

Special Educational Needs (SEN) Information Report

Field View Primary School



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Introduction

Dear parents and carers,

The aim of this information report is to explain how we implement our Special Educational Needs and Disabilities (SEND) policy. In other words, we want to show you how SEND provision works at our school.

As always, if you have any further questions, please do not hesitate to contact me.

Yours sincerely,

Mr M Craddock

Special Educational Needs and Disabilities Co-ordinator

Field View Primary School

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1. What types of SEND does Field View provide for?

Our school will make reasonable adjustments to provide provision for pupils with the following needs:

AREA OF NEED	CATEGORIES OF EACH NEED
Communication and Interaction	Autistic spectrum disorder
	Speech, language and communication needs
Cognition and Learning	Moderate learning difficulties (a combination of learning needs, across a range of subjects)
	Specific learning difficulties (specific Literacy needs or Numeracy needs)
	Severe learning difficulties (significant difficulties with mobility, coordination, communication and self-help skills)
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical disability

2. Which staff will support my child, and what training have they had?

Mr Craddock has worked in education for over 18 years. He is a qualified teacher, who has taught in both mainstream and specialist settings, across a range of age ranges. Mr Craddock has completed the National Award in Special Educational Needs Co-ordination. He is allocated a full timetable to manage SEND provision across the school.

Class teachers and teaching assistants (TAs)

All of our teachers and teaching assistants receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND. Some recent training we have undertaken is listed below:

- Inclusive Classroom Practice for Children with Social, Emotional and Mental Health (SEMH) Needs, led by a Team Teach practitioner
- Sensory Snacks and Deep Pressure, led by the Outreach Service
- Attachment and Trauma training, led by the Outreach Service
- Expanding use of In Print (symbol software), run by the SENDCo
- Pupil Voice, run by the Outreach Service
- Lego Based Therapy training for the SEND team, led by the Outreach Service
- TAC PAC sensory intervention CPD for the SEND team, led by the Outreach Service.
- Down's Syndrome CPD for staff working in the EYFS, led by the Special Needs Early Years Service
- Whole school CPD focus on behaviour, using 'When the Adults Change, Everything Changes', by Paul Dix, as a stimulus
- Whole school CPD focus on pupils' oracy skills, using Voice 21 resources
- Autism Awareness (5 sessions: introduction, sensory, flexibility, communication and emotional regulation) CPD for teaching assistants, led by the Outreach Service
- SEND team focus sessions (led by SENDCo) on Structured Teaching, Cool Kids, Cool Characters and Deep Pressure Massage
- Visual Impairment bespoke session for specific class teams, led by the Sensory Inclusion Service
- Early Years SEND Reviewer CPD, led by NASEN, for SENDCo
- Emotion Coaching CPD, led by the Outreach Service
- Whole school oracy approach implemented, with support from Voice 21

Planned for 2025-26

- Whole school development priority to enhance Adaptive Teaching practices across school

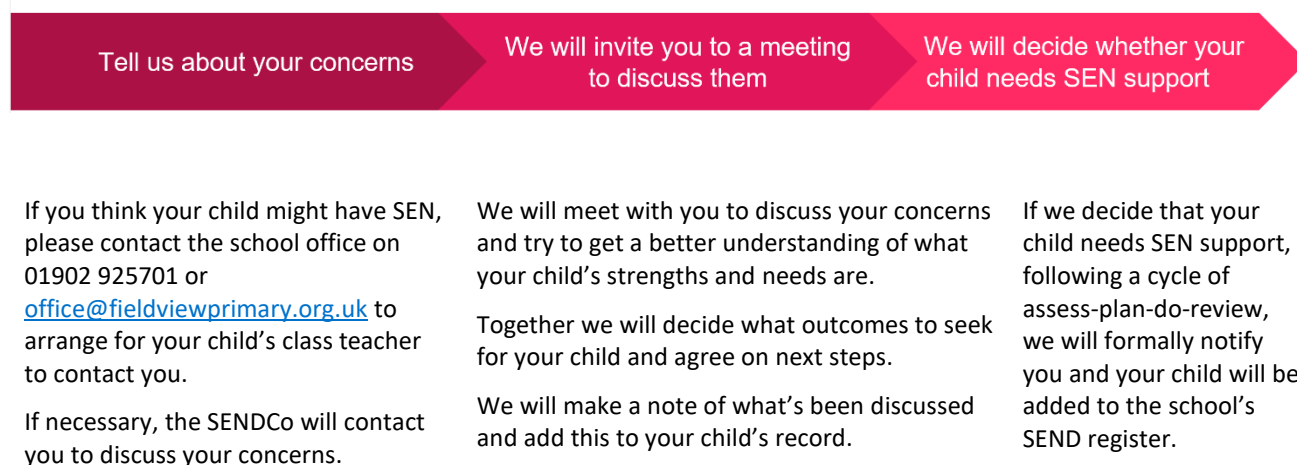
External agencies and experts

Sometimes we request input from external agencies to gain further advice and support to meet the needs of individual children with SEND. These include:

- Speech and language therapists
- Educational psychologists
- Special Needs Early Years Service (for children under 5)
- Outreach Service (for children 5 and over)
- Cognition and learning specialist teachers
- Occupational therapists
- GPs or paediatricians

- School nurses
- Visual Impairment Team
- Hearing Impairment Team
- Inclusion Team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN Support?

SEN Support is personalised school provision to meet the needs of children with SEN.

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made in response to:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in a child's wider development, such as their emotional needs. When teachers identify an area where a pupil is making reduced progress, they will target the pupil's barrier(s) to learning with adapted, high-quality teaching. If progress does not improve, the teacher will raise this concern with the SENDCo, in order to have a discussion about whether this lack of progress may be due to a Special Educational Need.

Slow progress and low attainment does not automatically mean a pupil is recorded as having SEND. Other potential causes of impact on progress will be considered, such as the impact of attendance, changes in home life and/or a new medical condition. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

Based on this information, the class teacher and SENDCo will work together to decide whether your child needs SEN Support. If your child does need SEN support, their name will be added to the school's SEN register: the SENDCo will then work with the class teacher to create a SEN Support Plan for them. This will be produced with input from you and your child. Where necessary the SENDCo will, in consultation with you, consider consulting an external specialist.

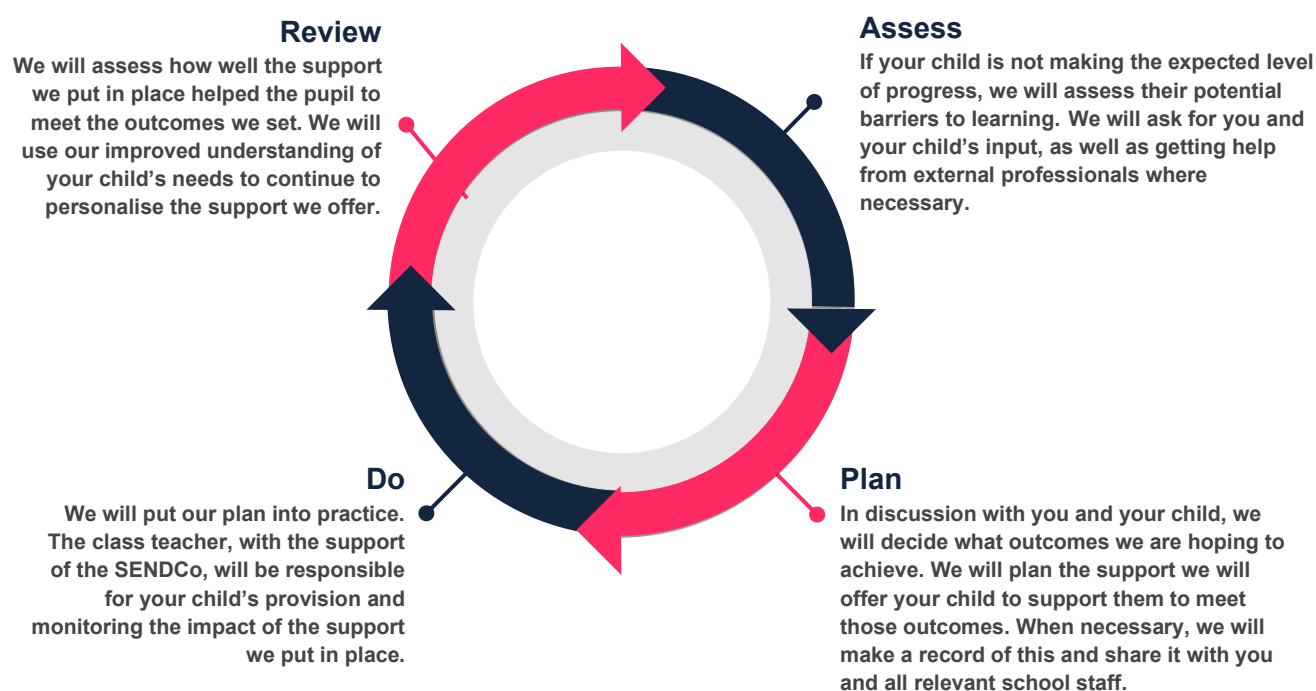
5. How will the school measure my child's progress?

Teacher assessments across the curriculum are completed on a termly basis for all children, so that progress can be tracked.

Personalised targets for children with SEND are reviewed at least half termly by the class teaching team. If the targets have been achieved, then new ones will be set to ensure that your child continues to make progress. If targets are not achieved, the reasons for this will be discussed and future targets may be adapted to ensure they are achievable.

Whenever we run an intervention with your child to support their progress, we will assess them before the intervention begins. This is known as a 'baseline assessment', which we later compare with an end of intervention assessment. We do this so we can measure the impact the intervention has had on your child's progress.

For all children with SEND, we follow the 'graduated approach' to meet their SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



This process will be continual. If the review shows a pupil has made accelerated progress, they may no longer need the additional provision made through SEN Support. For others, the cycle will continue and the child's targets, strategies and provision will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We offer half-termly meetings with class teaching teams to families of children with SEN: one termly Parents Evening and one termly SEN Progression Discussion. The SENDCo may also attend some meetings, when necessary. A copy of your child's SEN Support targets will be shared with you at each SEN Progression Discussion.

At these meetings, you and the class team will discuss:

- Your child's progress made towards intended outcomes
- Your views to support the co-production of your child's provision, which we record as 'parent/carer voice'. We know that you're the expert when it comes to your child's needs and aspirations. Furthermore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
- What we will do, what we ask you to do and what we ask your child to do to support them to make future progress

If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible. You can contact the school office on 01902 925701 or office@fieldviewprimary.org.uk to arrange for your child's class teacher to contact you.

7. How will my child be involved in decisions made about their education?

Pupil voice is important to us at Field View. We seek your child's views by talking to them about their likes and dislikes at school, their progress and next steps. This process is run by a member of staff who is familiar to your child and can be supported with closed and open questions, utilising visual supports when necessary. Most importantly, class teams then look to respond to pupil voice and tailor our provision, in order to meet children's needs as precisely as we can. The level of child engagement will depend on your child's stage of development. For some children, such as non-speaking children, staff will interpret their personalised communication and respond to these accordingly.

8. How will the school adapt its teaching for my child?

At Field View we take an adaptive approach to teaching, the curriculum and the learning environment.

High-quality teaching is our first step in responding to your child's needs. Your child's teacher is responsible for the progress and development of all the pupils in their class and will adapt and/or differentiate learning, according to individual need.

These adaptations include, but are not limited to:

- Proactive adaptations, with the intention of enabling all* pupils to access the lesson's learning intention. For example, planning the use of scaffolds, groupings, adult support, desktop visuals and/or concrete resources
- Reactive adaptations, such as giving longer processing time to answer questions, regularly checking children's understanding during a lesson and using direct questioning to correct misunderstandings
- Giving children, who have SEN Support, weekly support to progress towards their personalised targets
- Organising small intervention groups, according to children's needs, such as: reading interventions, sensory breaks and pre-teaching key concepts

*For some children, with complex SEN, more significant adaptations may be required. These will be discussed with families on an individual basis and may include personalising timetables to meet the individual needs of pupils and differentiating tasks when the curriculum and teaching must be significantly adjusted to ensure a child makes progress.

9. How will the school evaluate whether the support in place is helping my child?

- Ongoing formative assessment by class teachers across the term, leading to dialogue with the SENDCo if necessary
- Assessing and reviewing all children's curriculum progress through termly summative assessments
- Reviewing the impact of interventions after a specified number of weeks
- Valuing pupil voice through regular informal conversations and termly formal conversations
- Termly monitoring of personal SEN Support targets by the SENDCo
- Holding an annual review, if your child has an education, health and care (EHC) plan

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to organise:

- Extra equipment or resources
- Additional personalised adult support from a key worker
- Further training for our staff
- External specialist guidance

If that's the case, we will consult with external agencies to get recommendations on what will best help your child to access their learning. The school will cover up to £6,000 of any necessary costs, as part of the SEND notional budget. If funding is needed beyond this, we will explore seeking it from the local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Field View, we are passionate about making all reasonable adjustments possible to remove barriers to pupils with SEND accessing the same activities as their peers. We look to enable this by:

- Striving to ensure children with SEND access a broad curriculum. Intervention sessions are scheduled and reviewed to ensure that the curriculum is not narrowed for these children.
- Ensuring our extra-curricular activities and school trips are available to all pupils, except in exceptional circumstances, with necessary support arrangements made in agreement with families.
- Ensuring all pupils are encouraged and supported to take part in Sports Days and special workshops

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We use Wolverhampton City Council Admissions to allocate children to our school. Before and after a child has been allocated a place at Field View Primary School, we invite you request a school visit for a walk round and discussion. This supports us to consider reasonable adjustments required to meet the SEND needs of your child.

Children who have an Education, Health and Care Plan (EHCP) are not admitted to Field View through Wolverhampton City Council Admissions. For children who have an EHCP, their school placements are reviewed as part of each annual review, by Wolverhampton SENSTART (Special Educational Needs Statutory Assessment and Review Team).

For children who have been issued a draft EHCP, parents/carers can name their preferred choice of school/setting on a Parent Preference Form. The local authority must then consult with parents' preferred choice of school/setting before naming it in the EHCP. The school/setting has 15 days to respond. The local authority may consult with other schools/settings.

Secondary school placements for children at Field View, who already have an EHCP, will be addressed through a transition review of their EHCP towards the end of Year 5.

13. How does the school support pupils with disabilities?

We strive to make reasonable adjustments to ensure that the facilities we provide help disabled pupils access our school, through the provision of auxiliary aids and working closely with external services

Our Accessibility Plan can be found here: [School Policies & Procedures | Field View Primary](#) . The plan documents how the school aims to increase access to the curriculum for pupils with a disability, maintain access for all to the physical environment and improve the delivery of information to pupils with a disability.

14. How will the school support my child's mental health and emotional and social development?

For some children, their social, emotional and mental health (SEMH) need is their prime barrier to learning. At Field View, we have a dedicated pastoral team, led by Mrs N. Alaimo, our Pastoral Manager. We provide SEMH support for pupils in the following ways:

- Our pastoral team organise proactive 1:1 check ins/interventions for children whose mental health, emotional health and social development requires additional support
- 'All About Me' profiles are completed for targeted children to support staff awareness of their needs.
- Targeted SEMH interventions, such as Wishes and Feelings, sand therapy, Lego therapy, therapeutic stories and mindfulness sessions.
- The SENDCo meets with class teachers termly to review and set personalised SEMH targets, using Boxall Profile assessments
- Proactive behaviour plans and risk assessments are written to support children with significant SEMH needs.
- We have a 'zero tolerance' approach to bullying. Please see our behaviour policy at [School Policies & Procedures | Field View Primary](#) for further information.
- Further information about our Personal, Social and Health Education curriculum can be found at [PSHE | Field View Primary](#)
- Pupils with SEND are encouraged to take part in after school clubs, such as football, dance and board games, to promote teamwork skills and opportunities to build friendships
- Calm morning play and lunchtime play sessions are offered to targeted pupils
- Pupils with SEND are also encouraged to be part of the School Council

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND prepare for a new school year we:

- Organise transition meetings between the current and upcoming teachers to discuss pupils' additional needs.
- Use pupil profiles for children with SEND, to share successes, barriers to learning, pupil voice and reasonable adjustments to be made in class to support their access to learning.
- Offer families the chance to complete an 'All About My Child' profile before the summer holidays or as new starters. This is then shared with the child's new class teacher, in preparation for the start of the school year.
- Schedule sessions for children to meet their upcoming teacher towards the end of the summer term
- Offer social stories and visuals to support children who are anxious about the upcoming changes.
- Plan for further opportunities for children to interact with their soon-to-be-new teacher, if further transition support is required

Between to secondary school

When your child is moving on from Field View, we will liaise with the school SENDCo/Head of Year to share relevant SEND information.

Pupils will be prepared for the transition to secondary school by:

- Practising with a secondary school timetable and support with how to get organised independently
- Meeting staff from the new school
- Sometimes we work alongside the secondary schools to plan extra transition days when necessary.
- For children with EHCPs, we will organise enhanced Team Around the Child (TAC) transition meetings in the summer term, involving families, Field View and the new secondary school.

16. What support is in place for children in care with SEND and children previously in care with SEND?

Mr Craddock is also the school's Designated Teacher, with responsibility for co-ordinating provision for children in care. Mr Craddock and Mrs Alaimo, the Pastoral Manager, will make sure that staff involved understand the additional needs and circumstances of a child in care or a child previously in care, as well as how the child can be supported through proactively planned teaching and nurture.

Children with SEND, who are in care or were previously in care, will be supported much in the same way as any other child who has SEND. However, children in care will also have a termly personal education plan (PEP) termly meeting, involving the school and other professionals who support the child's family. We will make sure that the PEP and any SEN support plans or EHC plans are consistent.

17. What should I do if I have a complaint about my child's SEN support?

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and/or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents can submit their complaint formally, following the Complaints Policy, which can be found on the school website at [School Policies & Procedures | Field View Primary](#)

For a further explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If you are unhappy with your child's EHCP, before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement with the local authority before it reaches a tribunal. For further information, see [Wolverhampton Mediation Service | Wolverhampton Information Network](#)

18. What support is available for me and my family?

If you have questions about SEND or would like to seek further support, please get in touch with the school on 01902 925 701. We want to support you, your child and your family. Further support services are listed below.

- To see what support is available to you locally, have a look at [Home | Wolverhampton SEND Local Offer](#)
- Family support available in Wolverhampton can be found on the local authority's local offer website: [Support for parents/carers | Wolverhampton SEND Local Offer](#)
- The Wolverhampton Information, Advice and Support Service offers impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years: [Home | Wolverhampton Information, Advice & Support Service \(wolvesiass.org\)](#)
- The City of Wolverhampton Council's Educational Psychology Service offers a free remote consultation service to parents/carers living in Wolverhampton, and also to parents/carers of children or young people in the care of Wolverhampton Local Authority. See [Parent/Carer Consultation Service | Educational Psychology Wolverhampton - Contact us](#)
- Further Education, Health and Care Plan guidance is available at [SEND - Education, Health and Care Plans | Wolverhampton Information Network](#)