

**Claregate Primary School Special Educational Needs and Disability (SEND)  
Information October 2024**



**Mission Statement**

Claregate aims to offer an excellent standard of education for all children regardless of their background, ethnicity or ability. We are a fair, open and tolerant community. Our vision is to provide a stimulating and enriching education which encourages the holistic development of every child. We promote, cultural, spiritual, moral, personal, social and intellectual development within the context of a happy school community. We teach the principles of tolerance, understanding and respect. Excellent educational standards underpin everything we do.

**Claregate School Aims**

“Inspire tomorrow today ...”

Quality of teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets and reach their full potential.

The SENDCo, working alongside the Head teacher and Governing Body, has responsibility for the strategic development of the SEND policy and provision. The SENDCo has day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision to be made to support individual children with SEND, including those with Education, Health and Care (EHC) plans. The SENDCo provides professional guidance to colleagues and works closely with children, parents and other agencies to monitor pupils' progress and plan interventions where progress is slower than expected.

**Children and Families Bill 2013**

The Children and Families Bill takes forward the Coalition Government's commitment to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and Aspiration: A New Approach to Special Educational Needs and Disability: Progress and Next Steps* by:

- Replacing statements and learning difficulty assessments with a new birth - to - 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

**What is the Local Offer?**

The local offer was first introduced in the Green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-

level SEN as well as the options available to support families who need additional help to care for their children.

(Wolverhampton City Council has published their SEND Local Offer at:

<http://www.wolverhampton.gov.uk/send> )

### **What will it do?**

The Wolverhampton framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regards to education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local setting. The Local Offer Steering Group developed questions for schools and trialled them in a number of settings.

There are 14 questions, devised in consultation with parent/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

### **Claregate Primary School responses to these questions:**

#### **1. How does Claregate Primary school know if children need extra help?**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years states that 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

At Claregate, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Children continue to be assessed as they progress through the school.

If our assessments show that a child may have a learning difficulty, parents/carers will be contacted to discuss concerns and to enlist their active help and participation.

Children who join us from other schools are supported using information obtained from their previous school. We then use this information to ensure they are placed in appropriate groups.

If you cannot speak English please bring a long a friend who can translate for you.

Punjabi - ਜੇ ਤੁਹਾਨੂੰ ਨਾ ਅੰਗਰੇਜ਼ੀ ਬੋਲ ਸਕਦੇ ਹੋ, ਤੁਹਾਡੇ ਲਈ ਅਨੁਵਾਦ ਕਰ ਸਕਦੇ ਹਨ, ਜੇ ਕਿ ਇੱਕ ਦੋਸਤ ਨੂੰ ਲਿਆਉਣ, ਕਿਰਪਾ ਕਰਕੇ.

Hindi - यदि आप अंग्रेजी नहीं बोल सकते हैं, तो आप के लिए अनुवाद कर सकते हैं, जो एक दोस्त लाने के लिए धन्यवाद.

Gujarati - તમે ઇંગલિશ વાત કરી શકતા નથી, તો તમારા માટે અનુવાદ કરી શકો છો એક મિત્ર જે લાવવા વિનંતી.

Polish - Jeśli nie można mówić po angielsku proszę przynieść znajomego, który może tłumaczyć dla Ciebie.

Latvian - Ja jūš nevarat runāt angļiski, lūdzu, lai draugs, kas var tulkot jums.

Czech - Pokud nemůžete mluvit anglicky, prosím, aby si přítel, který lze přeložit pro vás.

Spanish - Si usted no puede hablar Inglés por favor traiga un amigo que pueda traducir para usted.

Thai - ถ้าคุณไม่สามารถพูดภาษาอังกฤษได้กรุณานำเพื่อนที่สามารถแปลสำหรับคุณ

Bulgarian - Ако не може да се говори английски, моля донесе един приятел, който може да превежда за вас.

Arabic - إذا كنت لا تستطيع التحدث باللغة الإنجليزية يرجى إحضار أحد الأصدقاء الذين يمكن أن تترجم بالنسبة لك.  
Turkish - İngilizce konuşmak yapamıyorsanız sizin için çevirebilir bir arkadaşım getir.  
Ukrainian - Якщо ви не можете говорити англійською, будь ласка, візьміть з собою друга, який може перекласти для вас.  
Slovakian - Če ne morete govoriti angleško prinesite prijatelja, ki se lahko prevede za vas.  
Slovak - Ak nemôžete hovoriť anglicky, prosím, aby si priateľa, ktorý možno preložiť pre vás.  
Hungarian - Ha nem beszél angolul, kérjük, hogy egy barátom, aki le tudja fordítani az Ön számára.

We also know when pupils need help if:

- concerns are raised by parents/carers.
- concerns are raised by teachers and teaching assistants and this is based on lack of progress, changes in progress or pupil's behaviour.
- there is a change in the pupil's behaviour or progress.

Teachers provide for different special educational needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- planning for children's full participation in learning, through QFT (Quality first teaching)
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The Claregate SEND policy has further details about identification and assessment and is available on the school website.

### **What should I do if I think my child may have Special Educational Needs?**

- If, as a parent/carer, you have concerns then the first person to contact is your child's teacher.
- If you have further concerns then contact Miss Wigley, the SENDCo.

### **2. How will I know how Claregate Primary School supports my child?**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual's needs. This may include additional general support by the teacher or higher level teaching assistant or teaching assistant in class.
- If a pupil has needs related to more specific areas of education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. The length of time of the intervention will vary according to the need of the individual child. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries relating to the interventions, please do not hesitate to contact the class teacher or SENDCo.
- Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Service, Paediatrician etc. (See a more comprehensive list including support for families in Section 6.) In these circumstances a referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parent/carer.

The Governors of Claregate Primary School are responsible for entrusting a named person, Miss Evans (Designated Safeguarding Lead), Mr M Murphy (Head Teacher), to monitor safeguarding and Child protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring services procedure and the School's Single Central Record. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the [accessibility plan](#) and all other statutory policies as defined by the DfE.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans (EHC). The governing body support and challenge the school to secure provision for pupils with special educational needs. The SEN Link Governor (Mrs S Ryan) ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Claregate complies with data protection regulations as it uses information about SEND pupils.

### **3. How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching assistants will be allocated to work with the pupils in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special educational need or disability, they will be given an Individual Education Plan (IEP). Identified special educational needs could include: Speech and Language Communication Need (SLCN); Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD); Profound Multiple Learning Difficulties (PMLD); Specific Learning Difficulties (SPLD) e.g. dyslexia, dyscalculia and dyspraxia. Multi-Sensory Impairment (MSI); Mental Health and/or Physical Disabilities (PD). This is not an exhaustive list.
- IEP targets will be set according to their area of need. Pupils will be involved in this process and are given the opportunity to discuss their progress. These will be monitored by the class teacher on a regular basis and by the SENDCo at least three times a year. IEP's will be shared with parents/carers and a copy will be given to them.
- Using the 'Plan-Do-Assess-Review' cycle, staff will assess the effectiveness of SEND provision. Staff use a variety of methods to do this. It could be in the form of an assessment of prior knowledge and, after a number of weeks of intervention, a post knowledge assessment. It may be demonstrated in whole class lessons with an improved grasp of an area of SEN, targeted during an intervention. Pupils will also be given the opportunity to discuss their progress. Details of interventions and assessment criteria are specified on IEP plans.
- The provision of extra interventions for both SEND pupils and pupils who do not have identified SEND is detailed on the school Provision Map.
- The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. Regular testing, teacher assessment of pupil work and discussions with staff that support individuals all combine to form an overall picture of pupil progress. (See Assessment Principles on website for more details.) This is an on-going process.
- Where appropriate and reasonable, specialist equipment may be given to the pupils e.g. writing slopes, wobble cushions, pens/pencil grips, easy to use scissors, coloured overlays.
- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning. More support strategies include the use of visual timetables, visual scaffolding, use of practical resources, tasks broken down into small and achievable steps, pupils to repeat task outcomes to an adult to ensure understanding. (Please be aware that this is not an exhaustive list.)

For information regarding the school curriculum please visit the school website for full information. The school website also provides information about English and Maths that Parents/carers may use to support their child.

### **4. How will I know how well my child is doing?**

At Claregate we work closely with parents and carers in the support of children with special educational needs and we encourage an active partnership through on-going dialogue. Please contact us early when you are concerned and do not let your feelings or concerns build. Early intervention in SEND is vital and a parent's intuition is vital in helping us to diagnose issues and help individuals.

- You will be able to discuss your child's progress at parent consultation days and during IEP target meetings termly, to share the progress of SEND children.

- Your child's class teacher will be available at the end of the school day to book an appointment if required or a phone message may be left at the school office requesting an appointment if you wish to raise a concern.
- Miss Wigley (SENDCo), Miss L Evans (Inclusion Lead) or Mrs Sukara-Fielding (Child and Family Support Worker) will meet with you to speak in more detail about your child.

Appointments can be made by visiting or phoning the school office.

### **How will you help me to support my child's learning?**

- The class teacher may suggest ways of how you can support your child's learning such as extra reading or homework.
- Miss Wigley the SENDCo, will meet with you to discuss how to support your child. The class teacher and/or Mrs Sukara-Fielding (Child and Family Support Worker), Miss L Evans (Inclusion Lead) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs
- If outside agencies or Educational Psychologists have been involved reports, suggestions and programmes of support will be provided for use at home.

### **5. What support will there be for my child's overall well-being?**

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, key stage co-ordinator, teaching assistants, SENDCo, Child and Family Support Worker, DSL and Inclusion lead are readily available for pupils who wish to discuss issues and concerns. Where appropriate, mediation sessions are carried out.
- When appropriate, individuals who need social and emotional support will also be supported by Mrs Sukara-Fielding, our Child and Family Support Worker and Miss L Evans our Inclusion Lead.

### **Pupils with Medical Needs**

- If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultations with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive EpiPen training delivered by the school nurse on an annual basis.
- Staff receive Asthma training delivered by the school nurse on an annual basis.
- Staff receive anaphylaxis training delivered by the school nurse on an annual basis.
- Paediatric first aid trained and First Aid at Work trained staff work in every phase of the school.
- Where necessary, and in agreement with parents/carers, medicines (where the medication is a matter of routine for the child's wellbeing) are administered in school but only where it is prescribed, is required to be taken 4 times a day and there is a signed medical consent form in place to ensure the safety of both the child and the member of staff.

### **6. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their specialised expertise. These agencies include:

Autism Outreach Team  
 CAMHS (Child & Adult Mental Health Service)  
 Children and Family service based at the Gem Centre  
 Children's Therapy Services (Speech and Language/Occupational therapy)  
 Early Years Special Needs Team  
 Educational Psychologists  
 Family Engagement Officers (previously known as Educational Welfare Office)  
 Family Support Workers (Locality MAST 5)  
 MASH (Multi Agency Safeguarding Hub)  
 Paediatricians (medical practitioners mostly based at the hospital or Gem Centre)

Penn Hall Outreach Service for physical disability  
Sensory Inclusion Service to support children with hearing/visual Impairment  
School Nurse Team  
Specialist Teacher Services  
Tettenhall Wood Outreach Service  
Wolverhampton Information, Advice and Support Service ([www.wolvesiass.org](http://www.wolvesiass.org))

(Contact details for services are available in the Wolverhampton City Council SEND Local Offer at: <http://www.wolverhampton.gov.uk/send>)

An Educational Psychologist (EP) would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to interventions previously put in place for them. Potential involvement from an EP is discussed with parents/carers prior to any referral being made and once a referral has been made this is discussed at a Multi-Agency Support Team (MAST) meeting.

In order to help understand pupil's education needs better, the EP will meet with staff in school and parent/carers to gather information and to give feedback after any assessment has been completed. The EP will offer advice to the school and parent/carers on how best to support the children in order to take their learning forward.

### **7. What training are the staff supporting children and young people with SEND had or are having?**

- How to support pupils on the autistic spectrum
- How to support pupils with speech and language difficulties.
- How to support pupil's social skills.
- How to support pupils with sensory needs
- Positive handling training
- The SENDCo keeps updated through Network meetings and information shared with staff during staff meetings.
- Teaching staff have on-going, in-house coaching to create Specific, Measurable, Achievable, Realistic and Time honoured (SMART) targets and complete IEP's.

### **8. How will my child be included in activities outside the classroom including school trips?**

Educational visits are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent/carer may be asked to accompany their child using this visit.

### **9. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Ramps into school to make the 2 single story buildings and the ground floor of the main building accessible to all.
- Disabled toilets in the all three buildings.
- A portable hearing loop.
- Colour contrasting skirting boards and surfaces.
- Wide door access is available in some parts of the buildings.
- Any reasonable, specific additional needs which cannot be generally expected can be catered for on request. The school will make reasonable adjustments to accommodate a range of disabilities. This is true of pupils, parent / carers and the wider school community.

## **10. How will the school prepare and support my child when joining Claregate Primary School or transferring to a new school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools/phases prior to the pupil joining/leaving.
- Transition visits are arranged for pupils who need time in their new school.
- Miss Wigley is always willing to meet parent/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school. Year 6 Teachers/Miss Wigley liaises with teachers/SENDCo's from secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the Claregate SENDCo (Miss Wigley) , the secondary school SENDCo, parents/carers and, where appropriate, the pupil. Appropriate documents held by Claregate will be exchanged at this time or forwarded to the new secondary school.

## **11. How are the school's resources allocated and matched to children's Special Educational Needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another point in the year.
- Resources may include deployment of staff depending on individual circumstances.

## **12. How is the decision made about how much support my child will receive?**

- These decisions are made in consultations with the class teacher, key stage co-ordinator, SENDCo and, when appropriate, members of the Senior Leadership Team. Staffing matters have to be agreed by Governors. Decisions are based on the tracking of pupil progress and as a result of assessment by outside agencies
- During their school life, if further concerns are identified due to the lack of progress or well-being then other interventions might be arranged or required.

## **13. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute and take an active role in their child's education. This may be through:

- Discussions with the class teacher,
- During parents evening or consultation meetings,
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated
- During discussions with Miss Wigley (SENDCo), Mrs Sukara-Fielding (Child and Family Support Worker) and/or other professionals.

## **14. Who will I contact for further information or if I am dissatisfied?**

If you wish to discuss your child's Special Educational Need or Disability further speak first to your child's class teacher, then if not satisfied with the information given or action that is to be taken speak to the SENDCo and then to the Head teacher. If you have a complaint please follow the separate complaint procedure on the website. If you need mediation of particular help with your home circumstances please contact Mrs Sukara-Fielding or Miss L Evans. The school can be contacted on 01902 558575.

Head Teacher: Mr M. Murphy.  
SENDCo: Miss Wigley.

Child and Family Support Worker: Mrs B. Sukara-Fielding.  
Inclusion Lead: Miss L Evans  
Link Governor: Mrs S Ryan.

The Claregate SEND policy document is on the school website (Policies).  
Further information about admission arrangements for pupils with SEN or Disabilities can be found on the school website.

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<http://www.wolverhampton.gov.uk/send>