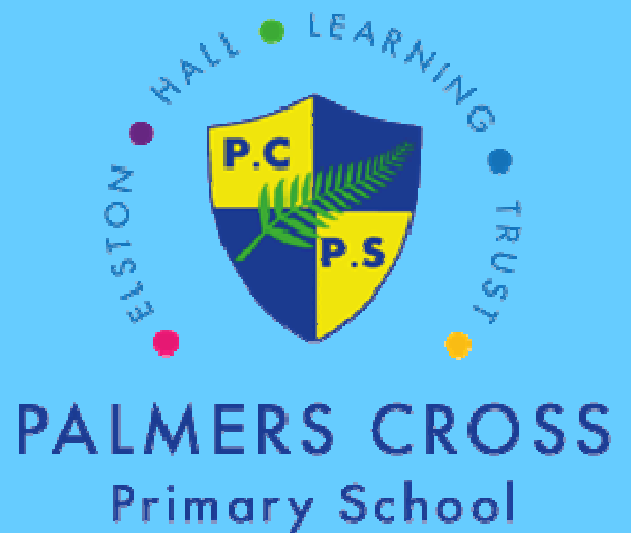


School Information Report



Our school context

Our school vision states; “Palmers Cross Primary is a school where all learners are happy, in an environment based on trust and support. We will settle for nothing less than excellence in our drive for achievement wherever this can be found.”

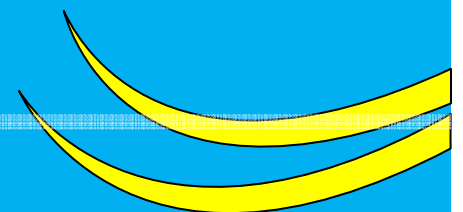
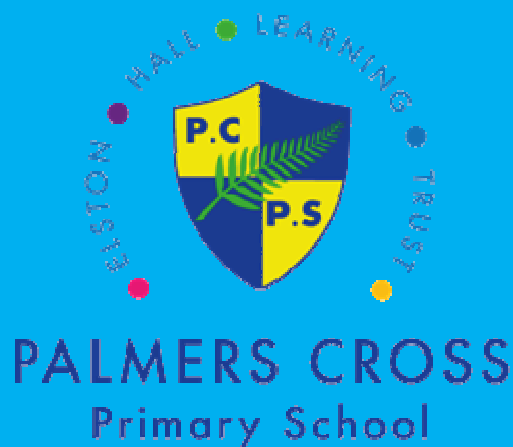
Palmers Cross Primary school is a small friendly, primary school located on the Wolverhampton and Staffordshire boarder in Tettenhall.

It is a one for entry with 226 pupils on roll at present.

In April 2016, the school converted to an Academy within The Elston Hall Multi Academy Trust.

At Palmers’ Cross Primary School, we embrace the fact that every child is different and therefore the educational needs of every child is different; this is certainly the case for children with Special Educational Needs. If you have any concerns regarding your child’s progress or well-being, then please either speak to your child’s class teacher or Miss Biffin (SENCo) to discuss your concerns. We closely monitor children’s progress throughout the school year.

Where pupils’ progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN support may need to be made. We acknowledge at different times in their school life, a child or young person may have a special educational need, as set out in the Code of Practice 2014.



What is the SEN information report?

Palmers Cross Primary School our SEND information report forms part of the Wolverhampton Local Offer for Learners with Special Educational Needs (SEN). At Palmers Cross, we use the definition of SEN and for disability from the SEND Code of Practice (2014).

This states;

-Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

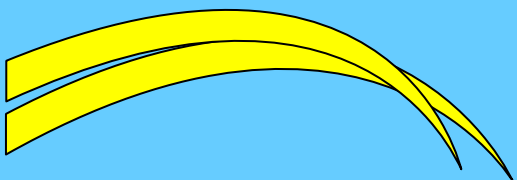
-A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

-Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

-Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010- that is '....a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affected by sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

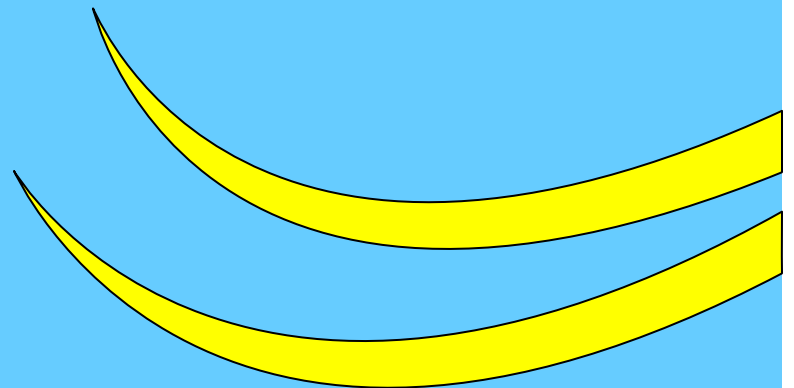
How we review our SEN information report?

Our SEND information report is reviewed at least once a year or in circumstances change in school regarding specific needs of our learners. The SENCo reviews and makes amendments where appropriate.



Our Values

Palmers Cross Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Palmers Cross Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This includes SEND pupils, pupil premium and looked after children.





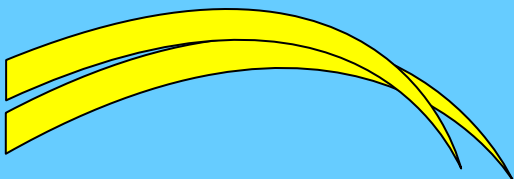
Staff roles and responsibilities.

Class teachers are responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional help your child may need (this could be targeted work or additional support) and informing the Special Education Needs and Disability Co-ordinator (SENCo)
- Writing Individual Learning Support Plans for Inclusion/ Individual target plans and sharing and reviewing these with parents at least once each term and planning for next term.
- personalised teaching and learning for your child as identified on the schools provision map.
- Ensuring that the school's SEND policy is followed in their classroom and for all pupils they teach with SEND.

The SENCo- Miss Biffin is responsible for:

- providing professional guidance to colleagues and work closely with staff, parents and other agencies.
- Writing the SEND Information Report which MUST be published on the setting website and updated annually
- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to provide SEND support.
- Advising on the deployment of the schools delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEND
- Liaising with EYFS providers, other schools, Educational psychologist, health and social care professionals and independent or voluntary bodies, LA.
- Managing the transition process-between the varying levels of SEND support, from one year group to the next and any change of school

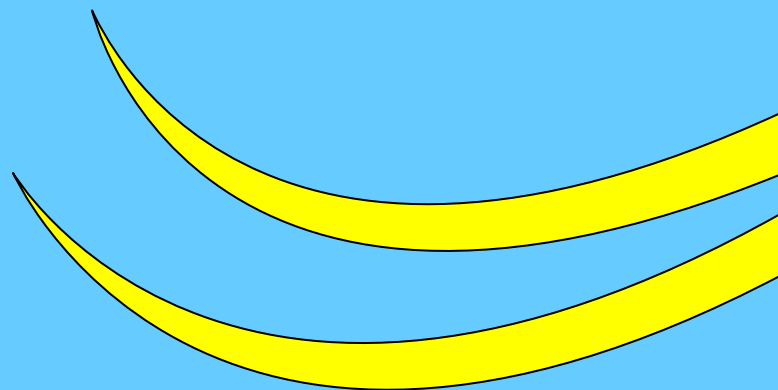


The headteacher Mr. D Nicholls is responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- The headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The Governors are responsible for:

- Making sure that the necessary support is given for any child with SEND who attends school.
- Supporting and challenging the Head teacher and SENCo with regards to SEND within the school.



Our graduated approach.

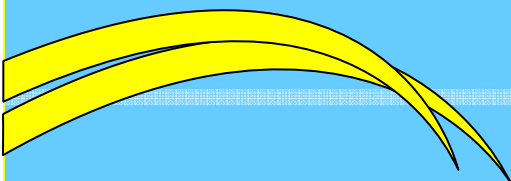
Class teachers identify if pupils require further support with their learning. At this point, the SENCo specifically identifies areas of need and pupils are given appropriate support at universal level. At universal level pupils have extra support within the classroom and within small groups.

If the class teacher feels that more support is required then pupils will be at SEN support in school. This means they will have an individual learning support plan (ILSP). Pupils will have interventions throughout the week working either 1:1 or in small groups to support these targets.

If further concerns are raised by class teachers or parents, then the SENCo will complete referral forms to our specialist teacher in order to offer specialist advice. Specialist teachers can also offer support and advice to teaching staff. Pupils that have more complex learning needs may require comprehension provision and assessment. These pupils will be supported by an educational health care plan. This plan provides key targets and actions for all professional involved in the pupil's education.



Wolverhampton Information Network



Meeting children's needs and reviewing progress.

At Palmers Cross, we encourage a 'Assess-Plan-Do-Review' process. Pupils' specific areas of need are supported through interventions e.g. small group withdrawal sessions, or in class support. Targets are set prior to intervention and progress and achievement is monitored throughout.

All interventions are planned for and delivered across the school. Progress is monitored throughout the interventions and the impact of the intervention is evaluated.

During the review session with parents/ carers, teachers will give a copy of the ILSP which outlines the strategies to support their child and will give suggestions of extra activities they can do at home and where necessary possible resources that can.

Assess

This involves taking into consideration all the information from discussions with parents and carers, the child, the class teacher and assessments.

Plan

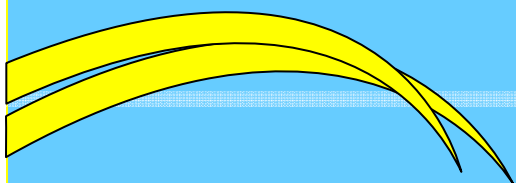
This stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on the provision map and will form the basis for review meetings.

Do

Providing the support- extra assistance for learning- as set out in the plan.

Review

Measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved- learner, parents or carers, teacher, SENCo and outside agencies contribute to this review. This stage then informs the next cycle.



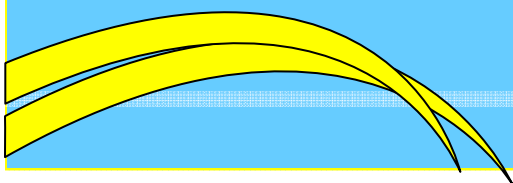
How do we identify children's needs? How do we inform parents and carers that their child has a special educational need?

All children starting our reception 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. Children who join us from other schools are supported using information obtained from their previous school. We then use this information to ensure they are placed in appropriate ability 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 (SEND) register and extra in class support 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 are children's special educational needs assessed?

How is children's progress measured?

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. From years 1-6 all pupils will be assessed termly in reading, writing, mathematics on a termly basis. This is an ongoing process to indicate the achievement of pupils in lessons. If a pupil is not making planned progress then interventions are planned and implemented. In year one a formal assessment of pupil's phonics ability is made and any pupil not achieving expected levels are re-tested in year 2. In addition pupils with SEND who are on the register at SEN support level are assessed against their Individual Learning Support Plan (ILSP) TARGETS. Targets are reviewed and set on termly basis and break down their learning into smaller steps allowing key concepts to be re-visited on a regular basis. All pupils on the SEND register receive support for their areas of need.

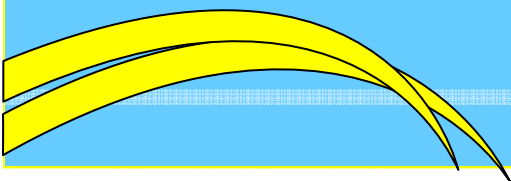


How is children's special educational needs monitored and reviewed?

All staff are familiar with the ILSP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on a number of occasions a new target is set. Review sheets are completed on a termly basis and are shared with parents. ILSP targets and reviews are monitored by the SENCo. Regular monitoring of ILSP target work is also completed.

Palmers Cross Provision.

Pupils' specific areas of need are supported through interventions e.g small group sessions or in class support delivered by teaching assistants and the class teachers. Targets are set prior to intervention and progress and achievement is monitored throughout. All interventions are planned and delivered across the school. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. During the review session with parents/ carers, teachers will give a copy of the ILSP which outlines strategies to support their child and will give suggestions of extra activities they can do at home and where necessary possible resources that can be used.



How do we meet the needs of pupils with physical disabilities

Palmers Cross Primary School is on one level. There are ramps that can be used for wheelchair access from our main building to outside areas including our Speech and Language Resource Base. All entrance and exit points with a slope have handrails.



Specialist Support

Once the school has identified the needs of SEND pupils, the SENCo and Headteacher decide what resources/ training and support is needed. School provision:

- Wide range of English and maths small group interventions delivered by TA's and designated teachers.
- phonic intervention groups
- Additional reading support
- Speech and language support
- Additional 1:1 learning sessions with a member of the inclusion team.
- cool kids programme
- cool characters programme
- Makaton
- Sensory Integration
- EAL assessment
- TEACCH

Local Authority Provision Available:

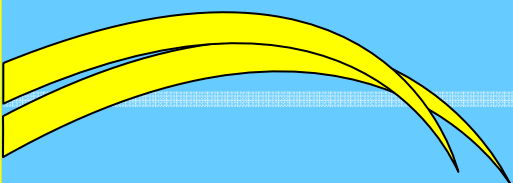
- Outreach support from Tettenhall Wood School/ Westcroft/ Penn Fields School/ Penn Hall School.
- Educational Psychology Service
- Specialist teacher service
- Special needs Early Years Service
- Sensory Inclusion Service.

CITY OF
WOLVERHAMPTON
COUNCIL

Health Provision Available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- School Counselling Sessions
- Base 25
Speech and Language Therapy

NHS



Educational Visits and Visitors in school.

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

Educational visits or visitors in are organized termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.

Pupils with SEND 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.

How do we keep pupils safe?

Pupils safety at Palmers Cross is paramount, therefore we have a number of systems and procedures in school to ensure this. They include:

A computerised signing in system which signs staff and visitors in and out of school.

All visitors to school will be presented with a badge that must be worn around school.

All visitors working in school have a enhanced DBS check.

Outside agencies who work within school have full ID check and covering letters from authorities.

Staff wear ID badges throughout the day.

In the case of a special assembly or workshop visitors will use a signing in book.

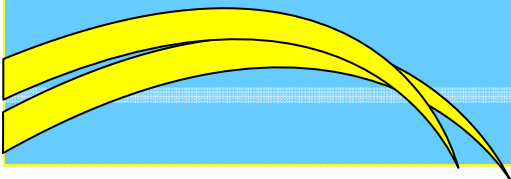
A 'safe person' in school is identified through posters and reminders in assemblies.

Single central record is kept of all visitors.

Confidential files are locked away in the main office.

Triangle system is used across school to ensure that all pupils and staff are safe when in classrooms or intervention rooms throughout school.

PEP plans are in place for the Learning Resource Base (class 7/8) pupils to ensure they are safe through fire drills.



How do we support pupils health and well being?

Children's Emotional well-being We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHEE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

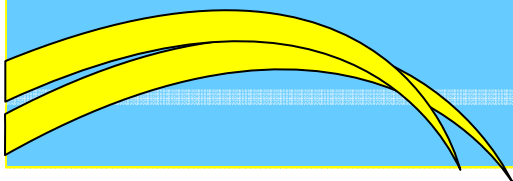
-lunch time and play time support

-peer mentor system is in place during break times and lunch times.

-Individualised programmes of work including activities to complete at home.

-Access external agencies and professionals and follow their advice. The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn with staff and pupils and is accessed by parents.

Any pupils with additional medical needs are well catered for at Palmers Cross. All medical requirements are requested from parents prior to admission (or as soon as possible after a place allocation) and these are added to the school medical needs folder. Health care plans are drawn up in conjunction with school nurses and parents. All medicines are kept in a locked cupboard accessible to appropriate members of staff. (See Medicines in school policy.) There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. The SLT carry out pupil voice questionnaires. Prior to SEND review meetings, pupils have the opportunities to share their views.



Provision for my child, including pastoral care and medical needs.

Provisions are made for any pupils regardless of their needs for them to access the full curriculum. These include mild/ moderate learning difficulties, hearing impairment, behaviour, dyslexia and dyspraxia, visual impairment, physical disabilities, communication difficulties, autism, downs syndrome.

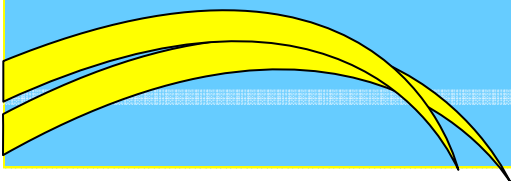
We also have 15 place Speech and Language resource base that is a named provision for pupils with an Educational Health and Care Plan.

Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCo who will then make appropriate referrals or organize appropriate support. In addition to support given by staff, we encourage peer support e.g. buddying systems and school council. The school have 1:1, and small group sessions which are led by our behavioural, social and emotional mentor- Miss L Taylor, who works across the trust schools.

Training is delivered with regards to asthma, EpiPens, diabetes and other medical needs related to pupils in the school. Many of our staff have received Paediatric First Aid Training and regular refresher training courses are attended. Individual pupil requirements with regards to medical care are kept in the staffroom and main office. All children who have severe medical conditions have their photograph and a brief explanation of actions required displayed in these rooms.

Also dinner time staff and outside agencies who work with the children are provided with a photographic record of these children. 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 listed in the school office. Any medications given is recorded.

Support staff with 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.



Listening to children's views.

Each year group from Reception to Year 6 elect two members to represent them on the school council. Meetings are held on a weekly basis to discuss suggestions, concerns and successes that have been raised through the week.

Pupils also complete questionnaires during the autumn term focusing on key areas of the school. School governors also conduct pupil interviews each year to gather views from a range of pupils.

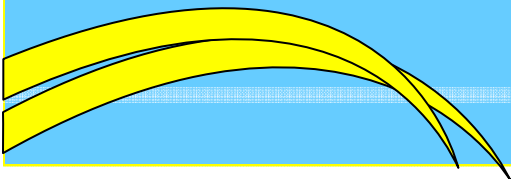
How can parents and carers support their child's learning.

Homework is set for English and maths and is specific to the pupil's ability. Reading books and profiles are sent home and parents/ carers are encouraged to make comments about their child's reading and hear them read daily.

Throughout the year we offer a range of workshops for parents/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home. There are a range of parent classes available throughout the year including 'stay and play' sessions.

How can parents and carers raise their concerns.

Class teachers are available to parents and carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed at the school office. Parents and carers evenings are held on a termly basis. Informal meetings for parents and 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 have.



Transition procedures.

Induction to nursery- New nursery pupils have home visits from the early years team in school. They have taster sessions before they first come into school. Throughout the transition period, parents and carers are provided with opportunity to stay and play. These sessions are run throughout each half term.

Induction to Reception- All children starting our Reception will receive a home visit whereby information from parents can be shared regarding their child's needs and education. Concerns about particular needs will be brought to the attention of the SENCo. Where necessary the SENCo. Where necessary the SENCo will arrange a further meeting with parents, previous setting, health visitor etc. Class teachers of children joining from other schools will receive information from the previous school; if required the SENCo will telephone previous school to discuss individual pupil's needs.

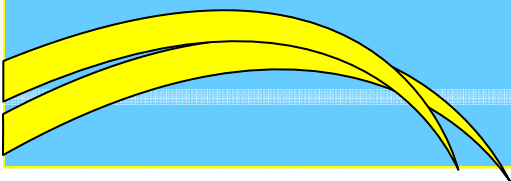
Year 6 transition- Transition meetings are held in the Autumn Term of Year 6 to inform parents/ carers of Secondary School Provision. Secondary school representatives are invited to consultation evenings.

Pupils with an Education Health and Care Plan will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5.

Visits to prospective new schools are arranged in Liaison with the senior schools.

A transition plan is organised throughout the school by each year group to allow children to visit and get to know their new year group and staff.

Our school SENCO carefully plans transition sessions for pupils that are joining our Speech and Language Resource Base. This may involve staff attending from current setting or Palmers staff visiting settings that pupils are transitioning from. Parents and carers also are invited to visit Palmers Cross accompanying their child for sessions before they transition.



Contact information

All staff can be contacted on the school number

01902 558322

SENCo Miss E Biffin- ebiffin@palmers.org.uk

Headteacher Mr D Nicholls- dnicholls@palmers.org.uk

Attendance officer: Mrs D Roe

School Office enquires—office@palmers.org.uk

