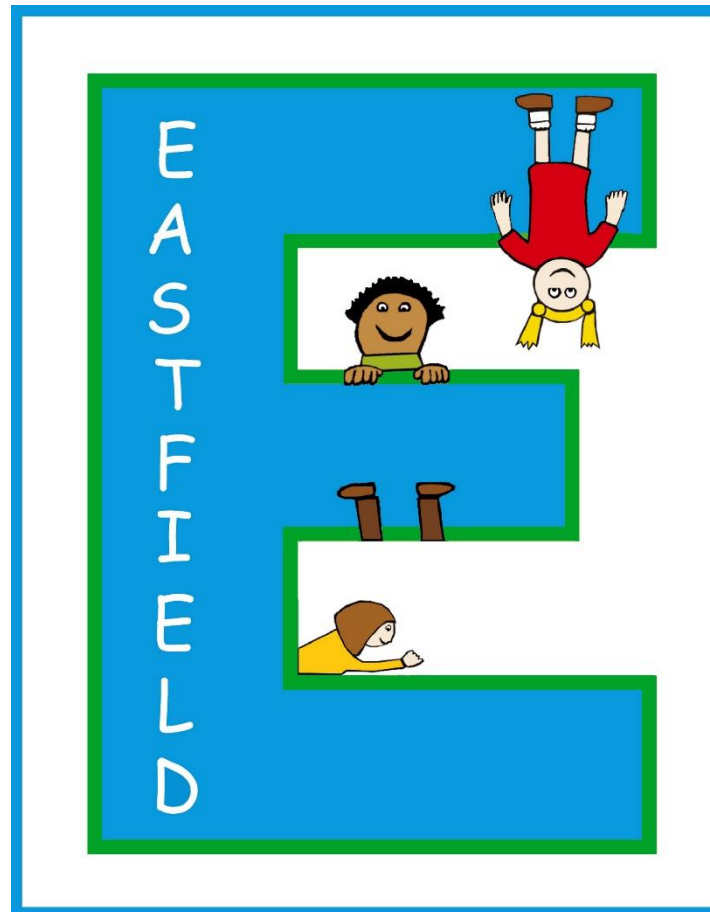


Eastfield Primary School



SEND Policy & Information Report

2023-24

Approved by: Mrs S Hay (Headteacher)
Moyra Throssell (SEND Governor and Vice Chair of Governors)

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Eastfield primary is a fully inclusive mainstream school, we welcome all children and value them as individuals. We believe that every child has the right to have their own **personal** needs recognized and **supported** in order to achieve success. At Eastfield, all teachers are teachers of children with special educational needs, we work together as the team, in partnership with pupils and their parents, to ensure that pupils **maximise** their full potential.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Equality Act 2010](#), which sets out schools' responsibility to not discriminate disabled pupils and to make reasonable adjustments (considered changes) to ensure disabled pupils are not at a substantial disadvantage compared with their peers
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCo) and the SEND information report

This SEND policy and information report aims to:

- Set out how Eastfield will identify, support, and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Eastfield has a clear, consistent and **robust** system to record and share information securely, which is Edukey.

Values

Diversity and **Opportunity** underpin our curriculum at Eastfield and our core values of **Care**, **Pride**, **Respect** and **Resilience** are at the heart of everything we do. More information about our core values can be found [here](#).

Vision

At Eastfield, we want our children to leave literate, numerate and with a well-developed sense of who they are, what they can be and how they fit into the wider community – Personal, Social, Health Education (PSHE) and Social Emotional Aspects of Learning are key.

Visits, visitors, hands on experiences, learning of languages and learning outdoors are all very important to the children **and staff** at Eastfield.

We want our pupils to be Historians, Geographers, Artists, Scientists, Musicians etc and for them to acquire the knowledge and skills needed to be successful in each area.

Aims

At Eastfield, we aim to provide a fully inclusive education for all of our pupils. In providing for pupils with SEND our aims and objectives are to:

- Develop pupils to their full potential and to value them equally: with due regard to their abilities, any disabilities, race, gender and background; and to give every pupil access to a broad and balanced curriculum.
- Embrace inclusion for all pupils and guarantee a policy of integration into all school activities, promoting a happy, safe and secure environment to ensure the most effective learning for all pupils.
- Involve the child and their parents when identifying SEND needs, planning, assessing and reviewing SEND provision and progress.

- Work collaboratively with outside agencies, when necessary, to provide specialist support for pupils with SEND.

Support for pupils with SEND is provided through:

- Quality first teaching
- Adaptive teaching strategies(including reasonable adjustments)
- Small group targeted intervention
- Individual targeted intervention
- Specialist outside agency support and intervention

The Kinds of SEND Supported at Eastfield

In line with the SEND Code of Practice 2014 and Equality Act 2010, we identify a pupil with SEND who has:

- A learning difficulty or disability which calls for additional educational provision* to be made for the individual
- Significantly greater difficulty in learning than the majority of others at the same age
- A disability that prevents or hinders them from making use of educational facilities
- 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

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

We currently provide additional and/or different provision for a range of needs, including:

- **Cognition and learning** - How your child thinks, learns and understands the world, e.g. dyslexia. This includes children who may learn at a much slower pace than their peers, even with appropriate adaptive teaching strategies such as differentiation.
- **Communication and interaction** - How your child communicates with, listens, responds, plays with and learns with others, e.g. autistic spectrum disorder (ASD), speech and language difficulties (SLCN). This includes children who have difficulty saying what they want to do or understanding what is being said to them and children who do not understand or use social rules of communication. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Social, emotional and mental health difficulties (SEMH)** - How your child shows their feelings and negotiates and solves problems in different situations, e.g. attention deficit hyperactivity disorder (ADHD). We follow the Wolverhampton: Getting it Right pathway when supporting children with potential social, emotional and mental health difficulties. We have developed a clear, graduated response pathway to identifying need and offering support.
- **SENdsory and/or physical needs** - How your child responds to their environment and learning using their senses and any diagnosed medical issues. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-SENdsory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At Eastfield, we are aware that these needs will often be inter-related and that children may have more than one area of need.

Staff Roles and Responsibilities

All staff have a part to play in the delivery of an inclusive and effective education for all pupils at Eastfield. Our staff are available, at mutually convenient times, to discuss any concerns you may have about your child or to share information that either party feels would be useful to the other.

Class Teachers

'Every Teacher is a teacher of SEND'

As stated in the SEND Code of Practice 0-25 (2014), all teachers are teachers of pupils with SEND. All teachers at Eastfield play a crucial role in identifying; individual pupil's strengths, barriers to their learning and areas of need, and in planning high quality teaching and learning opportunities, which are **adapted** and personalised to meet the needs of pupils.

Each class teacher is responsible for:

- The progress and development of every pupil in their class through quality first teaching
- Identifying a child who potentially may have a special need and **raising a cause with the SENDCo**
- Working closely with 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 SENDCo to review each pupil's progress, development and provision
- Ensuring that parents and pupils are continuously involved in the development of the SEND provision delivered to meet the needs of their child
- Ensuring that they follow the school's SEND policy and information report

Support Staff

At Eastfield, support staff work with the class teachers to support pupil's individual needs and ensure inclusion of pupils with SEND. They play an important role in delivering SEND provision and contributing towards monitoring progress.

Each **support staff member** should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedure for giving feedback to teachers about pupil's progress.

SEND Team (Mr Thelwell and Mrs Reynolds)

The school's SENDCo is Mr Tim Thelwell who can be contacted via the school office on 01902 558604 or office@eastfieldpri.co.uk (please title email '*FAO Mr Thelwell - SEND*'). He is a member of the school's Strategic Leadership Team, Senior Leadership Team and Inclusion Team. Mrs Emily is the SEND Assistant who assists with SEND provision and administration.

The SEND Team will:

- Work with the headteacher 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 co-ordination of specific provision made to support individual pupils with SEND, including 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
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date

The SEND Governor (Ms Moyra Throssell)

The SEND Governor will:

- Support the monitoring of the quality and effectiveness of SEND provision within the school and update the governing body on this

- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher (Mrs Sarah Hay)

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Decide upon on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Have overall responsibility for the provision and progress of learners with SEND
- Ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Governing Body

The governing body, acting through the Head teacher and staff, will:

- Ensure that provision is made for pupils who have SEND
- Ensure that teachers are aware of the importance of identifying and providing appropriate support for those children with SEND
- Ensure inclusion of all SEND pupils
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND

Identifying Pupils with SEND and Assessing Their Needs

When identifying pupils with SEND, we follow the graduated approach including the four-part cycle of assess, plan, do, review (APDR). We recognise that identifying need at the earliest point and then providing evidence-based interventions, improves long-term outcomes for the child.

The SEND Code of Practice 2014 states *'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review). This is known as the graduated response.'*

Assess - This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of progress and attainment, comparisons with peers, national data and the views of the parents. Where external agencies are already involved, their work will help inform the assessment of need. If there is insufficient progress despite support and intervention, further advice might be sought from outside agencies.

Plan - Planning will involve consultation between the teacher, SENDCO, the Inclusion Team and parents to agree adjustments, interventions and support, the impact on progress, development and, or behaviour. An IEP, detailing the plan, will be written by the class teacher and will incorporate advice from external professionals if appropriate. Individual plans are entered onto the schools Edukey system.

Do - The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of interventions. Further support and advice will be provided by the SENDCO. The teacher is responsible for liaising with parents and carers.

Review - The review process will evaluate the impact of the support and interventions. The class teacher will revise the support and outcomes based on the child's progress, making any necessary amendments going forward, in consultation with parents and the pupil and SENDCO where appropriate.

As part of the APDR cycle, it may be decided that the pupil has made sufficient progress to no longer meet the criteria for being on the SEND register. Parents will be consulted, and the child will be carefully monitored. If the child is making insufficient progress despite intervention, with parental consent, we may take further advice from outside professionals.

Pupils with mental health needs are identified through a triangulation of systems including the special educational needs system, positive behaviour for learning and safeguarding (including Early Help). Please see 'Appendix 1' for our pyramid of support for SEMH needs.

Class teachers work with the SENDCo, the pupil and parents to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment of attainment and progress and experience of the pupil
- Pupil's previous progress, attainment and behaviour
- Other teachers' assessments and information from previous settings (where relevant)
- The individual's development in comparison to their peers and national data
- The views and experience of parents and the pupil's own views
- Results from standardised tests, diagnostics tools or screenings, e.g. Boxall Profile, YARC.
- Advice from external support services (if relevant), e.g. a Speech and Language Therapist (SaLT), **Wolverhampton Outreach Service** or Educational Psychologist (EP)

If school and parents agree that a pupil requires special educational provision, the child will be identified as requiring SEND support and will be added to the school SEND register. The aim is to ensure that effective provision is put in place and so remove barriers to learning. An Individual Education Plan (IEP) will be written by the class teacher with the SENDCo, parents and pupil and stored on the Edukey system. The IEP will contain information regarding the pupil's SEND and details about the personalised targets and provision they are to receive. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are stated in the pupil's IEP. The IEP is reviewed on a termly basis which both parents and the pupil contribute to with the class teacher and/or SEND Team.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the local Authority to conduct an assessment of education, health and care needs for an Education Health and Care Plan (EHCP). The request can be made by school (after consultation with parents) or independently by parents.

Pupils with English as an Addition Language (EAL)

The identification and assessment of the SEN of children whose first language is not English, requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or both. We liaise with appropriate professionals to support with assessments. An SEN assessment will be arranged only if the child has needs that are in addition to being EAL and only after a period of time.

Consulting and Supporting the Parents of Pupils with SEND

We are child and family centred so you can expect '*No decision about me, without me*'. When we assess special educational needs, we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them to make progress.

At Eastfield, we have an open-door policy where parents are always welcome to speak to staff about their child at a mutually convenient time. The first port of call should be the pupil's class teacher who may then consult their Phase Leader or the SENDCo prior to discussing any concerns or issues with parents at a follow up meeting.

Every term, parents are invited to contribute to an IEP review which allows staff and parents to share information, celebrate achievements and plan next steps (usually in the form of a new IEP). The discussion is usually led by the pupil's class teacher and/or with a member of the SEND Team.

Other methods of communication available to parents include:

- Email
- Telephone conversation appointments if you are unable to visit school
- Text messaging service (SIMS app)
- Annual written school reports
- Termly parent consultation evenings
- Annual reviews for pupils with an EHC plan

General school information is also communicated to parents via the school's weekly letter and Facebook page.

Involving Pupils with SEND in Their Education

Our pupils are made aware of the support that surrounds them in school. We recognise that all pupils have the right to be involved in making decisions about their education. They are encouraged to participate in setting targets and reviewing their own progress where appropriate.

Class teachers and support staff hold continuous, open dialogue with pupils about their learning and education during lessons/interventions, playtimes and other appropriate moments throughout the school day.

We also listen to what pupils tell us about how they like to learn using pupil interviews, questionnaires and PSHE/circle time sessions. Their views and feelings are important to us and have an impact on our practice.

Our open-door policy means that they always have access to staff. They know who to talk to if they have any concerns and how to access information to help them.

Assessing and Reviewing Pupils' Progress Towards Outcomes

Pupil's progress is continually monitored by his/her class teacher. In Key Stage 1 and 2, teachers complete formative and summative assessments of pupils termly in reading, writing and mathematics. This information is used by the school's Senior Leadership Team (SLT) to ensure that we are targeting specific pupils for maths, writing and reading. In the Foundation Stage, we track progress against the new Early Years Foundation Stage statutory framework standards (2021).

Achievements and progress are shared with parents at termly parent consultation evenings. We gather views of parents at our termly consultation meetings and make notes of important points that can be revisited at successive meetings to review progress.

The SLT analyse the attainment and progress of every pupil each term, and these results are discussed with class teachers at pupil progress meetings. Each teacher plans targeted interventions for pupils whose progress is causing concern. They liaise with the SENCo about the appropriateness of writing an Individual Education Plan for pupils whose needs fall outside normal classroom **adaptive teaching strategies** and reasonable adjustments. We adapt our teaching, curriculum and resources to suit the needs of individuals as much as possible.

All Year 1 pupils complete a statutory Phonic Skills Check. Some pupils will complete this check for a second time in Year 2.

At the end of **Key Stage 2 (Year 6)**, all pupils are required to be formally assessed using Standard Assessment Tests (SATs) for English, Maths and Science. This is something the government requires all schools to do and the results are published nationally.

The progress of pupils with an EHCP is formally reviewed by all adults involved with the child's education and care at an annual review.

Supporting Pupils in Moving Between Phases of Education

Every effort is made to link with previous/future schools to ensure smooth transitions for both new admissions and leavers. We recognise that transitions can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible:

When a child moves from nursery/pre-school:

There are induction visits for children in the second half of the Summer Term (staff may also visit them in setting). This is also an opportunity for a parent to discuss any concerns with the new class teacher and SENDCO.

If a child moves from another school or to another school

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When a child moves class:

All information is passed on to the new class teacher in advance and a meeting takes place to discuss the child's needs. The children usually have the opportunity to meet with their class teacher. Additional visits to meet the new teacher may take place if necessary.

When a child transfers to secondary school:

Year 6 teachers complete local authority information documents for secondary schools to share pupil information. The SENDCO liaises with the secondary schools' SENDCOs to discuss the specific needs of individuals. All children attend transition meetings to their secondary school and for children with SEND additional visits can be arranged, by parents, if needed.

For children with an Education, Health and Care Plan (EHCP), we ensure the secondary school SENDCO is invited to meeting our SENDCO to share information and so they have plenty of time to make transition arrangements.

The Approach, and Adaptations, To Teaching and Supporting Pupils with SEND Within the Curriculum and Environment

All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND including specific learning difficulties (such as dyslexia), Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and social and emotional difficulties.

Teachers use adaptive teaching strategies in order to cater for their pupils' needs, planning individual timetables where necessary. When required, staff can be deployed to give pupils additional support in small groups and/or to provide 1:1 support (when possible and required).

Quality First Teaching (including Reasonable Adjustments)

Class teachers have the highest possible expectations for every pupil in their class. All teaching is based on building on what a pupil already knows, can do and understands. We use a number of teaching methods that are adapted to the needs of both groups and individual pupils. Eastfield is an inclusive school, so pupils are taught alongside their peers as much as possible. Clear differentiated groups are used as well as mixed ability grouping depending on the nature of the learning task. Staff strive to adapt resources to either offer a greater level of support or to make learning more challenging so that every pupil can achieve their very best. Resources such as visual timetables and clearly labelled resource trays are consistently used throughout the school to support pupils. Other resources such as sloping desks and fine motor skill tools are also available, when required, to

support pupils with their learning. Pupils are also able to access vocabulary/spelling learning mats for additional support with writing and the use of a variety of learning mats linked to mathematics, e.g. 100 square, number lines/tracks, multiplication facts. Working walls in each classroom also display relevant vocabulary linked to English, Maths and other areas of the curriculum. Dyslexic friendly resources, such as the use of coloured backgrounds on our interactive whiteboards and the use of coloured paper in exercise books, are available in classrooms. Multi-sensory approaches are used to help pupils learn spellings. Mind mapping is used with all pupils to help them retain information about the different topics studied across the curriculum.

Small Group Support

Pupils sometimes work with an adult in a small group (usually up to six in total) who are at a similar place in their learning. These sessions are often led by a trained Teaching Assistant, under the direction of the class teacher. They may take place inside or outside the classroom. Progress is monitored constantly by the class teacher to ensure that the group support meets the pupils' needs and agreed outcomes.

1:1 Support

Some pupils with SEND will work with an adult, often three times a week, towards targets linked to their IEP. These sessions are usually led by a **trained member of support staff**, under the direction of the class teacher and with advice from the SENDCo. Analysis of the effectiveness and impact of the intervention is carried out half-termly by the SENDCo and class teacher. Other 1:1 support will take place, as and when needed, to support pupils without SEND.

Specialist Support

Specialist support involves the pupil working with an adult on specific individual targets which have been recommended by specialist educational or health care professionals (e.g. Speech and Language Therapy, Educational Psychologist, Wolverhampton Outreach Team, Pupil Support Services, Occupational Health and Physiotherapy agencies) to support their learning or a specific area of development. Analysis of the intervention/plan is usually carried out approximately every six months by the SENDCo and specialist agency.

The Expertise and Training of Staff to Support Pupils With SEND

- Our SENDCo leads a team of talented support staff who are all trained to support pupils with a range of educational, social and emotional needs.
- Mr Thelwell has completed the National Award in Special Educational Needs Coordination.
- All staff can undertake small group work, or 1:1 support, as appropriate to meet the needs of pupils with SEND. **Support staff** have received training in a variety of interventions including precision teaching, **Drawing and Talking**, Nurture group, Elklan training, Talk 4 Writing, Bikeability, Balanceability, Mindfulness and Relaxation, Cool Kids, Lego based therapy and Circle of Friends. See an extensive catalogue of interventions [here](#).
- Our SLT, alongside class teachers, analyse pupil performance termly to ensure that every pupil is reaching their potential and they act accordingly on any issues raised by the information.
- The school is committed to offering regular continued professional development and all staff attend annual appraisal meetings and have on-going training in order to meet the differing needs of all pupils. We work closely with Speech and Language (SALT), Wolverhampton Outreach and the Education Psychology team (EP) who provide training and support.

Evaluating the Effectiveness of The Provision Made for Pupils With SEND

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their IEP targets each term
- Parent and pupil feedback during IEP meetings and parent consultation evenings
- Classroom and intervention observations by the SLT and SENCo
- Work sampling to ensure progress and effective matching of work to pupils' needs
- Using provision maps to measure and review the impact of and progress made in interventions
- Holding annual reviews for pupils with EHC plans
- Analysis of termly standardised data from reading and maths tests by the SLT and SENDCo
- Discussions about pupil's needs and outcomes at pupil progress meetings with the SLT
- Monitoring attendance and behaviour records from SIMs
- Analysis of SATS results in comparison to local and national data

How Pupils with SEND are Enabled to Engage in Activities Available with Pupils in The School Who Do Not Have SEND

As an inclusive school, all pupils, regardless of their SEND, are encouraged to take part in:

- Extra-curricular activities such as after-school clubs
- Educational visits and residential trips
- Class assemblies, school plays/productions and private music tuition sessions
- Sports day and school sports teams' fixtures

No pupil is ever excluded from taking part in the above activities because of their SEND and we provide staff to support their full involvement (if needed).

Admission of Pupils with SEND to Eastfield

At Eastfield, we are committed to offering an inclusive curriculum to ensure the best possible progress of all our pupils, whatever their needs or abilities. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. In line with the SEN and Disability Act we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision. The school follows the admission policies of Wolverhampton LA and the Admissions Team deal with all admissions – [click here](#).

Accessibility

The school's [accessibility plan](#) is available from our website.

Support for Pupil Mental Health and Well-Being

At Eastfield, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance for pupil mental health and well-being. We provide support for pupils to improve their emotional and social development in the following ways:

- Eastfield has a zero tolerance approach to bullying and a copy of our [Positive Behaviour for Learning Policy](#) and [Anti-Bullying Policy](#) are available on the school website
- At lunchtimes, we have teaching assistants who work to support pupils during a key time of the day
- Weekly whole school assembly and class assemblies, with a specific PSHE theme, take place across school. Assembly themes are then followed up in class through PSHE/Circle Time lessons

- Lego Therapy, Zones of Regulation, Cool Kids, social skills and team building sessions are delivered, when appropriate, to meet the needs of specific pupils facing mental health and well-being difficulties ([school website details](#)).

We recognise that children with SEN are potentially more vulnerable than other children. Our Safeguarding Team meet weekly to monitor any concerns that have arisen. Incidents of distressed behaviour or concerns around bullying are discussed and treated sensitively, with a restorative approach. Measures are put in place to prevent bullying. We offer additional support to families through a school-led early help assessment or if more appropriate, signposted them to the Strengthening Families Team. Please see 'Appendix 1' for our pyramid of support for SEMH needs. On the school website, we have a page to support all pupils' well-being – [click here](#).

Additional Funding

The local authority will top-up funding for pupils with a high level of need (AEN/HLN funding). If a pupil's EHCP identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents and schools will work together to see how this funding is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan.

Working with Outside Agencies to Support Pupils With SEND

When required, we can access support from a range of specialists for advice about SEND related needs including:

- | | | |
|--|---|--|
| • Educational Psychologist Service (EPS) | • Speech & Language Therapy (SALT) | • School Nurse |
| • Inclusion Support | • Child & Adolescent Mental Health Services (CAMHS) | • Strengthening Families Hub and Early Help Services |
| • Occupational Therapist (OT) | • Physiotherapists (PT) | • Wolverhampton Outreach |

We also liaise with an Educational Welfare Worker on a weekly basis who works closely with staff, pupils and families in raising attendance and punctuality.

The school are also able to signpost families to other agencies that can provide appropriate support.

Arrangements for Supporting Children and Young People in Care (CYPiC) with SEND

Children and Young People in Care (CYPiC) receive the same inclusive education as their peers with additional support from the virtual school of the local authority where the pupil originates from. Mr Thelwell (Designated Teacher for Children and Young People in Care) liaises with virtual school professionals, local authority representatives, social workers and the other adults involved in the education, health and welfare of CYPiC on a regular basis to discuss pupil well-being and education, including their Personal Education Plan (PEP).

Supporting Pupils with Medical Needs

Pupils with medical needs will be provided with a detailed Care Plan, created in partnership with parents and (if appropriate) the School Nurse. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEN and may have a Health and Care Plan which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice (2015) is followed. The school's [medical policy](#) is available on the school website.

The school works closely with the School Nursing Service. The School Nurse helps with the writing of medical plans and provides annually training for staff on the use of inhalers and Epipens. She will also help school to access training for any other medical concerns that arise. She is the first point of call with regard to health queries for school. She will keep the school informed as to any changes implemented by the Wolverhampton Hospital Trusts.

When Parents Are Not Satisfied with a Decision Or SEND Provision

The first point of contact is your child's class teacher who is available at a mutually convenient time (appointments made via the school office). If you are not satisfied that your concern has been addressed, then you may speak to the SENDCo. If he cannot solve your issues, the head teacher (or another member of the Strategic Leadership Team in her absence) would listen to your concern. The school's Governing Body would be contacted if the head teacher were unable to resolve the issue. A copy of our [Complaints Policy](#) is available from the school website.

Other sources of advice can be found below:

- [Information Advice Support Service \(IASS\)](#) - A support group and advice line for parents/carers of children with special educational needs or disabilities
- [SEND Direct](#) - Provides support and advice for families.

The Local Authority Local Offer

The Wolverhampton SEND Local Offer is available on the council website – [click here](#).

Policy Monitoring Arrangements

This policy and information report will be reviewed by the SENDCo and SEND Governor annually. It will be updated if any changes to the information are made during the year. It will be approved by the headteacher and/or governing body.

Other Relevant Policies

On the school website you will find relevant [school policies](#) to guide you – [click here](#).

Appendix 1 - Pyramid of Support for SEMH needs.

