Northwood Park Primary School

SEND Information Report

2026-2027

Aim:

Our SEND Information Report aims to explain:

- How we will support and make provision for pupils with special educational and/or disabilities (SEND).
- The roles and responsibilities of everyone involved in providing with SEND.

Legislation and Guidance:

This SEND Information Report is based on statutory guidance from SEND Code of Practice (January 2015) and Children and Families Act (2014), which sets out school's responsibilities for pupils with SEN and disabilities.

Definitions:

A pupil has SEND if they have a learning difficulty or disability, which calls for special education provision to be made for them.

They have a learning difficulty and/or disability if they have:

- A significantly greater difficulty in learning than the majority of 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 in mainstream schools.

Special educational provision is education or training provision that additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities:

The Special Educational Needs Co-Ordinator (SENCO)

The SENCO will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to be support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class Teachers

Every class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

How will Northwood Park support my child?

- All staff at Northwood Park Primary are committed to providing high quality teaching that allows all children to make good progress and to reach their full potential.
- Pupil needs are identified, and lessons taught are carefully differentiated.
- Planning is personalised to meet the needs of all children.
- Staff to use a variety of teaching styles, resources and adult support during lessons to support children in their learning.

What should I do if I have a concern about my child?

- If you have concerns about your child, then you should initially contact your child's class teacher who will then inform our school's SENCO Dominique Johnson.

- Parents are invited to share concerns about their child's progress and attainment at any point during the school year.
- After a meeting with your class teacher, the class teacher will share any concerns with the school SENCO.

What support will my child receive?

- We will arrange to meet with parents as soon as concerns have been identified.
- At this initial meeting discussions will take place between the class teacher and parents as to whether there are any barriers to learning. If barriers to learning are identified, this information will be used to inform the support plan.
- A range of relevant interventions, support and referrals will be discussed with parents.

Some of those that may be offered are:

- Small group support/interventions.
- Personalised booster groups.
- Catch-up or pre-teach sessions.
- 1:1 support/interventions.
- Speech and Language support.
- Emotional support groups.
- Family Liaison support.
- Sensory room support.
- In-class provision such as sensory snacks and visual timetables and/or time out spaces.
- Therapy dog support.
- Additional Forest School Learning.
- Outreach Support.
- Support from external services such as: Wolverhampton's Outreach Team, Educational

Psychologist, Occupation Health, Specialist Teachers, Physiotherapy.

How will my child's needs be identified?

- Children are identified as needing SEND support using the guidelines set out by Wolverhampton Local Authority.
- Children will be identified as having a need in any of the four areas: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; or Sensory and/or Physical Needs.
- Children, however, may have a need in more than one area.
- Targets on their support plan will reflect all areas if need and the support/intervention in place to address it.
- When a child has physical needs, advice is sought from health care professionals.
- School will, to its best endeavour, make changes to the site, equipment and resources.

What happens if my child is not making progress?

- If, after at least three review meetings, progress is not being made by your child, a referral will be made (with parental consent) to a external professional (Educational Psychologist, Specialist Teacher, Speech and Language, Outreach) for a full assessment. Your child may need Educational Health Care Plan.
- If the outcome of the report supports the need for a Statutory Assessment a meeting will be arranged between the class teacher, parents, external professionals, SENCO and Inclusion Lead.
- During the meeting, the report will be shared with parents and a discussion about the Statutory Assessment will be made.
- If parents agree to an assessment, a referral will be made to the Single Assessment Panel (SAM Panel)

How is my child's assessment and progress monitored?

- All staff at Northwood Park are committed to providing high quality teaching that allows all children to make good progress and to reach their full potential.
- All decisions made in relation to SEND support will be made in line with the graduated approach (see information on the graduated approach).
- Termly targets are ambitious but if the targets are met earlier than expected, new targets will given and parents will be kept informed.

- Progress is carefully tracked as part of the school's monitoring procedure. This information will be used to inform decisions made when reviewing your child's plan.
- We endeavour to only use programmes and support that provide children with the opportunity to make the greatest level of progress.
- The interventions and support that is received by individual pupils is recorded. This is updated regularly and provides children with individual provision maps.

What training for staff have to support the needs of my child?

- Northwood Park are committed to providing ongoing professional development and training for staff.
- Training is specifically related to the needs of children in our school as well as training required by statutory guidance.
- External training is also provided for courses such as Paediatric First Aid as well as Mental Health First Aid as well as continuous support from Wolverhampton's Outreach, Educational Psychologists, Specialist Teachers and Speech and Language Therapists.

What other professionals may be involved in meeting the needs of my child at Northwood Park?

The following professionals may support pupils SEND, as well as their families:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- CAMHS support worker
- The Sensory Inclusion Service staff/Advisory Teachers
- Family Liaison support staff
- Social Worker
- Strengthening Families worker.

How can I find more information and advice on supporting my child?

- The Wolverhampton Local Offer can be found on the City of Wolverhampton's Website Home | Wolverhampton SEND Local Offer
- The Wolverhampton Information and Advice Service Website Home | Wolverhampton Information, Advice & Support Service