taking part in fun sporting activities, when in fact they are actually developing their coordination and control.

Better Reading Partners and Fischer Family Trust (BRP and FFT) trained – this involves daily reading to an adult and reflecting on their reading and writing as they do so. This is a timed intervention that runs for a specific number of sessions to get the best effect in improving reading fluency and understanding.

Drawing and Talking trained – this is a one to one therapy offered to support pupils with explaining how they are feeling and understanding their emotions. This in turn can help them in speaking about feelings but also managing them effectively.

Grasp and Circle of Friends group trained – these are small group sessions that look at building up self esteem and helping children who find relationships with others difficult, to make and maintain friendships and be assertive in a positive way to keep themselves safe around their peers and improve their self image.

Lego Express trained: using Lego to articulate and manage feelings through construction and deconstruction

Sand Therapy trained: the use of sand play to manage emotions and experiences and learn coping strategies.

Positive self esteem trained – this involves working with individuals on building up their resilience to any difficulties they face and supporting them in making the right choices and viewing themselves positively.

1stClass (First class at Number) trained – this is a small group maths intervention to develop basic maths skills that will underpin other learning as children move through school.

Write Away Together trained – this intervention helps pupils to improve their work by celebrating it's successes and working closely with an adult to improve it. This builds writing confidence and improves their skills.

Bereavement support trained – this is a support package offered as and when needed for pupils who have been affected by loss.





Attachment and trauma trained – EP and key staff are trained to support pupils experiencing difficulties regarding attachment and trauma. Support is also sought from specialist outside agencies as appropriate.

Friendship workshops trained – staff support pupils in working through difficulties with peers and reaching mutual resolution. This is a part of our whole school behaviour management model.

Anger management support trained – intervention supporting pupils to manage their anger and develop self help strategies.

Zones of regulation trained – shared understanding of the vocabulary related to feelings and the management of emotions to both heighten and calm the emotional state.

Anxiety support – supporting pupils to identify, articulate and manage feelings of anxiety and worry.

NEST Approach trained – supporting pupils with ASC to manage meltdowns and self regulate.

Sensory Circuits trained – a system of supporting pupils to manage sensory integration through a sequence of physical activities that are designed to alert, organise and calm. They may also work on a computer programme. Some of the programmes we have used include:

PurpleMash

Discovery Education

School can help you with logging on at home and providing usernames and passwords so that you can support at home.

Again, each child's needs are individual and they are closely assessed and monitored to check the right strategy is being used and it is having an impact. Changes are then made if needed.

The SENDCo keeps all of the information about what provision or support is in place for each children in a 'Provision Map'. This document shows who is being supported and why. It also lists the details that school need such as who, when, how, resources needed and cost. This is kept up to date and amended by class teachers and the SENDCo as appropriate. Information provided by teachers through assessments as described earlier feed into this map and whether the interventions have been successful is plotted and changes made. The SENDCo and staff use a Goal Attainment Scaling document (GAS) to evaluate how effective each intervention was.

Staff also try to include strategies to help at home when discussing provision with parents at consultation evenings. Working collaboratively is key to supporting pupils to make good





progress. Support from you is very much valued and welcomed. We need your support to make a difference. We also welcome contact with you regularly, at this point in time via an email, a phonecall or a MarvellousMe message. We very much view ourselves as a team.

Homework is set on a weekly basis across Years 1 to 6. Spellings, rapid recall facts and 1-1 reading are all provided each week; alongside open-ended projects linked to foundation subjects termly. There is an expectation that parents will support with the practise of spellings, number facts and regular home reading. Staff may also direct you towards activities or tasks that you can undertake with your child that are pertinent to their skill set and will complement work undertaken in school.

Throughout the year we offer a range of workshops and experiences for parent/carers to engage with their children to allow them to gain an understanding of the learning that takes place and how to support children at home. Events in the last year have included curriculum focused experiences, sharing our homework showcase, phonics and early reading online safety and SATs.

There are a range of parent classes available through our Locality Area Team 8 including Journey of Change, The Nurturing Programme and Triple P. The PFSO and SENDCo actively seek links with other agencies and settings to support parents. Support and workshop events from Outreach services such as Tettenhall Wood and Pennfields Special Schools are also highlighted for parents.

Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day; appointment requests are made via the school office or through our PFSO or other members of SLT on the gate at the start and end of the day. Where possible staff will try and speak to parents on the same day. Telephone calls, emails and text messages are often exchanged in order to maintain communication. MarvellousMe is used to support positive communication sharing between school and home.

Formal parents/carers evenings are held on a termly basis, but informal meetings are often held. Particularly for pupils with identified SEND they can be used to update on any changes in provision, discuss strategies and activities to support their child and voice any concerns.

Who can I speak to?

Wood End is a small friendly staff. All staff who work with our pupils are happy to speak to parents and carers. All staff can be contacted on the school number: 01902 558940

For your information though the following staff have key identified responsibilities:

Headteacher / Designated Child Protection Lead: Miss S Sharma





Deputy Safeguarding Officers: Mrs H Farley, Mrs D Barnett and Mrs F Bellenger

Deputy Head Teacher: Mr M Hunt

Assistant Headteacher / SEND and Pupil Premium leader: Mrs F Bellenger

Pupil and Family Support Officer (PFSO): Mrs H Farley

Attendance Officer: Mrs D Roe

Specialist Educational Psychologist: School Psychology Service

Office Manager: Mrs J Cresswell

What will my child learn and how?

For information about what each class is learning now please visit our school website (the address is at the top of this report.) Other relevant policies are also available on the website.

Pupils are generally taught in their year groups with tasks and activities set that meet the needs of the individuals in that room. We call this a 'Quality First' model. Additional adults may also work in each classroom to help this to happen and boost learning, or as directed by teachers to provide 'Fluid Intervention.' In Key Stage One and Early Years phonics are taught in ability groups with pupils mixed to work with children at the same stage of their learning. This helps them to make faster progress as the learning is well pitched to meet their needs. Staff try to plan a variety of learning activities; some which involve listening and watching as well as doing. This is to help pupils to learn in the best way possible for them.

Who 'checks' the work of the school?

The school is subject to OFSTED inspections as are all schools similar to us. The school is also supported and challenged by a Governing body made up of representatives of the school community. It is their role to represent the school's stakeholders and ensure the best outcomes for the children within it. Their responsibilities reflect the needs identified in the School Improvement Plan. Our current Governors with specific link roles are:

Chair of Governors: John Withers

Safeguarding/Child Protection: John Withers

Health and Safety: Amanda O'Rourke

Quality of Teaching and Learning: Daniel Vaughan and Sarah Wadelin





Additional Needs: Diane Wadelin and Hilary Hartley

Attendance and Behaviour: Fay Bellenger and Laura Ashbourne

The Governors meet collectively to discuss school affairs but each one also meets with their link staff member to discuss that particular area of school life and ask questions and discuss possible next steps. Their role is to both support and challenge to ensure the best outcomes for our pupils.

Who can do what?

All staff care about the pupils and do their best to provide the best learning experiences for them. All staff access regular and up to date training as our children's needs change. All new members of staff receive in-house training with regards to SEND Policy and procedures from the SENDCo as lead person and other staff as directed by her. Lots of training is shared 'in house' by staff sharing with others. In addition to this our staff have also received training in:

Early Help Assessment: Mrs H Farley

EHCP Hub Training - Mrs F Bellenger

Overview of SALT - All staff

ELKLAN training under 5s (Speech and Language): Mrs H Howells

ELKLAN training (2 day overview): Mrs T Fitzpatrick

WELLCOMM: Mrs F Bellenger, Mrs H Howells, Mrs S Cottrill, Miss M Jones, Mrs K Walker.

1st Class at Number: Mrs D Barnett

FFT: Mrs H Farley

Zones of Regulation: All staff

Sensory Circuits: Teaching staff

BRP - Mrs Barnett, Mrs D Gough, Mrs H Farley

Precision Teaching: All support staff

RML (phonics): All staff.





Maths training – using concrete resources to support pupils: All staff

Behaviour management: All staff

ASD training: Mrs D Barnett, Mrs H Farley and Mrs F Bellenger

Anxiety training: support staff

Recognising and managing sexualised behaviours: All teaching staff

PREVENT – Counter Terrorism Training: All staff

Attachment and Trauma informed practice: SENDCo

Emotion coaching: All staff

Belonging and the provision of a 'secure base' in setting: Mrs H Farley

Being a Key Adult: Mrs H Farley

The SENDCo also liaises with specialist outreach service providers such as Tettenhall Wood, Pennfields and Westcroft, as and when appropriate for training or in house support.

Who gets helped?

Any pupils, regardless of identified conditions or 'SEND' are supported in order for them to access the environment and curriculum and be successful. Pupils who have encountered a difficulty in a single lesson / acquisition of a skill are subject to 'Fluid intervention'. This is a rapid response to a misconception / difficulty addressed before the next lesson to ensure it does not delay progress. Or, this could be a 'Targeted Intervention' where a longer piece of work or support is planned for to meet specific, individual needs. This is the same for pupils who identify a physical difficulty for a period of time. Support will be provided to enable them to access the setting, be this support with mobility, attending to personal care needs or managing resources.

The provision map tracks 'Targeted Intervention' and this covers support for pupils with identified needs and in receipt of SEND Support or an EHCP or pupils for whom a short term difficulty or barrier to learning has been identified. Pupils with identified SEND may include mild/moderate learning difficulties, hearing impairment, Social Emotional and Mental Health, dyslexia and dyspraxia.





How are children supported across school? Do they have a say?

All staff are responsible for the pastoral care of all pupils. They will raise any concerns with the SENDCo, PFSO, Head or Deputy Head Teacher who may, when appropriate, make appropriate referrals, seek or organise appropriate support if necessary.

In addition to support given by staff, we encourage peer support. We try to nurture our older pupils to be supportive of younger pupils and also encourage them and lead by example.

The school has 1:1, small group and whole class sessions delivered through support staff and teachers to support pupils with personal and social needs.

Pupils with SEND target trackers are encouraged to discuss their learning both with staff in school and their families. Their voice is very much welcomed in the decision making process and in consultations themselves to help make the best choices for them.

What if my child is poorly?

Children do get poorly from time to time. If your child is poorly we ask you to contact us and let us know. Our PFSO makes 'first day absence' calls to the families of any children who are not in school on the first day of their absence. Attendance is closely monitored and parents will be asked to meet with both the PFSO and Attendance Officer to discuss ways forward if a child's attendance is particularly poor. If necessary home visits will be made as part of a supportive structure to get children into school and learning.

We strive for all of our pupils to have excellent attendance. Our Educational Welfare Officer and PFSO will seek to make contact with parents should attendance begin to dip to identify ways to support good attendance. We strive for attendance of over 96% and make contact with any families whose children's attendance drops below this threshold. Attendance of 97% and above is reinforced through 'positive consequences' and celebrated amongst the school community.

Attendance on a weekly basis is analysed by class groups and discussed in assembly. The class with the best attendance for the week, is displayed in school on an interactive display. A trophy is also awarded to the class with the week's best attendance to keep for the week.

What is behaviour like? What do you expect?

We expect our pupils to engage with learning with enthusiasm and undertake tasks and challenges asked of them. Our School rules encourage children to 'THRIVE'

This means:





Treat others with respect and care

Hear what adults say and respond appropriately

Responsibility – take responsibility for your learning and your actions

Impress yourself – only do your best

Value your school – take care of it

Everybody needs to be safe, make that possible.

Linked to these are a series of positive and negative consequences. The Behaviour Policy on our website has all of the details, but we expect our community (staff, parents and pupils) to treat one another fairly and courteously within our framework.

What about trips?

All pupils are invited to take part in visits and trips related to current learning. Regardless of additional needs we strive to make all activities fully inclusive and accessible to all. Additional arrangements for pupils with SEND are made as necessary in consultation with families and pupils.

Pupils with SEND have full access to the after school clubs on offer and parents/carers give consent in the same way as all other pupils. If you would like more information see our Equal Opportunities Policy, see our website.

What about when they leave primary school?

The school works alongside parents to ensure appropriate planning for secondary transition. We encourage pupils to attend taster and transition days and also actively liaise with secondaries to share information about our pupils. Pupils in receipt of an Education and Health Care Plan will discuss the options for Secondary School at their Annual review in Year 5. Again this is family and person centred and focuses on the needs of the individual.

Secondary schools arrange transition days for pupils in Year 6 to attend the school and meet their peers. School make pupils available to meet new staff and class teachers hold meetings with receiving colleagues to discuss children's needs and pass on pertinent information. The SENDCo when possible meets receiving SENDCos to discuss specific needs and arranges for SEND information to be collected by receiving schools, all information is handled confidentially and is signed for upon collection.





What about personal care?

We have identified 'First Aid' trained staff in school. This Paediatric First Aid Training is updated every 3 years or as dictated by their training. In addition to this training is given to all staff with regards Asthma, Epilepsy and Diabetes which consistently reflect the needs of our school community. We also request training from specialist services for other medical needs related to the pupils in school at any given point in time.

We have a 'Medicines in School' policy which explicitly outlines how medicines are stored and administered in school. We do our best to accommodate the giving of medicines in line with our medicines policy. Medicines are securely stored in our 'Hygiene Room' along with relevant proformas for the administering of medicines. Asthma inhalers are EpiPens for identified pupils are kept in classrooms. Diabetic supplies are kept in our Medical Room in individual care boxes. An emergency inhaler is also held in our Medical Room as well as an adrenalin pen. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs are available on our SIMs system for staff to access. Updated medical information is shared with staff working with pupils as identified by need. As appropriate updates and training are given to meet the needs of the school community through the school nurse and specialist nurse teams. Any medication given is recorded.

All staff are in a position to support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if they do not collect their child.

What qualifications do staff have?

In addition to the training listed above, all teachers hold full Qualified Teacher Status (QTS). The Head and Assistant Head, After School club manager and PFSO are also Safeguarding Level 3 trained. The SENDCo has completed the Nationally Accredited SENDCo Award and undertakes regular updates on best practise.

Who might you ask for help or advice?

We work closely with lots of 'agencies' – this is what we call people outside of school who provide support or advice to staff. Amongst them we have recently worked with:

Speech and Language Therapy Service

Paediatric specialists

Early Years team





SNEYS team (Early Years SEN)

Occupational Therapy: Gem Centre

Visual Impairment Team

Hearing Impairment Team

Physio Team: Gem Centre

Outreach Services from Tettenhall Wood, Pennfields and Westcroft Schools

Locality 8 Team:

Based at Alfred Squire Road – a team made up of a Local Authority Educational Psychologist and support professionals including Family Support Workers.

The Information, Advice and Support Service in particular works with parents to support them with managing their child's needs and often the services and systems that causes them to come into contact with. This service is based at the Gem Centre on Neachell's Lane.

Will my child's needs cost me anything?

Every school has its own budget and within it is a set amount of money to use to support its most vulnerable pupils. The school is responsible for managing and evaluating its own budget. This is why the provision map referred to earlier is so closely monitored. If we find that a child's needs are costing more than the amount of money given in the budget we can look at ways in which we can request additional monetary support to fund other things.

These are ways in which we spend some of our budget to best support our pupils:

- *Learning Support Assistant time for small group and 1:1 support.
- *Resources – books, apparatus and equipment
- *On-line Programmes: PurpleMaths, Espresso, Mathletics
- *Cool Kids Sports Coach support
- *ELKLAN release for trained staff to support with SALT programmes.
- *Outside Agencies e.g. Locality 8 support
- *EP in school half a day per week
- *Training for staff – face to face and online

The way in which our budget is spent varies from year to year and term to term based upon the needs of the children in school.

Can my child come here then?





We follow the Local Authority Admissions Guidelines and so do not discriminate against pupils with disabilities and additional needs. The admission arrangements for pupils without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with special educational needs and follow the normal school admissions procedures. As appropriate school takes advice on supporting those pupils joining the school with additional needs and works alongside families and specialists to ensure a smooth admission and successful career in school. For pupils with an EHCP the local authority leads a consultation process. Using the detailed information contained in the EHCP we will assess our ability to meet the pupils needs and make a judgement based upon whether:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. This is in line with the SEND Code of Practice. The local authority would then inform you of our decision.

Any questions?

Why not contact us directly on 01902 558490 or check our school website on <http://www.woodendprimaryschool.co.uk/>



Wood End Primary School



Working Together Today for a Brighter Tomorrow

Accessibility Plan

2024 - 2027

Approved by:

Full Governing Body

Date: September 2024

Last review:

September 2024

Next review due by: September 2027

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have consulted with a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Review and Evaluation:

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Adaptive teaching</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Reading resources include examples of people with disabilities.</p>	<p>Identified staff are trained and can suggest strategies to support identified pupils.</p>	<p>Training for specific staff on supporting individual pupils with:</p> <ul style="list-style-type: none"> - SEMH - physical and medical needs come here <p>Review curriculum resources to support particular interests and developing needs</p>	<p>SENDCO</p> <p>Headteacher</p> <p>Subject coordinators</p>	<p>December 2025</p>
		<p>Review / refresh adaptive teaching methods to reflect current needs.</p>	<p>CPD to develop adaptive practice in core and non-core subjects</p> <p>Audit need to use engagement model and upskill staff to work within it.</p>	<p>SENDCO</p> <p>Core subject leaders</p> <p>Deputy headteacher</p>	<p>September 2025</p>

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
Improve and maintain access to the physical environment	Adults with disabilities able to access school site fully.	Continue to maintain suitable access.	Maintenance of site	Site manager	ongoing
Children with disabilities able to access school site fully and safely Develop a culture where children are perceptive and responsive to needs that are evident.	Children are able to access all parts of school independently as appropriate to their age and needs.	Audit needs of children transitioning into school and between year groups. Additional aids / furniture to be purchased for; - classrooms children will move to in next academic year. - toilet areas		SENDCO Headteacher	ongoing

Aim	Current good practice	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Improve the delivery of written information to pupils</p>	<p>Include established practice and practice under development</p> <p>School uses a range of communication methods to ensure that information is accessible. This includes</p> <ul style="list-style-type: none"> • large print resources • pictorial or symbolic representation • electronic communication which can be accessed with greater ease by members of the school community who have visual needs or difficulty with English language. • Books and literature show some evidence of representation of groups 	<p>To develop communication aids for children who are non-verbal</p>	<p>Pictorial / concrete resources to be further enhanced</p> <p>Symbolic resources to aid communication to be developed further</p> <p>Continue to develop use of Makaton as communication aid as appropriate to individual needs.</p>	<p>SENDCO Headteacher</p>	<p>December 2025</p>

APPENDIX 1

Accessibility Audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School site is built on one level; there are no staircases.	n/a	n/a	n/a
Corridor access	Corridor is wide and kept clear of hazards. Corridors are accessible for wheelchairs and wide enough for manoeuvre.	n/a	n/a	n/a
Lifts	There are no lifts.	n/a	n/a	n/a
Parking bays	There are two disabled parking bays.	n/a	n/a	n/a
Entrances	Wide doorways to enable wheelchair access. Automatic doors open externally at main entrance.	n/a	n/a	n/a
Ramps	There are no steps or ramps on main site.	n/a	n/a	n/a
Toilets	Disabled toilet on site.	n/a	n/a	n/a
Reception area	Reception window is at low level.	n/a	n/a	n/a
Internal signage	All rooms are labelled clearly.	n/a	n/a	n/a
Emergency escape routes	Escape routes are clearly displayed in all areas. Doors have glass panel at low level to allow visual checks of potential hazards before opening. PEEP planning as necessary.	n/a	n/a	n/a