



# SEND Information Report

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| Policy Owner             | Mrs Donna Mould   |
| Date Approved            | 29 September 2025 |
| Review Date              | Autumn Term 2026  |
| Governor Board/Committee | FGB               |

| <u>Admin use only</u> |  |
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| Location              |  |
| Website               |  |
| Learning Platform     |  |
| Policies File         |  |
| Staff room            |  |
| Headteacher's File    |  |
| Policies Log updated  |  |





Loxdale Primary School  
SEND Information Report  
2023-2024  
(Reviewed May 2024)

## What is the Local Offer (SEND Information Report)?

*"Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available."*

Wolverhampton Local Authority have their own Local Offer which will be published on the Wolverhampton Council website: [Home | Wolverhampton SEND Local Offer](#)

In addition to the Local Authority's Local Offer, schools are required to publish information on their websites about the implementation of the Governing Body's policy for pupils with SEND. This is to be known as the SEND Information Report.

[Wolverhampton SEND strategy](#)

## How is Loxdale an inclusive school?

At our school, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a relational approach alongside a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. As a school we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background. Where we, as a school, or other professionals deem necessary, a multi-sensory approach/curriculum will be implemented on an individual basis, to meet the needs of the individual child.

Educational visits are an integral part of our curriculum, and we endeavour for all children to be part of such visits. Risk assessments are carried out, prior to any off-site activity, to ensure that the health and safety of our pupils and staff is never compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities,





which will cover the same curriculum areas, will be provided in school. Alternatively, if it is deemed that an intensive level of 1:1 support is required, a parent/carers may be asked to accompany their child on the visit.

Loxdale is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access. In addition, we have disabled toilets, and due to our school being on two floors, we also have lift access. As a school, we welcome the opportunity to discuss individual access requirements with parents and carers, to ensure all children feel safe and happy within their environment therefore they are able to thrive socially as well as academically.

We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

### **How does Loxdale Primary know if my child needs extra help and support?**

At Loxdale Primary, children are identified as having SEND through a variety of different ways, including:

- Children performing below age-related expectations
- Concerns raised by parents/carers
- Concerns raised by staff based upon lack of progress, changes in progress or pupil's behaviour (including social, emotional and mental health needs)
- Health diagnoses made through a paediatrician and/or other medical professionals
- A change in behaviours - "Behaviour is a form of communication!"

When children join us in Nursery, we complete our own baseline assessments to provide starting points for the development of an appropriate curriculum for all of our children. When children enter Reception, they also complete a national baseline, which is used to assess what children can do. This is used for the target setting process too.

If children join us from another school, we use information provided by their previous school to ensure our children receive the support and intervention that they need.





In addition, our school employs a qualified specialist teacher to assess the children we identify to have additional learning needs. The specialist teacher's assessment report is used by staff to produce specific and timely SEND support targets. The specialist teacher's reports and recommendations for staff ensure that, as a school, we are supporting the children in the best possible way. No assessments will begin without parental consent being given in writing.

At Loxdale, we use IASEND data logging system to support with assessment and target setting for most children who are on the school's SEND register. This then enables us to track and celebrate the small steps in progress each individual child will make from their starting points. Children who are accessing IASEND will complete precision teaching with a teaching assistant, at least 4 times per week, where they will work on their own individualised targets.

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

If you have concerns about your child, then you should initially contact your child's class teacher or Mrs Mould who is our School Inclusion Manager/SENDCo, whereby a meeting can then be arranged to discuss any concerns. Teachers will then complete a cycle of assess, plan, do, review: following the Local Authority Graduated Approach, to ascertain next steps on an individual basis.

[Wolverhampton Graduated Approach support](#)

### **How will Loxdale Primary support my child in their learning?**

Class teachers oversee, plan and work with children of all abilities (physically, academically, socially, and emotionally) in their class to ensure that progress is made by all children in every area of the curriculum. Work is adapted accordingly, and homework is set to suit individual children's needs. All children, regardless of their ability, have targets to work towards in most areas of the curriculum. Teachers will plan and mark work according to these targets as they are used as 'success criteria' for pupils, to ensure progress is made,

At times, there may be a Higher-Level Teaching Assistant (HLTA) or a Teaching Assistant (TA) working with your child, either individually or as part of a small group, in addition to Quality First Teaching in the classroom environment. The 1:1 interventions and boosters that are led by HLTAs and TAs are planned with guidance from the class teacher and will be tailored to the specific needs of the children in the groups to close gaps in learning over time.







Educational visits are arranged in each year to enrich and support children's learning. A residential takes place in Year 2 at Kingswood in the autumn term and an additional residential is undertaken for Year 6 children (and Year 5 if additional spaces allow) in the summer term. All children are given the opportunity to join in with off site visits and residential visits. Reasonable adjustments can be made where needed for individual children.

Our Inclusion Manager/SENDCo oversees all support and interventions for any child who requires additional support across the school. She will also monitor the progress these children make in the core areas of the curriculum (Reading, Writing and Maths). Mrs Mould will liaise with Miss Hanley: Safeguarding and Welfare Officer: Pastoral Manager and/or Miss Hughes : Pastoral and Attendance Officer to discuss Social, Emotional, Mental Health (SEMH) issues and the support that some children may require during their time at Loxdale. Appropriate interventions will then be put in place to support the children on an individual basis.

### **What support will there be for my child's overall wellbeing?**

Great emphasis is placed on providing a high standard of pastoral care for all our children. Staff are always ready to respond to any problems and it is hoped that parents will not hesitate to discuss any concerns that may arise.

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after your children.

Your child's class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Other staff, including Teaching Assistants, Higher-Level Teaching Assistants, Assistant Headteachers, Deputy Headteacher and the Head Teacher are always available for children who wish to discuss any issues or concerns. We are also very lucky to have both Miss Hanley and Miss Hughes, to work with children and their families in school. Monty: our therapy dog in training, is also there to support children throughout the day.

At lunchtimes, we also have our lunchtime supervisors, Peer Supporters and Activity Leaders who work hard to look after the children during a key time of the day.





As a school, we use a relational approach to behaviour with a clear behaviour and reward system ('The Pathway of Positivity') which is followed by all staff and pupils. We strongly believe that all behaviour is a communication.

The attendance of every child is monitored on a daily basis by Miss Hughes. Punctuality and absences are recorded and reported to Miss Hughes on a daily basis. Excellent attendance is actively encouraged throughout the school with children being rewarded for 100% attendance on a termly and annual basis. Additional attendance awards are also given on an individual basis to those families identified by the team to need additional support and encouragement.

All staff attend annual updates from the School Nurse on asthma, diabetes, epilepsy and anaphylaxis. All of our support staff hold certificates in First Aid at Work or Paediatric First Aid. Key staff have also been trained to support any child with diabetes.

In the event of a child wetting or soiling themselves, support staff will support children to change themselves as appropriate. Staff will change children as well if they have a specific need, following our school's Intimate Care Policy. Parents/carers are informed at the end of the school day or by phone call, if necessary, when a child has been changed in school. Parents are actively encouraged to support staff in school when accidents happen, and they may be asked to come to school to help clean their children, to ensure that they are comfortable to continue with the day.

For children with specific medical needs, our school will follow our 'Medicines in School' policy in order to support our children and individual needs will be identified and managed accordingly. Please see the school website for all our policies.

**How can Loxdale help me to support my child's learning?**





Your child's class teacher may suggest ways of how you can support your child's learning, and this can be discussed with the class teacher. You will be able to book meetings by contacting the school office to arrange a mutually convenient time.

Homework is set weekly, for Reception to Year 5 and should be returned the following week. Exceptions to this will be Year 6, who will be given much more regular homework in preparation for their SATs in May. There is an expectation that it is completed weekly at home, however there is also a weekly homework club available should parents wish to access this support. All of our KS2 children have their own laptop in school and may be asked to complete homework in class at lunchtime (during their class allocated time slot) if it is not completed.

At the beginning of the school year, each class teacher will inform parents of:

- regular routine homework expectations.
- curriculum knowledge organisers to understand what the children will be learning through the year. Parents/ carers may be glad of the opportunity this will present for furthering their children's knowledge and experience, for example by appropriate visits to a library, museum, place of interest etc.

Mrs Mould, our Inclusion Manager/SENDCo, may also meet with you if your child has SEND to discuss strategies and activities to help you support your child, particularly if an outside agency has completed a report and suggested programmes of support for home and school, as we feel that it is necessary to ensure consistency for our children and that we always work as a team.

**What specialist services are available in the school setting?**





- Miss Hanley specialises in the social and emotional well-being of children and their families and is supported by Miss Hughes.
- Commando Joe: we use the character curriculum created by COJOE to enhance our topic curriculum
- Reading volunteers support identified children to enhance their reading.
- All of our teaching and non-teaching staff access regular training and updates on a variety of school topics, including those relating to SEND, such as sensory, autistic and SEMH needs.
- Zones of Regulation - at Loxdale we use a whole school approach to support children in regulating their emotions, teaching strategies to use in a variety of different scenarios.
- Monty: The school therapy dog (in training).
- Lego Therapy - our school uses a play-based intervention which focuses on developing collaborative play skills with identified children.
- Nurture groups - to ensure positive relationships with peers are developed appropriately.
- Drawing and Talking therapy - led by Miss Hughes.

Teaching assistants are also trained in a variety of intervention programmes which include the following: -

- ELKLAN and WELCOM (a Speech and Language programme)
- RWI 1:1 (Read Write Inc One to One programme)
- Cool Kids (Occupational Therapy intervention)
- Sensory Circuits (Occupational Therapy intervention)
- Nurture Groups
- Precision Teaching
- Numicon - Breaking barriers (maths)
- Dough-Gym/Cool Characters (Occupational Therapy Intervention)
- Write Dance (Occupational Therapy Intervention)
- Fresh Start (phonics based programme for KS2 children)
- Beat Dyslexia - phonics intervention programme
- Literacy Gold - supports reading and spelling
- 1 Minute Maths







## Which external agencies are accessed by the school?

As a school, we work closely with, or have access to, a variety of external agencies such as:

- MASH
- Area SENDCOs
- CAMHS (Child and Adult Mental Health Service)
- Child Protection Advisors
- Special Needs Early Years Service (SNEYS)
- Education Psychologists
- Therapeutic Psychologists
- Educational Welfare Officers
- GEM Centre (Paediatricians, Occupational Health)
- Outreach Services e.g. Autism Outreach Service
- School Nurses (including Diabetic Nurses)
- Sensory Inclusion Service to support children with hearing/visual impairments
- Social Workers
- Specialist Teachers -including our own school specialist teacher
- Speech and Language Therapy
- Children and young people in care or post care services
- Journey of Change - Parent programme
- Reflexions

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

All work within each class is pitched at age related expectations (ARE) to enable all children to access the curriculum, according to their specific needs. Typically, this might mean that in a lesson there could be a range of ways work is set for the class, with work being adapted for specific individuals where needed. All staff actively seek ways to plan lessons which suit all learning styles to enable children to be learning actively, rather than learning in a more passive





manner. As part of quality first teaching, teachers adapt learning by using the EEF: 5-a-day principles, as a way of ensuring that all children can access their learning.

Assessment for Learning (AfL) is embedded into all of our lessons. This enables staff to adjust/plan work accordingly, dependent on children's knowledge and understanding within individual lessons.

For Read Write Inc (RWI), children are grouped according to their phonological reading ability rather than by age. Therefore, some RWI groups will have children from a number of different classes working together as they all have similar reading abilities based on their knowledge of phonics. Typically, RWI groups are much smaller than normal class sizes.

Teaching Assistants will be allocated to work with pupils in small groups or on a one-to-one basis to target more specific areas of the curriculum and/or work on precision teaching targets daily. This can either be within whole-class sessions or in a withdrawal intervention group. These booster/intervention groups are guided by the class teacher and overseen by the SENDCo.

If a child has been identified as having a Special Educational Need or Disability, they will be given a school SEND Support plan. Targets will be set and reviewed on a half termly basis according to their area of need. SEND Support plans will be shared with parents/carers at the end of each term, where they will be reviewed, and new targets set.

Specialist equipment, such as pencil grips, writing slopes, toilet frames, seating support, sensory tools etc, will be provided by school, for children if it is appropriate to their needs and if a recommendation from a medical professional is sent to school.

### **How are the school's resources allocated and matched to children's SEND needs?**

We ensure that the needs of all children who have Special Educational Needs or Disability are met to the best of the school's ability with the funds that are available. The SEND budget is allocated at the beginning of each financial year. The money is used to provide additional support





or resources dependent on an individual's needs. Resources may include the deployment of staff, depending on individual circumstances. Teaching Assistants are sometimes funded from the SEND budget to deliver intervention programmes designed to meet children's needs. Miss Hanley and Miss Hughes are also employed full-time by the school to support children with additional social and emotional or mental health needs.

### **Loxdale Outdoor Explorers Provision**

In instances where it is deemed beneficial for a pupil to access learning outside of the traditional classroom environment, we offer a tailored provision known as *Loxdale Outdoor Explorers*. This initiative provides a nurturing and flexible learning space where pupils with additional needs can engage in meaningful learning experiences through a variety of approaches.

Children participating in this provision benefit from:

- **Play-based and experiential learning opportunities** that support engagement and development.
- **Access to regulation strategies** to promote emotional wellbeing and readiness to learn.
- **Highly personalised learning activities** that go beyond standard classroom adaptations, enabling pupils to make progress in a way that suits their individual needs.

This approach ensures that all pupils are supported to thrive academically, socially, and emotionally, in line with our commitment to inclusive education.

### **Who will oversee, plan and work with my child?**

Initially, the class teacher, will oversee, plan and work with your child as they are with them daily. The Inclusion Manager/SENDCo will work with the class teacher, where appropriate, to discuss and review children's needs and suggest which support would be most appropriate. There may also be other professionals that work with your child to develop targets to help and support them in school and at home.





The Senior Leadership Team also formally oversees the progress of children on a termly basis, particularly in reading, writing and maths.

### **How will Loxdale Primary School know that my child is making progress and that support is having an impact?**

At Loxdale, we measure children's progress in learning against national expectations and age-related expectations. We track children's progress from their entry to school in Foundation Stage through to Year 6, using a variety of different methods including ARE (Age Related Expectation), phonic assessments and standardised tests in reading, maths and science.

On a daily basis, class teachers will continually assess/evaluate the progress of each child and note down areas where further support may be needed.

We will also use IASSEND to track the small steps in progress for children working below the ARE in their year group.

Termly pupil progress meetings take place with the Head Teacher, Deputy Head, and Assistant Heads to discuss which children are not making expected progress and how we, as a school, can further support these children to aid their progression to close the gaps in learning

If children have a school SEND Support Plan, then their targets will be reviewed and commented upon, with regards to the progress made using IASSEND. If, for any reason, a child has not met their target, the reasons for this will be discussed, then the target may be adapted into smaller steps, or a different approach may be tried to ensure that the child does make the necessary progress. The use of the IASSEND system is used to ensure small steps in progress are measurable and progressive.







## How will I know that my child is making progress?

At Loxdale Primary, we have an open-door policy whereby parents/carers can request to see a member of staff. If the school has a concern about any pupil, then we will contact parents/carers, as it is always our priority to establish a positive partnership.

Parent's Evenings are held in the Autumn Term and Spring Term to formally discuss children's needs and progress. In the Summer Term, a written report is sent home to parents/carers. Should parents require a meeting following this written report, then this can be arranged through contacting the school office.

If your child is on the SEND register, they will have a school SEND Support Plan which will detail individual targets. This will be discussed on a termly basis. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEND, they may have an Education, Health and Care Plan (EHCP), which means that a formal annual review meeting will take place to discuss your child's progress with relevant external agencies invited. This plan is reviewed annually, meeting with parents and appropriate professionals involved.

## Who can I contact for further information about Loxdale Primary School?

If you already have a child at our school, then your first point of contact should be your child's class teacher. You could also arrange to meet Mrs Mould if you have concerns relating to SEND. Alternatively, further information on our school can be found on the school website or in our school prospectus.





## Who should I contact if I have concerns regarding my child's SEND provision?

- Your child's class teacher
- Mrs Mould, Inclusion Manager/SEND Coordinator
- Mrs Scott, Head Teacher or Mrs Wright-Jones, Deputy Head
- Parent Partnership - 01902 566945
- Wolverhampton IAS (Information, Advice and Support Service) <https://wolvesiass.org>
- IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk](http://www.ipsea.org.uk)
- Wolverhampton Information Network - [WIN](#)

At Loxdale Primary, the Inclusion Manager/SENDCo reports to the SEND Governor every term to inform them of the progress of children with SEND and to discuss future plans to support or develop SEND provision in school; this report does not refer to individual children and confidentiality is maintained at all times.

The SEND Governor also reports this information to the rest of the Governing Board to ensure that all governors are kept informed about school-related SEND issues.

## GLOSSARY

**EHCP** - Education, Health and Care Plans which are completed/reviewed online on the SEND Hub.

**SENDCo** - The Special Educational Needs and/or Disability Co-Ordinator (SENDCo) is the person who is responsible for co-ordinating the provision for all children with Special Educational Needs within a school. It is a statutory requirement that every school must have a SENDCo.

**SEND** - Special Educational Needs and/or Disabilities

**ARE** - Age Related Expectations

**EHWB** - Emotional Health and wellbeing

**SEMH** - Social, Emotional, Mental Health

**QFT** - Quality first teaching



