



SCHOOL SEND INFORMATION REPORT

What is the report?

At some time in their school career many children require additional support for learning to help them access the curriculum effectively. All schools are now required to publish a report that details the provision and support that they will provide for any child with a high level of special educational need or disability.

In addition to this report please refer to the Special Educational Need and Disability Policy which you will find on the section of the website.

Below you will find the Information report for Warstones Primary School. Please contact us on the school number if you require any further information.

Reviewed September 2023

Approved and adopted 11.10.23
Chair of Governors



WARSTONES PRIMARY SCHOOL SEND INFORMATION REPORT

1) Assessment, Targets & Review

HOW DO WE IDENTIFY ANY SPECIAL EDUCATIONAL NEEDS and HOW DO WE COMMUNICATE WITH PARENTS AND CARERS TO INFORM THEM OF SPECIAL NEEDS?

All children starting our school, whatever their age, will have the opportunity for a home visit or a meeting in school whereby information from parents can be shared regarding their child's needs and education.

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 development of an appropriate curriculum for all our children. Pupils whose language is not English will have a first language assessment.

Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure they are supported appropriately.

If assessments show that a child may have a learning difficulty, parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required, their child will be placed on the Special Educational Needs and Disability (SEND) register and extra provision is provided.

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 provided by the school.

HOW DO WE ASSESS SPECIAL NEEDS AND MEASURE THE PROGRESS MADE BY INDIVIDUAL PUPILS?

All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses. Children are also screened for speech and language difficulties on entry to Teeny Weenies Playgroup or Nursery and also on entry to Reception using the WELLCOM screener. The children's development in this area is closely monitored throughout the year and their end of Nursery/Reception outcomes are recorded using the ECAT (Every Child a Talker) tool.

From Years 1 to 6 all pupils are assessed in Reading, Writing, Mathematics and Science on a termly basis. This is an on-going process using levelled target cards to indicate the achievement of pupils in lessons. Our assessments will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

*Is significantly slower than that of their peers starting from the same baseline

* Fails to match or better the child's previous rate of progress

* Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Extra support will initially be provided through intervention sessions, before an assessment takes place involving class teacher, SENDCO, parent and pupil as to whether the child then needs to be placed on the SEND register.

EAL children are assessed with an 'Initial Assessment' tool which is repeated after 6 weeks, to try and identify if children also have SEND difficulties. Children who are identified as EAL and who have been in the UK for 6 months, and who do not appear to be making expected progress, can be assessed using the CAM YL assessment tool.

In Year One a formal assessment of pupils' phonic ability is made and any pupils not achieving expected levels are re-tested in Year 2.

In addition, pupils with SEND are continually assessed against their Individual Learning Plan (ILP) targets. Targets are reviewed regularly, with new targets being set as soon as one has been achieved. If no targets have been met over a term, then a review takes place to break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, the pupil's previous progress/attainment/behaviour, the views and experience of the parents, the pupil's own views and advice from external support services where relevant.

All pupils who are on SEND register under SEN Support receive support for their areas of need. The areas of need are identified as: Cognition and Learning, Communication and Interaction, Sensory and/or physical needs, Social, emotional and mental health difficulties.

HOW ARE CHILDREN AND YOUNG PEOPLES EDUCATIONAL NEEDS MONITORED AND REVIEWED AND HOW OFTEN DOES THIS HAPPEN?

Staff are familiar with the ILP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. Staff keep copies of targets on work books for regular access and assessment of them. When a pupil can meet their target independently on a number of occasions, the target is reviewed and in discussion between the school, home and child, a new target is set. When a new target is set, the previous ILP is reviewed and shared with parents/carers and pupils, recording pupil and parent voice.

Children who have an Education Health and Care Plan also have an ILP and the consultation process is the same as children at SEN Support, however these children will also have an Annual review of their plan where their views and aspirations as well as the views and aspirations of their parents/carers are also recorded as part of the review, as set out in the SEND Code of Practice (2014).

HOW ARE CHILDREN'S NEEDS PROVIDED FOR? WHAT LEVEL OF SUPPORT IS PROVIDED?

High-Quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Every class teacher has a resource bank of what our High-Quality teaching expectations are.

Pupils specific areas of need are supported through interventions e.g small group withdrawal sessions, Read, Write Inc. catch up sessions, 1 to 1 teaching programmes for Reading, Writing or Maths, Precision Teaching, Cool Kids and Cool Characters Programme, Stories for Talking, Language Development groups, Handwriting intervention, EAL intervention, Wobbly Wallets short term booster intervention, Lego therapy, fine and gross motor skills intervention, use of social stories, Colourful Semantics, sensory circuits and echo reading programme. Targets are set prior to intervention and progress and achievement is monitored throughout by the member of staff leading the intervention. Results of each session are recorded on an intervention record sheet, and progress towards the end goal is measured and compared to the baseline assessment.

All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map' and the overall impact of specific interventions is scrutinised by the SENCO, Senior Leadership Team and Teacher of the Deaf to plan for appropriate staffing and interventions as well as the children's next steps.

HOW CAN PARENTS/CARERS BE INVOLVED AND HOW CAN YOU SUPPORT YOUR CHILD?

During the review session with parents/carers, teachers discuss with parents their aspirations and hopes for their child, developing agreed targets in the form of the Individual Learning Plan for home and school to support the individual with. Teachers will give a copy of the ILP which outlines strategies to support their child and will give suggestions of extra activities they can do at home.

For homework, parents are asked to support their child through reading, spellings and tables practice regularly at home. Other voluntary homework tasks are suggested in line with topic and additional tasks may be sent home with either a homework book, or via Purple Mash online learning platform. For reading, books are sent home daily and parents/carers are encouraged to make comments about their child's reading and comprehension skills. On-line activities are available on TT Rock Stars, Purple Mash, Accelerated Read and Epic Reading where pupils are given their own passwords.

ARE THERE ANY TRAINING OPPORTUNITIES OR LEARNING SESSIONS PROVIDED BY SCHOOL FOR PARENTS/CARERS?

Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home, including Phonics (Read Write Inc workshops), Reading and Numeracy workshops and also Early Years Workshops. There is also an annual SEND workshop, where parents can attend to learn more about SEND support and the interventions used in school. We also host workshops delivered by Outreach Services to support parents of children with specific difficulties such as Dyslexia. The SENDCO will also regularly signpost parents towards coffee mornings and workshops led by outside agencies and charities across Wolverhampton on supporting a range of additional needs at home, from Autism to physical difficulties. The school nurse also hosts regular drop-in sessions within school on asthma, toilet training and health concerns. The SEND nursing team, alongside the SENDCO also host monthly coffee mornings for school parents on site for informal chats and information sharing.

Through Early Intervention supported by our Pupil, Family Support Officer, Miss Evans and SENDCO, Mrs Bayliss, we are able to support parents accessing a range of parent classes at local Strengthening Families hubs such as Family Learning, Parenting Puzzle, Stay and Play, employment and training drop in.

Our local MASH team provide support for individuals and families of pupils in our school upon request of the family or by the school working with the family. This may take the form of home visits, assessments of individual needs, strategies for support and small group or individual pupil support work.

HOW CAN PARENTS/CARERS RAISE ANY GENERAL CONCERNS THEY MAY HAVE?

Parents/carers evenings are held on a termly basis and staff are always available at the end of the school day to discuss any parental concerns or share positive outcomes.

Informal meetings take place on a termly basis to discuss targets, reviews and additional support upon parental request.

Informal meetings for parents/carers of pupils with SEND to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have are available upon request.

WHAT ARE THE NAMES AND CONTACT DETAILS OF THE KEY CONTACTS IN SCHOOL?

All staff can be contacted on the school number:

01902 558787 or via the school email address: warstonesprimaryschool@wolverhampton.gov.uk

Headteacher: Mrs F Feeney

SENDCO: Mrs E Bayliss

Deputy Headteachers: Mrs G Evans and Mr A Powell

Teacher of the Deaf: Mrs S Wainwright

Parent and Family Support Officer (PFSO): Miss R Evans

Attendance Officer: Mrs S Jukes and Mrs S Cox

School office manager: Mrs K Jones

2) Curriculum Access

WHERE CAN PARENTS/CARERS FIND DETAILS OF THE SCHOOL CURRICULUM?

For information regarding the curriculum please visit the school website:

www.warstones.co.uk

At the start of each new half-term, parents will be provided with a Curriculum map, detailing the topic and curriculum expectations for their pupil that half-term. These can also be found on the school website.

HOW IS THE CURRICULUM ORGANISED AND TAUGHT?

Reading and phonics are taught in stage of learning groups from EYFS to Year 3.

The majority of literacy and Numeracy lessons are taught in mixed ability classes with class work being differentiated accordingly. Some classes may be differentiated according to cohort need.

All other areas of the curriculum are taught within the year group and differentiated appropriately. *Details of the curriculum can be found on the school website.*

WHO IS THE LINK GOVERNOR FOR SEND?

The link Governor for SEND: Mrs Rachel Bailey. Mrs Bailey meets with Mrs E Bayliss every term to discuss the needs of children with SEND, their attainment and progress and impact of other agency involvement. Both also look at the impact of the school's interventions, the impact and degree of support from parents and links with other agencies.

WHO ARE THE PARENT GOVERNORS?

Parent/Carer Governors:

Mr M Williams

Mrs J Carter

WHO ARE THE GOVERNORS INVOLVED IN CURRICULUM PROVISION?

The Governors Curriculum Committee monitor and support curriculum development through a range of presentations and reports. The Curriculum Committee meets every term.

Members of the committee visit school as often as possible and report back to committee in person.

WHAT EXPERTISE HAVE THE SCHOOL STAFF GOT AND/OR WHAT TRAINING HAVE THEY DONE TO SUPPORT CHILDREN WITH SEND?

The SENDCO keeps updated on a regular basis through local Network meetings, city-wide briefings and through training for specific areas of need. This information is then shared/delivered to all staff during Staff Meetings.

All new members of staff receive in-house training with regards to SEND Policy and procedures.

Cool Kids Training: Mrs L Marsden, Mrs E Bayliss, Mrs H Zollino, Mrs F Cunningham

ELKLAN training under 5's (Speech and Language): Mrs A Crosthwaite, EYFS and KS1 staff

Precision Teaching: All support staff

Dyslexia Training: All staff

WELL leaders: Mrs H Zollino

FASD Training: All staff

Specific Medical Conditions training: Asthma and Epipen training delivered to all teaching and support staff by School Nurse

Diabetic (Type 1) training: delivered by specialist nurse to all Reception and Year 6 staff

Epilepsy: All staff receiving training delivered by school nursing team

Stoma care: All EYFS staff received training by specialist nurses

Metacognition: all teaching and support staff

Behaviour Recovery: delivered by Penn Fields Outreach Service - All Support staff in Key Stage One trained

Lego Therapy - Year 6 and 5 support staff and SENDCO trained by OUTREACH

Developmental Language Disorder – Staff across KS2 have received training from specialist SALT

Ketatonic hypoglycaemia - Specialist nurse delivered training to Year 6 staff

Colourful Semantics - All support staff across school trained by specialist team from the Wolverhampton Speech and Language department

Selective Mutism Training - Year 2 staff and SENCO trained by Wolverhampton OUTREACH

Haemophilia support - Specialist Nurses from Birmingham Children’s Hospital supporting staff in Year 1 and Year 2 and Year 6

Autism Awareness Level 2 - All staff are trained in this, with the training being delivered by Wolverhampton OUTREACH services

Autism Leaders Award – SENCO has received this qualification through University of Wolverhampton

Attachment and Trauma – All staff have received training in this from Wolverhampton OUTREACH services

British Sign Language – All CSW trained in a minimum of level 2 BSL. Also have a number of other staff and teachers across school who have received at least the level 1 qualification.

WHAT TYPE OF SEND DOES THE SCHOOL MAKE PROVISION FOR?

We currently have children in school for whom we endeavour to meet their needs and support them access the full curriculum according to their stage of development. These include a Deaf Resource Base, children across school with mild/moderate learning difficulties, medical conditions, hearing impairment, mild visual impairment, speech and language difficulties, sensory processing difficulties, Trauma, Slow processing, Global Delay, Dyslexia, Dyspraxia, Dyscalculia, ADHD and Autism.

3) Grouping and Pastoral Care

WHAT IS THE SCHOOL'S PASTORAL SYSTEM?

Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO or the Pupil and Family Support officer who will then make appropriate referrals or organise appropriate support.
Every teacher is a teacher of SEND.

WHAT SOCIAL SUPPORT IS AVAILABLE AND HOW ARE GROUPS PLANNED?

In addition to support given by staff, we encourage peer support e.g. play leaders, buddying systems, circle time.

The school accesses Mentor link to support children with mentoring based around the children's individual needs.

The school have 1:1, small group and sessions delivered by PFSO to support pupils with personal and social needs.

The SENDCO and Headteacher have received the training for the SEMH pathway, delivered by EP services to support children with Social, Emotional, Mental Health and Wellbeing difficulties.

School have support from local community police officers who lead workshops on all forms of behaviour choices.

HOW CAN PARENTS/CARERS AND/OR CHILDREN RAISE ANY CONCERNS THEY HAVE ABOUT PROGRESS OR REQUEST ADDITIONAL SUPPORT?

Parents meetings with class teachers are held every term where parents and pupils meet with the class teacher to discuss progress and concerns. Staff are also available before school and after school every day to deal with queries from parents. Parents also receive an end of year school report that shares attainment and progress over the year. Parents can then raise any concerns over this by arranging a meeting with the class teacher. The SENDCO can also be reached by ringing school on 01902 558787 or emailing school at warstonesprimaryschool@wolverhampton.gov to discuss any concerns.

Class teachers are available to parents/carers on a daily basis, more readily at end of the school day. We can offer a signer to sign for any deaf parents/carers and their children when they attend appointments. Appointments for further discussion will be made if needed. There are also more formal parent and pupil meetings every term. Parents also receive an end of year school report that shares attainment and progress over the year. Parents can then raise any concerns over this by arranging a meeting with the class teacher.

AHT in each phase and the ToD can be contacted through a designated key stage/Deaf Base e mail (EY@warstonesprimary.co.uk, KS1@warstonesprimary.co.uk, KS2@warstonesprimary.co.uk, DRB@warstonesprimary.co.uk) The SENDCO can also be reached by ringing school on 01902 558787 or emailing school at warstonesprimaryschool@wolverhampton.gov to discuss any concerns.

School evaluation forms are sent out on a yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.

EYFS have systems in place to ensure that parent voice is contributing to their child's Learning Journey through Tapestry.

School council allows for peer on peer feedback about any concerns.

SENDCO also conducts pupil voice sessions with targeted groups focussing on key questions to inform the senior leadership of child perspective.

There are Worry boxes and ask it baskets in each classroom for pupils to raise concerns. Staff monitor these daily.

WHAT OPPORTUNITIES ARE THERE FOR PUPILS TO HAVE A VOICE?

Each year group elect two members to represent them on the School Council. Meetings are held on a regular basis to discuss suggestions, concerns and successes that have been raised through the week.

Every year group have their own webpage on the School Learning Platform in which they can add to discussions, upload their work and pictures and raise any concerns or suggestions.

All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to complete a comment box as a summary of the teacher / pupil discussion and sign their ILP or additional support sheet in response to this.

HOW DOES WARSTONES SUPPORT REGULAR ATTENDANCE?

First day contact is made by phone if a child is not in school. If no contact is made by the second or third day a home visit is made.

Every term, pupils with 90% or below attendance are identified and receive a letter from the Head teacher. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.

Attendance Officer meets fortnightly with Educational Welfare Officer (EWO) to discuss and monitor all pupils with under 92% attendance

Classes with the best attendance for the week are rewarded with a visit from Warstones Bear. Weekly percentages are displayed and announced in awards assemblies to encourage pupils to attend. Rewards are given on a termly basis for the best attendance in the form of letters home and small treats.

Certificates and treats are given every term for 100% attendance. Also at the end of the year, a medal and small gift is given to pupils who have maintained 100% attendance.

Awards are also provided for the most improved attendance. The school also gives out rewards for most improved attendance.

WHAT STRATEGIES SUPPORT GOOD BEHAVIOUR AND WHAT SUPPORT IS AVAILABLE FOR CHILDREN?

A copy of the Schools Behaviour Policy is available on the school website.

In school support is provided through the giving of tickets in KS1 and house points in KS1 and KS2. Pupils across school are allocated to one of four houses and collect individual house points towards a collective total which is celebrated each term. Points are collected and managed by House Captains chosen by pupils.

The 'Good to be Green' behaviour management system is used in Early Years, Key Stage One and Key Stage Two. Key Stage Two also have a 'Silent Secret Stroller' strategy, to promote good behaviour when moving around school.

Additional support is provided for both individual pupils and parent/carers by the PFSO and also by the Family Support Worker from MASH and the Strengthening Families Hub.

Every class teacher has tailored additional reward systems for their class, devised on the interests of the group.

WHAT ACCESS IS THERE TO OUT OF CLASSROOM ACTIVITIES?

The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEND are made as required.

Trips out or visitors in to school are organised termly and link with the year group topics. All pupils are expected to attend and additional support is organised if needed.

A range of After School Clubs are on offer and pupils with SEND have full access to them.

Residential visits are available for specific year groups, year 2 and 6, and are available to pupils with SEND where this is beneficial and where needs can be catered for appropriately. The SENDCO will meet with trip leader and parents beforehand to investigate risks and see how support can be provided.

HOW ARE PARENTS/CARERS INVOLVED IN PLANNING SCHOOL TRIPS ETC?

Parents and carers views are always welcomed and additional meetings to plan effectively are held to ensure that the needs of the child can and will be able to be met effectively. Questionnaires are completed on a yearly basis requesting parent/carer views on school.

WHAT ARE THE TRANSITION ARRANGEMENTS AND SUPPORT FOR MOVING BETWEEN PHASES?

Transition meetings are held early in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision. SEND pupils with an EHCP will discuss the options of Secondary School at their Annual review, which is held during the Summer term of Year 5 to name an appropriate Key Stage 3 setting.

A transition meeting is also planned for SEND pupils with an Education Health Care Plan in advance to consider future provision and an additional offer of support is recommended to be sought by the family through Wolverhampton Information Advice and Support Service.

Visits to prospective new schools are arranged and supported by the SENDCO and/or PFSW.

Any SEND pupils who receive support from the Wolverhampton OUTREACH service, will also receive a tailored transition programme once they have received a confirmed place at a Wolverhampton Secondary school. This transition process includes a pupil passport to share additional strategies to support the pupil, as well as detailed meetings between Warstones SENDCO, OUTREACH, Parents, pupils and the Secondary SENDCO and head of year.

Transition booklets have also been introduced for every year in school These contain photos of new staff, classrooms and areas that pupils will be accessing the following year.

WHAT MEDICAL AND PERSONAL CARE PROCEDURES ARE IN PLACE?

Training is delivered with regards to Asthma, Epilepsy, Diabetes, the use of epi-pens and any other medical needs related to the pupils in the school.

Many of our staff have received Paediatric First Aid Training, including lunchtime supervisors and some cleaning staff. Injuries are recorded using the accident forms and the slips sent home to parents. If a child has a bump to the head, the child is treated, a slip completed for home and also the parent is called on the telephone to relay the nature of the injury, treatment given and then the option to check their child's well-being themselves given the nature of the injury.

The school based First Aiders at Work are Mrs C Penfold, Mrs F Feeney and Mrs S Gill.

Pupils requirements with regards to medical care are kept in the first aid box in each classroom so that it is accessible when needed. 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 invited to meet with the SENCO to develop an Individual Healthcare Plan. The detail is listed on the school database and dedicated members of staff identified for support if necessary. Any medication given is recorded as part of a medical conditions care plan.

The school has an Asthma Policy and procedures in place for the children to have their inhaler(s) administered and delivery of medication logged in the school based record as well as an administration slip provided for the parent/carer.

Support staff will 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 required.

4) Equipment & Resources

WHAT SPECIALIST STAFF WORK WITHIN SCHOOL OR ARE AVAILABLE TO SUPPORT CHILDREN?

The school employ teaching assistants to support all pupils, including those with SEND, and those with a higher level of additional need where appropriate.

The school employ a Teacher of the Deaf and Sign teaching assistants to support the deaf children in their classrooms.

The school also employ a PFSO to support parents and children with a range of needs.

Other specialist staff are organised through outside agencies, such as Outreach Services. We also support the children through the extended services of Special Needs Early Years' Service, MASH, including the Educational Psychologist, Area SENCO (Specialist Teacher) and Family Support Worker, and Mentorlink who provide professional mentoring support to the identified children. We have good relationships with different departments at The Gem Centre, including Speech and Language Therapy Services, Physiotherapy, Occupational Therapy, CAMHS and Community Paediatricians.

WHAT SERVICES DOES THE SCHOOL USE, INCLUDING OTHER EDUCATIONAL ESTABLISHMENTS AND SOCIAL CARE SERVICES?

School has links with all agencies supporting our pupils and works in partnership with them.
These include:

Speech and Language Therapy Service

Special Needs Early Years' Service

Occupational Therapy: Gem Centre

Physiotherapy – Gem Centre

Hearing Impairment Team

Visual Impairment Team

Paediatricians at Gem Centre.

Specialist Nurses at New Cross Hospital (Diabetic team, Stoma Care, Epilepsy team)

Specialist Nurses at Birmingham Children's Hospital (Haemophilia department)

Outreach support co-ordinated by Dr Eve Griffiths

CAMHS - Gem Centre

Link Educational Psychologist: Sian Thomas

Specialist Teacher: Mrs Claire Swift

MASH and Bingley Strengthening Families Hub.

DOES THE SCHOOL HAVE LINKS WITH VOLUNTARY ORGANISATIONS INCLUDING SUPPORT SERVICES FOR PARENTS/CARERS?

Barnardo's Children's Charity

Wolverhampton Information and Advice Support Service - *Parents/carers are encouraged to contact Wolverhampton IASS if needed

MASH

Mentorlink

WHAT ARE THE SCHOOLS ACCESS ARRANGEMENTS?

Access to the building is provided via ramps wherever possible. Access to Key Stage 2 is provided by a ramp to the teaching area and to the office areas.

Other phases are accessible through corridors but it is necessary to move around the outside of the building to access the hall/dining hall.

Disabled toilet facilities are available

The school have a Deaf Resource Base which is managed by Mrs S Wainwright and four teaching assistants.

The curriculum is differentiated to allow full access to all our pupils. A range of approaches are used to support access including visual resources and language prompt cards, interactive whiteboards with coloured pages etc, IPADS with Air Server, laptops, specialist resources where needed including: Pencil grips, timers, fiddle toys, resistance bands, Occupational Therapy recommended wobble cushions, sloped boards, Now and Next boards, visual timetables, weighted lap toys and blankets, dyslexia friendly work books with coloured pages, coloured overlays and rulers, sensory play toys, SEMH fan cards, individual work stations.

HOW IS THE SCHOOL SEND BUDGET ALLOCATED?

Teaching Assistants (1:1 support, small group work, in class support).

Resources including ICT

Cool Kids and Cool Characters sessions

Outside Agencies e.g. counsellors

ARE THERE ANY TRANSPORT ARRANGEMENTS FOR CHILDREN?

Travel arrangements for individual pupils with particular needs are arranged with the local authority when appropriate.