



West Park Primary School SEND information report 2025 - 2026

Other than the class teacher – who else can I talk to if I have a concern about my child?



HEADTEACHER

Mrs Kabil



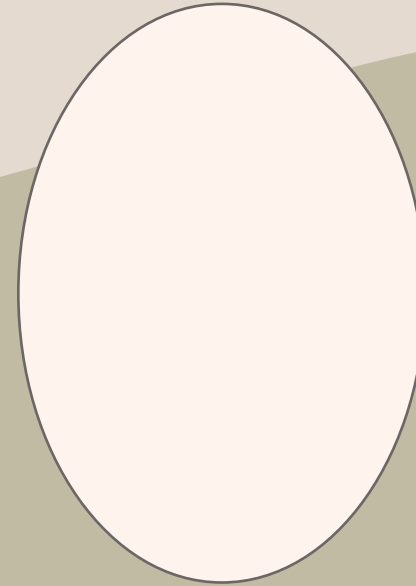
DEPUTY HEADTEACHER

Mrs Andrews



SENDCO/
ASSISTANT HEADTEACHER

Ms Hawkins



DEPUTY SENDCO

Miss Martin-Harvey



PASTORAL LEAD

Miss Smith

How does the school know if my child is SEND?

- We will assess each pupil's current skills and levels of attainment on entry, which 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.
 - Widens the attainment gap

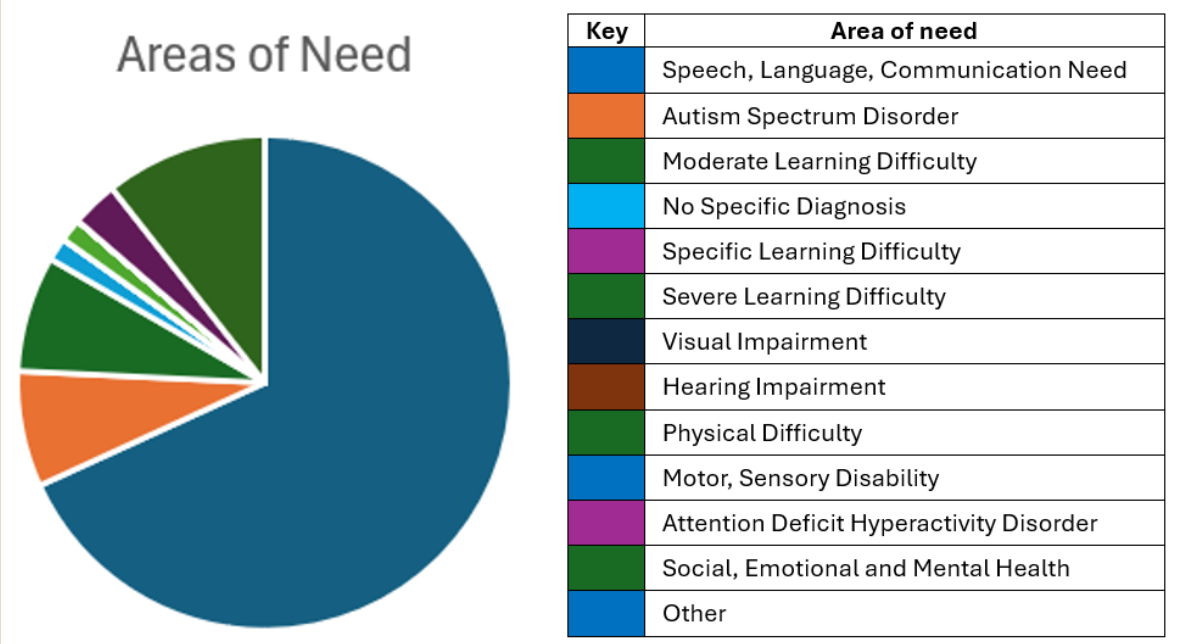
This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

You will be invited for a meeting by the SENDCo if your child has been receiving support that is 'additional to/different from' for a considerable amount of time.

Following a consultation, and considering your views as parents, your child will be added to the school's SEND list. The SEND list is a working document, and some pupils may be identified as SEND for a short period of time only whilst others may remain on there for longer.

What kinds of special educational needs and disability do we make provision for at West Park Primary School?

SEND pupils at West Park Primary School have a wide range of needs. Provision is focused on the child and supported by information and guidance from professionals.



Moderate learning difficulty
Severe learning difficulty
Specific learning difficulty
(Dyslexia, Dyscalculia and
Dyspraxia)

COGNITION & LEARNING

Some children find learning more difficult than others. They may need:

- help to break down new learning into smaller chunks of information.
- more time to think about their answers and learn new things.
- information to be repeated and put in different ways.
- help to remember information during a lesson.
- whole class, small group and/or individual support.
- Specialist learning approaches/strategies to support specific learning difficulties

Speech, Language and
Communication needs
Autistic Spectrum
Condition

COMMUNICATION & INTERACTION

Some children may need help to play and talk to other children and adults. They may need help:

- to understand what others are saying.
- with talking and listening to others.
- with how to say words and sounds.
- to cope with new things like different sounds, smells and school life.
- with change and how to deal with it.
- to understand the meaning of new words, especially in their learning.

Attention Deficit Disorder
Attention Deficit
Hyperactive Disorder
Attachment Disorder
Challenging behaviour
which indicate mental
health or emotional needs

SOCIAL, EMOTIONAL & MENTAL HEALTH

Some children may need help to play and talk to other children and adults as they find it difficult to manage their own behaviours and cope with their feelings. They may need help to:

- understand and follow school rules.
- understand dangers and keep themselves and others safe.
- listen to and follow instructions.
- understand and manage their feelings.
- make and keep friends.

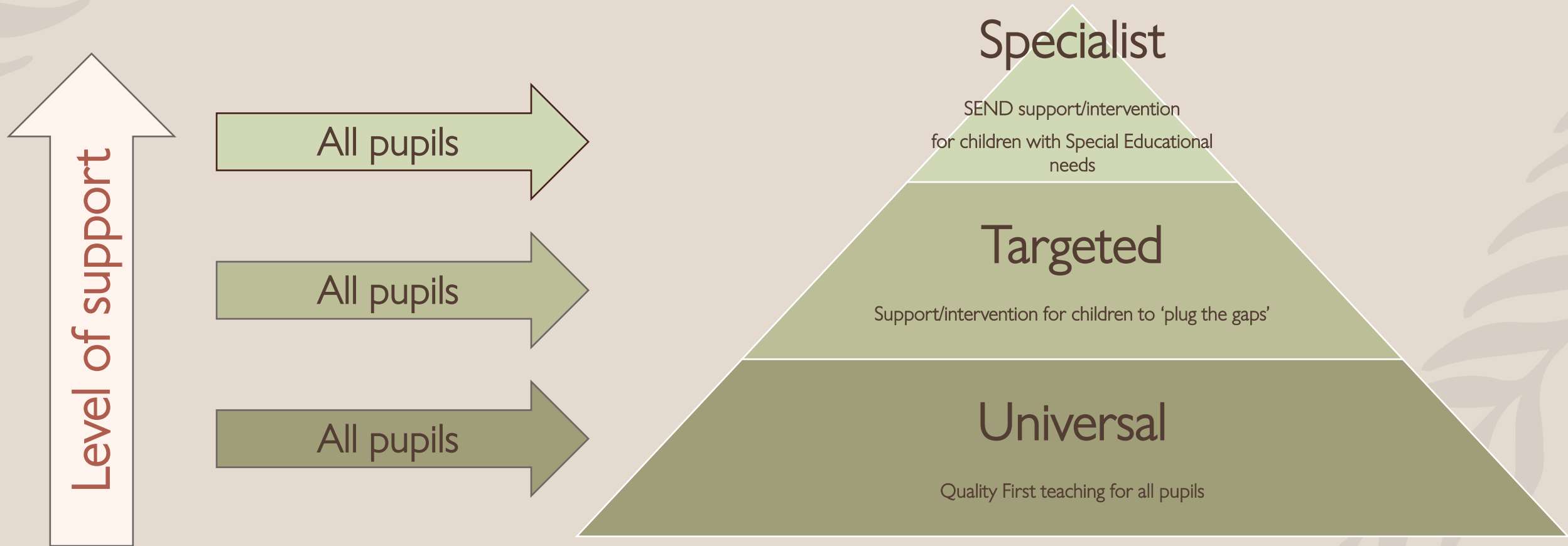
Vision impairment
Hearing impairment
Multi-sensory impairment
Physical disability

PHYSICAL & SENSORY

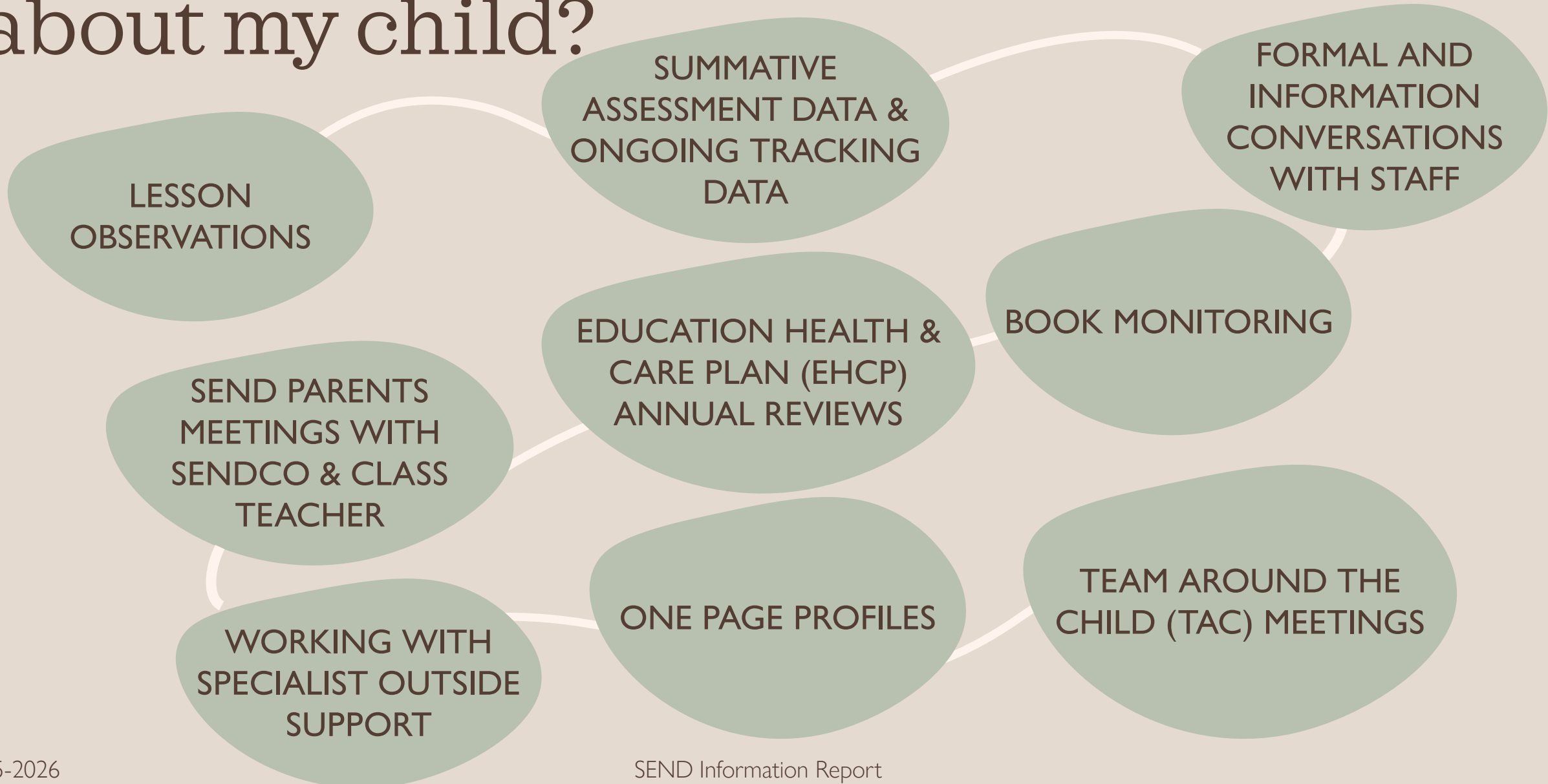
Some children with disabilities can find it difficult to move round the school safely and may need specialist help with their learning. They may need:

- help with their sight and/or hearing.
- help with moving around the school building safely.
- specialist equipment such as wheelchairs, walking frames, hoists and seating.
- changes to the curriculum such as adapted PE equipment and different ways of recording writing.
- help with medical needs and medication
- Individualised plans for fire evacuations

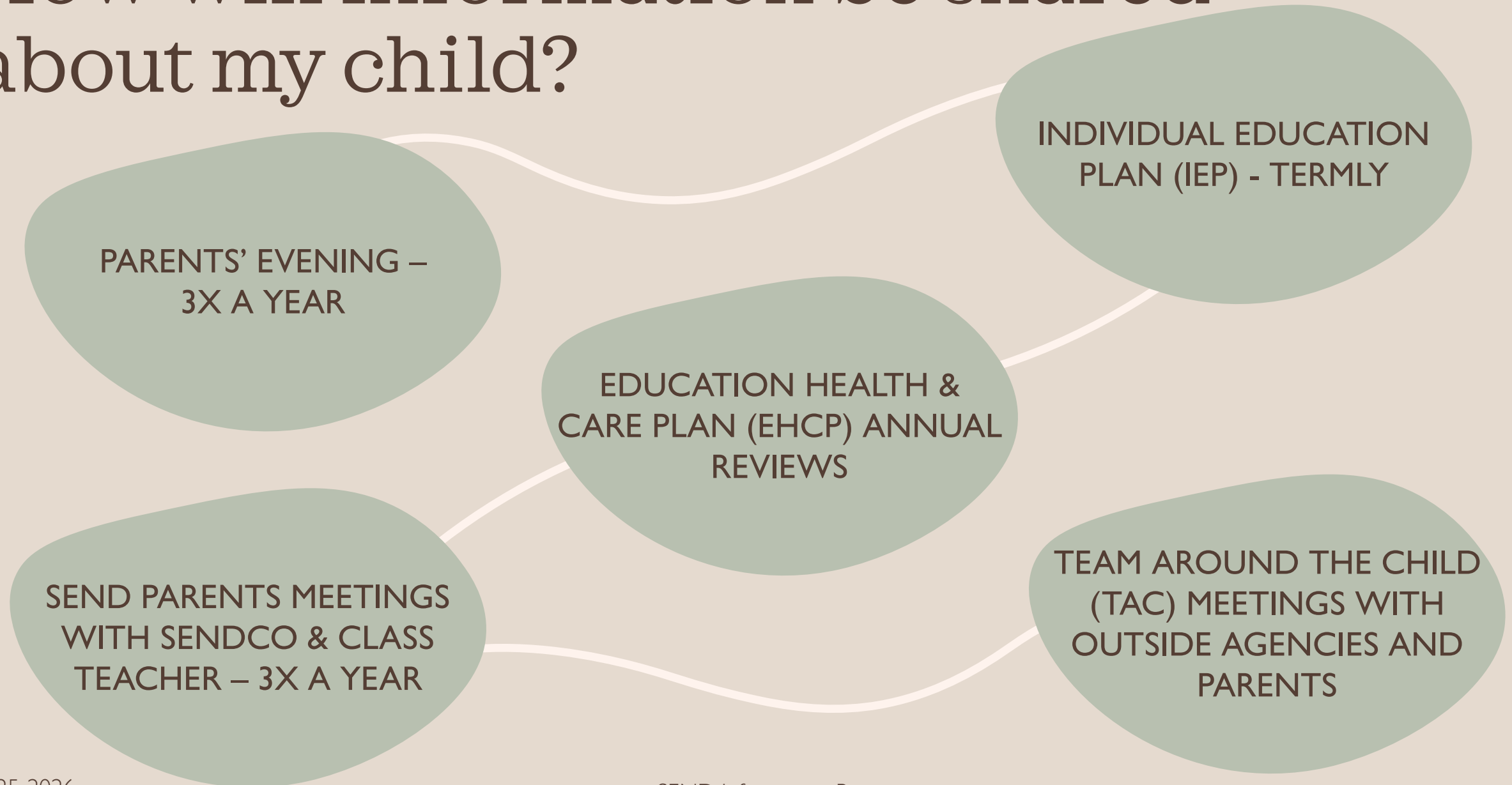
How will school staff support my child?



How will information be gathered about my child?



How will information be shared about my child?



How will my child be involved in their own learning?

All SEND children have a One Page Profile which captures the important information about a child with additional needs/special educational needs. One Page Profiles are written by the teacher with the children and parents' viewpoints and perspectives. All staff have access to One Page Profiles and use them to make reasonable adjustments to teaching and learning to maximise your child's progress, as well as to build a better understanding of the child's SEND.

Name:
Bella Mason

This is me:



How do we check support is working?

We assess the outcome of short-term targets that have been set using the school's Maths and English whole school tracker and rigorous professional conversations at pupil progress meetings.

To evaluate the success of specific targeted interventions we use a whole school Provision Map.

Outside agencies check that support is working by conducting specialist assessments before support starts and then after to give a clear picture of the progress made.



What support will there be for my child's overall well being?

West Park Primary School applies a **holistic approach** to education, looking at the whole child. The class teachers are supported by the Pastoral Team who provide support through social groups and pastoral care as required. This is based on referrals made by staff and/or parents. If needed, referrals to outside agencies such as 'CAHMS', 'Base 25' and 'Reflexions' are made so that children can access appropriate mental health resources.

Please refer to whole school policies regarding **PSHE** and **Mental Health** for further information about children's well-being. This information can also be found on the school's website.



Please arrange to speak to our Pastoral Lead, Miss Smith, if you feel your child needs pastoral support. This can be done by contacting the school office .

What specialist services and expertise are available or accessed by the school?

Educational Psychologists (EP)

Speech & Language Team (SALT)

Solution Circles

Inclusion Team

Specialist Teacher Service (SPT)

Sensory Inclusion Service (SIS)

CAHMS

Base 25

School Nurse

Reflexions



Wolverhampton Outreach (WO)

Pastoral team – Miss Smith & Mrs Nicholls

Occupational Therapy (OT)

SEND team – Ms Hawkins, Miss Martin-Harvey,
Mrs Dowdeswell, Mrs Nicholls & Mrs Hyde

Special Needs Early Year Service (SNEYS)

What training did our staff supporting children and young people with SEND receive last year?

2024-2025

Adaptive teaching methods
Makaton
Intensive Interaction
Deep pressure massage
PACE training
Attention Autism
How to set up workstations
Use of social stories
Sensory circuits
Cool Kids

SENDCo 2024-2025

Understanding Global Developmental Delay
ADHD – Understanding Executive Function
ADHD and Autism: Masking in School
Early signs of Autism
Supporting Trauma

Parent workshops 2024-2025

Sensory mapping
Restricted eating/Overeating
Toileting & Constipation
Sleep
Dental care

Ms Hawkins is a qualified SENDCO and has completed the postgraduate qualification in Special Educational Needs, she has delivered individual support to staff to make use of in the classroom.

Miss Martin-Harvey has completed her Level 7 postgraduate qualification in Dyslexia and Literacy Difficulties. She also delivers our Reading Recovery programme.

Both attend termly SEND Network meetings.

What training will our staff supporting children and young people with SEND receive this year?

2025-2026

Supporting neurodivergency in the classroom

Supporting speech and language needs in the classroom

SENDCo 2025-2026

Ms Hawkins is a qualified SENDCO and has completed the postgraduate qualification in Special Educational Needs, she has delivered individual support to staff to make use of in the classroom.

Miss Martin-Harvey has completed her Level 7 postgraduate qualification in Dyslexia and Literacy Difficulties. She also delivers our Reading Recovery programme.

Both attend termly SEND Network meetings.

Parent workshops 2025-2026

Supporting neurodivergency at home

Supporting speech and language needs at home

Learning through play for children with additional needs

How does the school's physical and learning environment help my child?

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

West Park Primary School has a policy of inclusion for ALL children. Reasonable adjustments are made where necessary to allow all children to access activities. We seek the support of outside agencies, when required, to help us identify needs and solutions to any accessibility concerns. Our pupils with physical needs receive additional adult support, where needed, on school trips so that they can access the same experiences as their peers. Some pupils may require an individual risk assessment prior to offsite visits that will be shared with key staff and parents.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

West Park Primary School has ground floor classrooms that are wheelchair accessible via wider doorways and a ramp where required. There are toilets with adaptations to support those with physical needs.

Click here to see West Park Primary School's [Accessibility Policy](#) for more information

HOW ARE THE SCHOOL'S RESOURCES (EQUIPMENT AND FACILITIES) ALLOCATED TO CHILDREN'S SEND?

Resources are allocated as required, following discussions with parents, class teachers, the SEND team and outside agencies where relevant. Children for whom the school receives additional funding have additional resources purchased to support them. These are based on recommendations from outside agencies and based on the needs of the child, for example a child with a visual impairment may require a laptop for touch typing. The SEND Team will provide resources recommended by Occupational Therapy.

Some examples of resources/equipment used at West Park Primary School



How will the school support and prepare my child when they move to a new school?

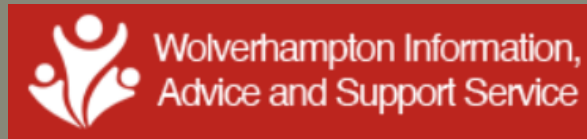
At West Park Primary School, we host transition meetings with secondary schools to share key information about your child's SEND. Parents/carers will be invited to these meetings and, if specialist services work with the transitioning child, additional staff may also be invited to attend.

Some SEND pupils will be identified for 'early transition' which involves visits to the secondary school they will be attending, completing transition related activities, consultations with specialist services and enhanced parent support to enable a smooth transition.

Documents that will be shared with the secondary school include:

- One Page Profiles
- Individual Education Plans
- Reports from outside agencies
- Minutes from meetings
- Assessments
- Pupil Progress and Attainment Data

Who can I contact for further information?



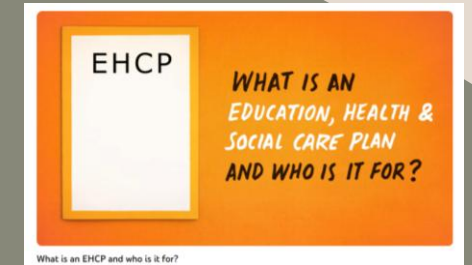
CLICK IMAGE TO VISIT
THE WEBSITE



CLICK IMAGE TO VISIT
THE WEBSITE



CLICK IMAGE TO VISIT
THE WEBSITE



CLICK IMAGE TO VISIT
THE WEBSITE

What if I am unhappy with my child's SEND provision?

See school's '[Complaints policy](#)' is in the 'Our School - Policies' section of the school website.

Useful SEND websites

Click image to visit the website

			
<u>National Autistic Society</u> <u>autism.org.uk</u>	<u>Autism West Midlands Supporting the Autistic Community</u>	<u>Services for Families - ADHD Foundation : ADHD Foundation</u>	<u>Friendly Faces Disability Support CIC Wolverhampton Information Network</u>
The National Autistic Society website, the main UK charity for supporting people with ASD and their families (contains lots of useful advice and resources).	Autism West Midlands are a local group who can support you and signpost you to local groups and services.	This charity provides support for families to understand and meet the needs of their children who have ADHD.	Friendly Faces Disability Support CIC is a disability services and support organization dedicated to empowering disabled individuals, families and carers. They provide peer support online and face to face and signpost them to professionals and other services, as well as engaging activities and occasional trips.

Useful SEND websites

Click image to visit the website

			
<u>Include Me TOO Contact Us</u>	<u>Fussy eaters - NHS (www.nhs.uk)</u>	<u>Home - Downs Syndrome Association (downs-syndrome.org.uk)</u>	<u>Home (makaton.org)</u>
This is a local charity that provides a range of services to disabled children and their families including: - Peer support - Befriending services - Activities - Holiday clubs - Outreach - Information and advice for families	This website provides advice for parents of children who are 'fussy' or reluctant eaters	The Down Syndrome Association is a UK charity which provides family with advice and support to enable those with Down Syndrome to support the quality of life they deserve.	Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. The Makaton charity website provides a range of advice and resources for children and their families.

Useful SEND websites

Click image to visit the website

			
<u>British Dyslexia Association (bdadyslexia.org.uk)</u>	<u>The Dyscalculia Association - Understanding Maths Difficulties, Training and Diagnosis.</u>	<u>Sensory Processing Disorder (SPD) (sensory-processing- disorder.com)</u>	<u>8 working memory boosters (understood.org)</u>
Information and advice on Dyslexia from The British Dyslexia Association. Dyslexia is a learning difference which primarily affects reading and writing skills and other areas such as organizational skills.	Information and advice on Dyscalculia. Dyscalculia is a specific learning difficulty with mathematics, primarily arithmetic.	Advice and practical strategies to support those with sensory processing disorder.	Working memory refers to how we hold on to and work with information stored in our short-term memory. We all use our working memory to learn and follow instructions. This website provides great examples of how to build the development of working memory.

Useful SEND websites

Click image to visit the website

			
<u>Who are we (Wolverhampton) CAMHS (blackcountryminds.com)</u>	<u>Attachment and child development NSPCC Learning</u>	<u>Mental Health Foundation Everyone deserves good mental health</u>	<u>YoungMinds Mental Health Charity For Children And Young People YoungMinds</u>
Wolverhampton CAMHS (Child and Adolescent Mental Health Service) is part of the Black Country Minds Team. This website shares more information about what this service provides as well as useful links for further support for mental health.	The NSPCC charity provide additional information and support for families understand the impact of trauma and attachment upon their children and young people.	Mental Health Foundation has on-line information about a range of mental health needs including anxiety, depression, ADHD etc.	Young Minds is the UK's leading charity fighting children and young people's mental health. The website provides a range of advice and resources for children and their families.

Useful SEND websites

			
<u>Resources City Of Wolverhampton Council</u>	<u>A Parent's Guide to Managing Sickle Cell Disease » Sickle Cell Society</u>	<u>Children and diabetes Diabetes UK</u>	<u>National Deaf Children's Society For every deaf child</u>
Wolverhampton Outreach Service provide a range of resources to support parents and carers in managing structure, routine and home learning.	This charity provides advice and support for parents and carers of children with Sickle Cell.	Diabetes UK are a leading charity that provide information and advice for families to support children and young people who have diabetes.	The National Deaf Children's Society, is a charity for deaf children with any level of hearing loss

Monitoring arrangements

This SEND Information Report will be reviewed by Ms Hawkins, SENDCo and Assistant Headteacher every year. It will also be updated if any changes to the information are made during the year.

Parents will be invited to review the report annually.

It will be approved by the Governing Body. It will be available on the school website; the school website has a translation function.

Modified hard copies can be requested from the school.

Glossary

National Curriculum	Programme of study that schools follow nationwide
Wolverhampton Local Authority	Local government body responsible for Wolverhampton
Intervention	A programme designed for pupils to improve an area of need.
Universal provision	High quality teaching and resources that all pupils can access.
Specialist	A person who is highly skilled in a particular area.
Education Health and Care Plan (EHCP)	Legal document that describes a child or young person's special Educational, Health and social Care needs.
Individual Education Plan	An Individual Education Plan is used to demonstrate the provision being put in place for a child where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.
One Page Profile	A one page document that captures the important information about a child with additional needs/special educational needs
review	A process whereby you discuss what has worked well and what needs to be improved/changed.
observation	Closely monitoring something or someone
Self-assess	This involves children evaluating their own work and learning
Holistic approach	Starts with the child's needs at its core and then designs tailored approaches to their education.