



Perry Hall Multi Academy Trust

SEND Local Offer

All Wolverhampton schools have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in our schools. We believe that meeting every pupil's needs is a shared responsibility, therefore are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

The LA Local Offer

The Children and Families Bill states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged between 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Please click on the link below to view the LA Local Offer: <http://www.wolverhampton.gov.uk/send>

Our Local Offer

1) Assessment, Targets & Review

<p>Details of how children and young people's special educational needs are identified.</p> <p>Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.</p>	<ul style="list-style-type: none">• All children starting our school, will receive a home visit 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 placed in appropriate groups.• 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 (SEN) 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.
<p>Details of how children and young people's special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<ul style="list-style-type: none">• All pupils in the Early Years 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.• To ensure our assessments are accurate all judgements are moderated both within school and with other schools across the city.• From years 1 to 6 all pupils are assessed in reading, writing, speaking and listening, mathematics and science on a termly basis. This is an on-going process using age related targets. If a pupil is not making expected progress, areas of need will be identified and additional support/intervention will be provided.• In Year 1 a formal assessment of each child's phonic ability is made and any child not achieving expected levels are then identified for Phonics intervention and re-tested in Year 2.

	<ul style="list-style-type: none"> • In Year 2, children will be assessed by teacher assessment. In Year 6, pupils having special educational needs support who are not exempt from testing, will sit the SATs test. Accurate progress data from the class teacher, data from the impact of intervention and information from IEP's all contribute to the assessment. • In addition, pupils with SEND are assessed against their Individual Educational Plan (IEP) targets. Targets are reviewed and set on a termly basis and/or when appropriate to break down their learning into manageable steps to meet their individual needs, allowing key concepts to be re-visited on a regular basis. • All pupils on the SEN register receive support for their areas of need.
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<ul style="list-style-type: none"> • Teachers, parents and all staff working with the child agree/ set the IEP targets for. Appropriate support is then in place the pupils in achieving their set targets. If required, the targets will be revised and strategies, support or provision will be adjusted to meet the child's needs to enable them to achieve the outcomes set. • Review meetings are held with the team around the child, including parents and where possible/appropriate with the child. The targets are reviewed and set on a termly basis and/or when appropriate throughout the school year.
<p>Details of how children and young people's needs are provided for (level of impact / of support)</p> <p>Details of how parents/carers can be involved and how they can support their child.</p> <p>Details of how parents and carers/ children and young people can raise any general concerns they may have.</p> <p>Details of training opportunities/learning events provided by the school for parents/carers.</p>	<ul style="list-style-type: none"> • Pupils' specific areas of need are supported through interventions eg. One to One support, small group withdrawal sessions, in class support, Cool Kids and Cool Characters Programme, All targets including their IEP targets are set prior to intervention. Pupils' progress and achievement are monitored throughout the year. • 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'. • Parents/carers are informed of interventions and identified support their child will be receiving. This will take place in the form of a parent meeting with the class teacher, and the SENCo where appropriate. • During the review session with parents/carers, teachers will provide a copy of the IEP which outlines strategies to support their child and will give suggestions of extra activities they can do at home. • Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed. • Parents/carers evenings are held on a termly basis. • Review meetings take place on a termly basis, which may be part of the parents meeting, to discuss targets, reviews and additional support. • Any significant changes made to a pupil's SEN provision will be discussed with parents. • Homework is set on a weekly basis for literacy and numeracy and is specific to the pupil's ability. Reading books are sent home weekly and parents/carers are encouraged to make comments about their child's reading. • 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.

	<ul style="list-style-type: none"> The school works closely with other agencies and professionals, such as; Educational Psychologists, Occupational Therapy and Speech and Language. School offers/ensures that rooms are available to support sessions delivered by such professionals.
Names, roles, telephone numbers of key contacts within the school (SENCo, Inclusion Manager etc.)	<ul style="list-style-type: none"> Dunstall Hill staff can be contacted on the school number: 01902 556417 SENCO: Miss L MacDonald Family Support Worker : Mrs A Jagirdar Attendance : Mr L Fellows / Mrs A Jagirdar/ Mrs J Banks Assistant Educational Psychologist.: Angharad Meredith Head Of School: Mr L Fellows Executive Headteacher: Mr D Asbury

2) Curriculum Access

Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.	<p>For information regarding the curriculum please visit the school website:</p> <p>Dunstall Hill Primary School - www.dunstallhillprimary.com</p>
Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.	<ul style="list-style-type: none"> A copy of the Curriculum Policy and long term plans are available on the school website. All lessons across the curriculum are differentiated to meet the needs of all pupils.
Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.	<p>Dunstall Hill</p> <p>Inclusion/ Pupil Premium Governor: Ms McGrath</p> <p>Safeguarding: Mr A Brocklehurst</p> <p>EYFS: Ms L McCarthy and Miss E Bianchi-Barry</p> <p>KS1 : Mrs R Dosanjh and Miss R Lay</p> <p>KS2: Mrs K Tomlinson and Mrs S Begum</p> <p>Parent/Carer Governor: Mrs R Dosanjh and Mrs S Begum</p>

<p>Details of staff expertise and professional development/training of staff.</p>	<p>* The SENCO keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered to all staff during Staff Meetings.</p> <p>All new members of staff receive in-house training with regards to SEN Policy and procedures.</p> <p>National Qualification Special Educational Needs Co-ordination Award– D Asbury/L Fellows/ L MacDonald</p> <p>Cool Kids Training: Mrs S Hussain, Miss M Burton, Mrs S Lowdon and Miss S Benton</p> <p>ELKLAN training (2 day overview): Mrs Lal, Mrs R Cartwright, Mrs S Hussain, Mrs A Khan, Miss H Nelson and Mrs E Machin</p> <p>Dyslexia Training: Miss A Meredith</p> <p>Speech and language screening tool : Miss L MacDonald</p> <p>All experienced teachers have completed the Outstanding Teaching Programme (OTP)</p> <p>All experienced teaching assistants have completed the Outstanding Teaching Assistant Programme (OTAP)</p> <p>All senior leaders are trained in the Power of Coaching</p> <p>Specialist Leaders in Education : Mr Fellows – Mathematics, NQT</p> <p style="text-align: center;">Mrs R Chander – Mathematics</p>
<p>Details of the types of special educational needs for which provision is made.</p>	<ul style="list-style-type: none"> • Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. • There can be various needs amongst our children who may require SEN support. A difficulty may occur at any time during their education. A child is regarded as requiring SEN support if they have a need/s in the following areas. <ul style="list-style-type: none"> - Speech, Language and/or Communication and interaction, - Cognition and learning, - Social, emotional and mental health difficulties

	<ul style="list-style-type: none"> - Sensory and/or physical needs. • Children who require SEN support may have needs in one or more of the areas, some have multiple areas of need.
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3) Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<ul style="list-style-type: none"> • Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO/Inclusion team who will provide support and/or intervention and class teacher in making appropriate referrals. • In addition to support given by staff, we encourage peer support e.g. play leaders, buddying systems, worry boxes in every classroom.
<p>Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<ul style="list-style-type: none"> • Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed. • Each year group selects 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 by other pupils. • All pupils on the SEN 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 sign their IEP or additional support sheet in response to this.
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<ul style="list-style-type: none"> • First day contact is made by phone/text if a child is not in school. If no contact is made by the second or third day school contact the Education Welfare Officer. • Every week pupils with under 95% attendance are identified and receive a letter from the Head of School. If attendance issues continue, parents/carers are invited to discuss issues and offered support through an Early Help Assessment. • EWO meets weekly/fortnightly with Senior Leaders to discuss all pupils under 95%.

	<ul style="list-style-type: none"> • Attendance awards are given on a weekly basis to classes with the best attendance for the week, these are displayed to encourage pupils to attend. Rewards are also given on termly basis for 100% attendance to individual pupils. These are all presented during celebration assemblies.
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<ul style="list-style-type: none"> • A copy of the Schools Behaviour Policy is available on the school website. • Within school we follow our “Good to be Green system” however will tailor behaviour approaches to meet the needs of individual needs of the children where needed.
<p>Details of activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<ul style="list-style-type: none"> • The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required. • Trips out or visitors in school are organised throughout the year and are often linked with the year group topic. All pupils are expected to attend and additional support is organised if needed. • Pupils with SEN have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term. If a child with SEND wishes to attend a club, discussion with all agencies involved may take place to ensure the provision meets the needs of the individual child. • See also Equal Opportunities Policy.
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<ul style="list-style-type: none"> • Transition meetings are held in the Autumn Term of Year 6 to inform pupils/ parents/carers of Secondary School Provision. Pupils with an Education Health Care Plan will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5. • Transition meetings are held between Year 6 staff and identified secondary schools nearer the end of the academic year to ensure transition arrangements meet the needs of individual pupils.

<p>Details of medical and personal care procedures.</p>	<ul style="list-style-type: none"> • Training is delivered with regards to asthma, epipen and any other medical needs related to the pupils in the school. • Support staff complete Paediatric First Aid Training. We always ensure that a trained member of staff accompanies all school trips and visits. • Pupils requirements with regards to medical care are kept in the first aid box in each classroom or in the first aid room 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. All medication is kept in a locked cupboard, Pupils with long term medical needs are listed in the First Aid room and a designated member(s) of staff identified. Any medication given is recorded. • 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.
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4) Equipment & Resources

<p>Details of the specialist staff working within the school and qualifications.</p>	<ul style="list-style-type: none"> • The school will employ appropriate staff to support children with an Education, Health and Care Needs Plan. If we require specialist staff they are organised through outside agencies.
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<ul style="list-style-type: none"> • Speech and Language Therapy Service • Early Years team • Occupational Therapy: Gem Centre • Visual Impairment Team • Sensory Inclusion Service (SIS) Vision and Hearing Teams • Outreach services from Penn Hall, Pennfields, Tettenhall Wood and Westcroft school.

	<ul style="list-style-type: none"> • Parents are encouraged to contact the Information Advice and Support Service if needed.
<p>Details of the schools access arrangements.</p>	<ul style="list-style-type: none"> • Please see our Accessibility Plan
<p>Details of how the schools SEN budget is allocated.</p>	<p style="text-align: center;"><u>Dunstall Hill</u></p> <ul style="list-style-type: none"> • Inclusion support practitioner/learning mentor • Teaching Assistants (small group/1:1 support). • Resources • Cool Kids and Cool Characters sessions • Intervention sessions • Training for staff • Outside Agencies/ Professionals : Assistant Educational Psychologist
<p>Details of travel arrangements to and from school.</p>	<ul style="list-style-type: none"> • Most children live locally and either walk, cycle or are brought by car to school. • There are no specific travel arrangements for pupils with a special educational need.

