

# Chuckery Special Educational Needs and Disability Information Report 2025-26



Hi.

**Assistant Headteacher/ Inclusion Manager:** Angela McMorrow  
**Contact:** 01922 720792



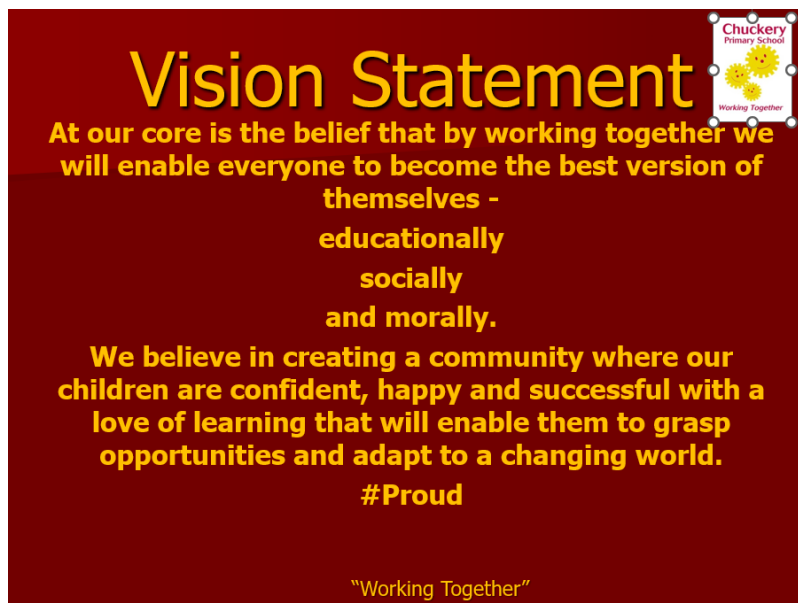
**Special Educational Needs and Disability Coordinator (SENDCo):** Jordan Jacks  
**Contact:** 01922 720792 or [jjacks@chuckery.walsall.sch.uk](mailto:jjacks@chuckery.walsall.sch.uk)

**Special Educational Needs and Disabilities (SEND) Governor:** Nicola Rudge  
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**Local Offer:** [Welcome to Walsall's SEND Local Offer | Send](#)

## Whole School Approach

### Vision



**Vision Statement**

**At our core is the belief that by working together we will enable everyone to become the best version of themselves -  
educationally  
socially  
and morally.**

**We believe in creating a community where our children are confident, happy and successful with a love of learning that will enable them to grasp opportunities and adapt to a changing world.**

**#Proud**

"Working Together"

### **Aims of our provision in regards to pupils with SEND**

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to enable access to the curriculum, the environment and to information for all.
- To ensure that children and young people with SEND engage in the activities of the school. • To reduce barriers to progress by setting suitable learning challenges and responding to pupils' learning needs.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum.
- To request, monitor and respond to parent/carer and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through continuing professional development.
- To support pupils with medical conditions to achieve inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

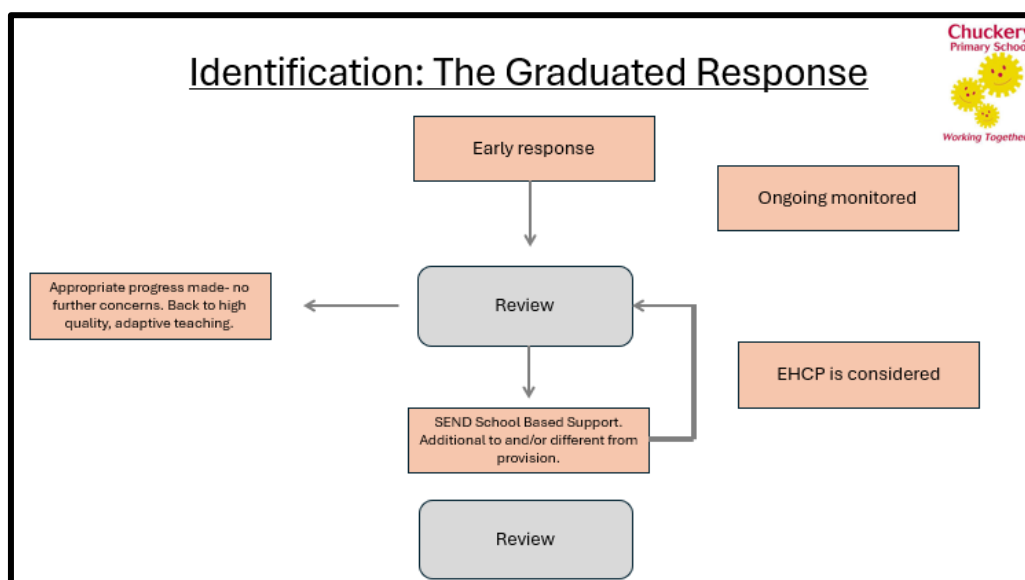
It should be read in conjunction with the following Chuckery policies:

- Accessibility Policy and plan
- Anti-Bullying Policy
- Relationships and Behaviour policy
- Equality and diversity Policy
- Medical Conditions Policy

## What are Special Educational Needs and Disabilities (SEND)?

As stated in the SEND Code of Practice (2015) 6.15, a child or young person has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age or has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age. A child that has SEND, will require additional support or provision despite quality first teaching.

## How do we identify if a child has SEND?



We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Assessment/ Screening, such as that completed on entry or because of a concern being raised, indicates gap in knowledge and/or skills.

- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

We follow the 'Walsall Getting it Right for SEND Banding Document' to identify if a child has SEND. This is broken down into the four areas of need and outlines the 'description of need' and what provision should be in place at each stage. This also helps us to know when it is appropriate to apply for additional funding to support a child through an EHCP. More information on this can be found on the Local Offer website: <https://send.walsall.gov.uk/>

## **What should a parent of a child at Chuckery school do if they think their child may have SEND?**

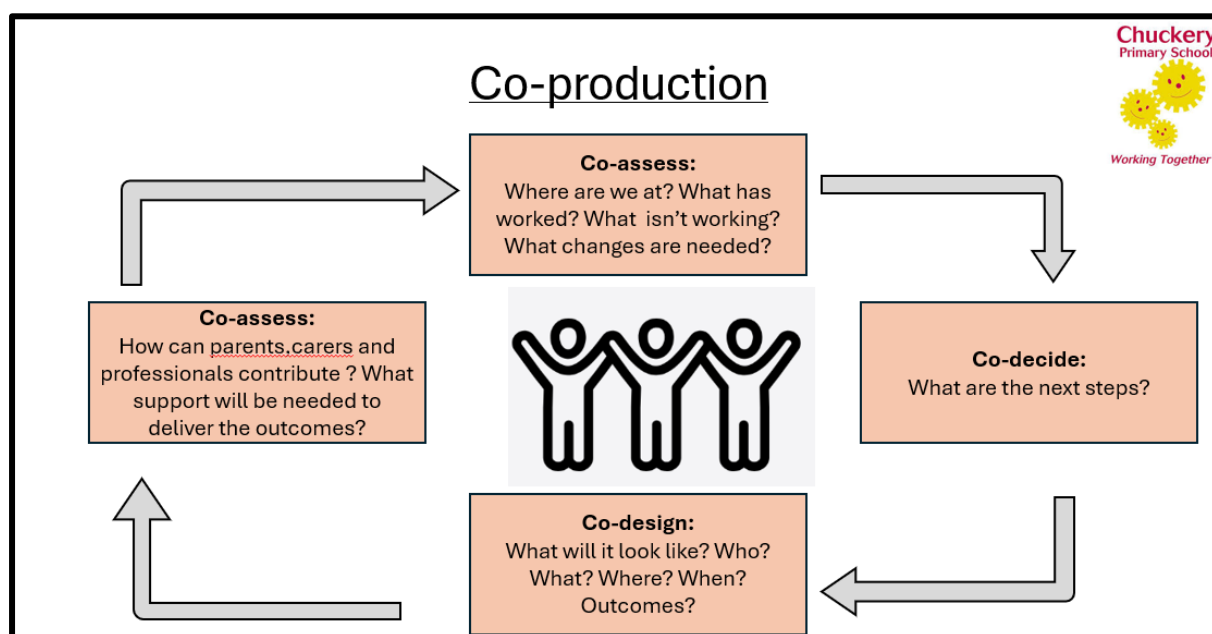
- If parents have concerns relating to their child's learning or inclusion then please initially discuss these views with your child's teacher who will be able to consult with the school SENDCo: Miss Jacks who can be contacted on 01922 449104.
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

## **How do we support children with SEND?**

Because over 20% of our school population have special educational needs and/or disabilities, supporting children with SEND is a golden thread within our classrooms and it is not seen as a bolt on provision. There is a focus on adaptive teaching and supporting all children within the classroom to break down their barriers to learning. Additional adult support, reasonable adjustments, differentiated and personalised resources are provided to help children access the curriculum. Interventions are also used to support children develop skills in their area of need and as much as possible, these happen within the classroom.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observations by the Senior Leadership Team.
- Ongoing assessment of progress made by pupils with SEND/
- Work sampling of planning to ensure effective matching of work to pupil needs.
- Teacher meetings with SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the impact of support.
- Attendance and behaviour records
- Team around the child meetings



- Pupils with disabilities will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the curriculum. They may also receive an additional curriculum focusing on life skills such as mobility and learning Braille.

### How will the curriculum at Chuckery School be matched to each child's needs?

- Teachers plan using pupils' assessment data, adapting tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access and progress against the curriculum.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- Pupils will be provided with specialised equipment or resources such as ICT as appropriate.

## Target Setting

As stated in the SEND Code of Practice (2015) 6.44, every child on the SEND register has an Individual Learning Plan (ILP) which follows the assess, plan, do, review process. The ILP is an overview of the child and has the child and parent/carer voice as well as containing additional information about medical needs, agencies involved, family background and barriers to learning. This is reviewed on an ongoing basis and contains a child's targets and what is in place to support them to achieve these. All targets come from either outside agency advice, or a target setting document devised by the SENDCo that helps us track small step progress for each area of need. Targets are shared with parents and carers at termly Parents' Evenings, Annual Reviews or meetings arranged by the SENDCo at the request of parents throughout the year. To promote co-production, parents/carers are invited to write and review the targets in partnership with school staff.

If targets are not met or additional needs have been identified advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably 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. This may result in an Education, Health and Care Plan (EHCP) being provided.

## How are pupils involved in decisions regarding provision that can better meet their needs?

The school uses child-centred learning plans. These are completed in collaboration with parents/carers, pupils, and school staff. These are completed with the children, and they identify their abilities and strengths, their aims, and the action they require to be taken by the school to reduce the barrier to learning and social success. This information is reviewed, and the pupil's views are gained on the effectiveness of the action taken so far to meet their needs.

## **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school, parents and if appropriate, medical staff and the pupil. Staff who volunteer to administer and supervise medications, will complete formal training, and will be verified as being competent. All medicine administration procedures adhere to the Local Authority Policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE, 2014) and identified in the School Medicine Administration Policy.

## **How will parents know how their child is progressing?**

Attainment towards the identified targets will be shared with parents termly with the teacher or SENCO through either SEN support reviews or parents' evenings.

- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or Inclusion Manager at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange an appointment for you. The contact number is 01922 449104.

## **How will parents be helped to support their child's learning?**

The class teacher or SENCo may suggest additional ways of supporting your child's learning.

- The school organises a number of parent workshops during the year. These are advertised via Weduc and aim to provide useful opportunities for parents to learn more about how to support their child's learning.
- The Inclusion Team are available to speak to parents if they require further support or information.

## **What support will there be for children's overall well-being?**

The school offers a variety of support for pupils. This includes:

- An Education Mental Health Practitioner in school once a week
- Play therapist in school once a week
- Staff trained in trauma informed practice and Adverse Childhood Experiences.
- A Relationships Education curriculum
- Drawing and talking programme.
- Emotion coaching.

- ELSA ( Emotional Literacy Support Assistant )
- One HLTA to support children with SEMH needs

### SEND Profile

As of September 2025, **20%** of the children at Chuckery are identified as having special needs and disabilities. This figure can change in line with pupil needs.

Below is a breakdown of the percentage of children with SEND within each year group.

SEN children across year groups							
Nursery	Reception	1	2	3	4	5	6
4.5%	11.1%	20%	17.5%	26%	38%	24%	22.5%

Children’s SEND needs are generally thought of in the following four broad areas of need and support. Although children may fall into multiple areas, we must select one main area for them. This helps us plan the resources needed and training requirements for staff.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Band	C&L	SEMH	SLCN	HI	VI	MSI	Phys	Med	Total
1	3.16%	2.11%	2.11%					1.05%	<b>8.42%</b>
2	15.79%	9.47%	11.58%		1.05%				<b>37.89%</b>
3	8.42%	1.05%	16.84%	2.11%					<b>28.42%</b>
4	2.11%		2.11%						<b>5.26%</b>
5	2.11%		5.36%		3.16%		1.05%		<b>11.58%</b>
6	7.37%	1.05%							<b>8.42%</b>
7									
<b>Total</b>	<b>38.95%</b>	<b>14.74%</b>	<b>37.89%</b>	<b>2.11%</b>	<b>4.21%</b>		<b>1.05%</b>	<b>1.05%</b>	<b>100%</b>

These percentages show what the main areas of need are across the school.

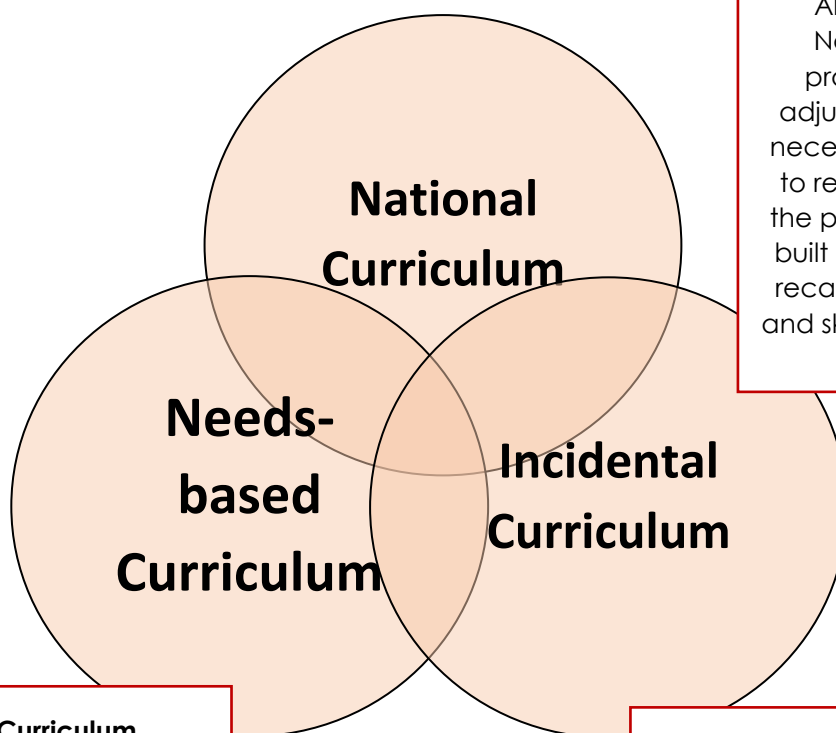
This column shows the percentage of children in each band.



# Our Curriculum

At Chuckery we recognise that children follow three interwoven curriculum that identify the knowledge, skills and values our pupils learn. The purpose of this is to:

- Prepare our pupils for the world of work.
- Teach academic subjects for their intrinsic value.



## National Curriculum

All children follow the National Curriculum's program of study. Staff adjust, scaffold and where necessary differentiate work to respond to the needs of the pupils. Opportunities are built in for overlearning and recapping of key concepts and skills to support retention.

## Needs-based Curriculum

With a high percentage of children having an Education, Health and Care Plan (EHCPs) compared to national. We use their EHCP which identified outcomes for pupils to achieve in line with the four broad areas of needs. We use a unique system to identify developmental gaps when considering developmental milestones. This curriculum is delivered and supported through quality-first teaching and through interventions.

## Incidental Curriculum

Children have access to a range of opportunities to develop their social skills. This curriculum is responsive to the presenting needs within the school and opportunities are built in to develop skills outside of skills and in a range of situations.

# Universal Provision for Mental Health and Wellbeing

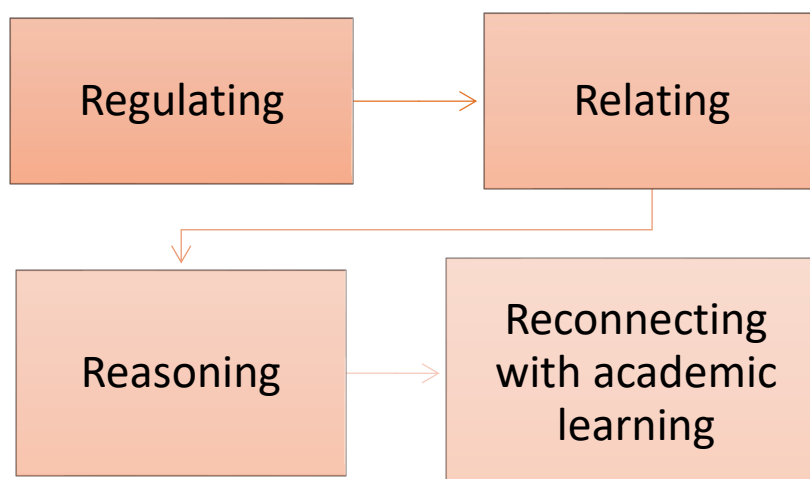
Our Pastoral provision offers a bespoke, flexible and responsible safe space and approach to support our nurture values. It is instantly available for pupils who need more support when they are finding engagement in academic learning difficult.

In response to fluctuating needs our Support is used strategically to support children in crisis, to provide respite as well as targeted work on relationship building, transition and developing self-regulation strategies.

No matter how long pupils access support for, they will be working towards achieving the following objectives which are pre-requisite skills for academic learning:

1. To develop self-monitoring and regulation skills to access academic learning in their classroom. I am regulating.
2. To develop a positive view of themselves as a learner. I am learning about the skills I have and need to be a positive learner.
3. To develop emotional resilience that can be applied to facing academic challenges back in their classroom. I am learning what help me to learn best when things are challenging.

This is achieved through a nurture, PACE approach or as an alternative low arousal workspace where the pupils can go through the process of:



## Outside Agencies

### **Cadmus Inclusive- Speech and Language Therapy**

We buy into the traded service so get an additional day per week of SALT time. During this time, Amirah reviews children's targets and advice staff on how to support their speech in school. Some children are referred on to be seen at the clinic.

### **Cadmus Inclusive – Advisory Teacher**

Emma Yates is our named Advisory Teacher, and we buy into this traded service. We have 10 half day sessions each year. She works with children to help identify barriers to learning and delivers staff training.

### **Erica- Reflexions**

Reflexions provide preventative and early intervention mental health support within Education Settings for children and young people with mild to moderate mental health difficulties.

We work with children and young people who may need support.

### **Vanessa- Play Therapist**

Vanessa is our named play therapist who works with children to support to express themselves to support their social, emotional and mental health needs.

Service	Professional
Occupational Therapy	Lynsey Evans
CAMHS	Allocated based on pathway the child is following
NHS SALT	Named workers for individual children
School Nursing Service	West Locality Team
Black Country Women's Aid	Named workers for individual children
Reflexions	Named workers for individual children
Visual Impairment Team	Lisa Barber
Hearing Impairment Team	Ruth Thomas
Educational Psychologist	Allocated per child as and when required

## Interventions for each area of need

We aim to have all children in the classroom experiencing and accessing adaptive teaching but, in some cases, additional carefully matched and time limited interventions are offered based upon pupil need.

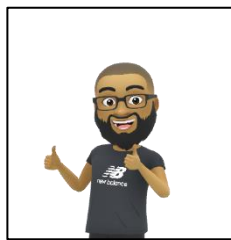
<p style="text-align: center;"><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>✓ Welcomm</li> <li>✓ NELI</li> <li>✓ 1:1 and small group support to work on targets set by speech and language therapists.</li> <li>✓ Visual Timeline</li> <li>✓ Lego Therapy</li> <li>✓ Preparing for a change in routine</li> <li>✓ Now and next boards</li> <li>✓ Makaton</li> <li>✓ Reduced levels of language when giving instructions for individual children</li> <li>✓ Following advice for children who stammer from SALT</li> <li>✓ Circle of friends</li> </ul>	<p style="text-align: center;"><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>✓ Precision Teaching</li> <li>✓ Overlay/tinted books for visual stress</li> <li>✓ SNIP spelling programme</li> <li>✓ Colourful semantics</li> <li>✓ Toe by Toe</li> <li>✓ Pre-teaching</li> <li>✓ Post-teaching</li> <li>✓ Adapted work</li> <li>✓ Concrete resources</li> <li>✓ Workstation</li> <li>✓ Specialist teaching groups for the highest levels of need</li> <li>✓ Additional adult support within lessons</li> <li>✓ Task slicer</li> <li>✓ Lexia</li> <li>✓ Direct phonics</li> </ul>
<p style="text-align: center;"><b>Social, Emotional, Mental Health</b></p> <ul style="list-style-type: none"> <li>✓ 3-1 scales</li> <li>✓ Pragmatics</li> <li>✓ Lego Therapy</li> <li>✓ Communication Books</li> <li>✓ SEMH HLTA – 1:1 and small group sessions, supporting children in class to break down their barriers to learning, offering support during unstructured times</li> <li>✓ Lunchtime clubs</li> <li>✓ Risk assessments</li> <li>✓ Every classroom has a display on identifying feelings as it is a thread which runs through the curriculum</li> <li>✓ Personalised reward chart</li> <li>✓ Regulation stations</li> </ul>	<p style="text-align: center;"><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>✓ Writing Explorers</li> <li>✓ Write from the Start</li> <li>✓ Pencil grips</li> <li>✓ Writing slopes</li> <li>✓ VI and HI specialist equipment</li> <li>✓ Sensory areas within the classroom</li> <li>✓ Ear defenders</li> <li>✓ Weighted shoulder/lap pads</li> <li>✓ Bubble tubes</li> <li>✓ Fizzy Programme</li> <li>✓ Clever Hands</li> <li>✓ Following advice and targets from OT</li> <li>✓ Bespoke multi-sensory curriculum for individuals/small groups</li> </ul>

## Wider Inclusion Team

**Mrs Jones**



**Mr Islam**



Mrs Jones is a member of the safeguarding team, who works with children, families, and external agencies. Mr Islam is the SEMH HLTA and supports children to help break down barriers to their learning. This could be by supporting within the classroom, small group interventions or 1:1 sessions. They can be contacted on 01922 449104.

## SEMH Room



## Regulation Stations



At Chuckery, we have an SEMH base. This is a space for children to come for small group or 1:1 interventions. At Chuckery, we also have regulation stations in each classroom.

Regulation stations are designated areas in classrooms designed to help children regulate their emotions. These spaces are equipped with tools like sensory items, breathing prompts, and emotion charts to support self-regulation. They are safe, supportive environments where children can practice coping strategies and return to learning when ready. With adult support, regulation stations foster emotional literacy, reduce disruptions, and promote a more inclusive and empathetic classroom culture.

## **EYFS/KS1 SRP**

From January 2026, Chuckery Primary School will introduce a Specialist Resource Provision (SRP) to support children in Early Years and Key Stage 1 who have communication and interaction needs and an EHCP naming Chuckery SRP as their provision. This SRP offers a nurturing, developmentally-appropriate environment, with a bespoke curriculum, sensory support, and structured transition opportunities. Pupils will also access mainstream classroom activities, where appropriate, to support inclusion. The provision is led by a qualified teacher and two teaching assistants, working closely with the SENDCo to ensure tailored support and meaningful progress.

## **KS2 SRP**

From January 2026, Chuckery Primary School will introduce a Specialist Resource Provision (SRP) to support children in Key Stage 2 who have communication and interaction needs and an EHCP naming Chuckery SRP as their provision. This SRP offers a nurturing, developmentally-appropriate environment, with a bespoke curriculum, sensory support, and structured transition opportunities. Pupils will also access mainstream classroom activities, where appropriate, to support inclusion. The provision is led by a qualified teacher and two teaching assistants, working closely with the SENDCo to ensure tailored support and meaningful progress.

## **Communication with parents**

We welcome and actively encourage and support working in partnership with parents and carers. We have an open-door policy and value parents and carers as partners in all aspects of their children's education.

- ✓ Three Parents' Evenings annually where the SENDCo is available for parents/carers to drop in throughout the evening to discuss their child's targets.
- ✓ Parents can call or email the SENDCo at any time to request a meeting.
- ✓ A member of the SLT are on the gate every morning for informal discussions and check-ins.
- ✓ Sharing reports from outside agencies as when they come through.
- ✓ Information on the school website
- ✓ EHCP Annual Reviews
- ✓ Updates through Weduc
- ✓ Coffee mornings

### **What should you do if you have a concern?**

- Speak to your child's class teacher in the first instance
- If your concerns continue, speak to the SENDCo .

## What happens next?

The SENDCo will discuss your concern and carry out an observation and work review of your child's books. Pupil views are always gathered (in line with the pupil's age/ability and in an accessible way in line with their needs). The findings will then be discussed with you. In most instances, targets are set, and additional support is put in place, which is reviewed in 6-8 weeks' time. It will then be decided whether your child will be added to the SEND register for additional to and different from provision to continue or whether they will continue to be monitored.

## How do we check the effectiveness of provision in place?

- The SENDCo is part of the Senior Leadership Team (SLT) who all complete monitoring. This could be done through book looks, learning walks, lesson observations, pupil, and parent voice.
- We use the SEND Target Setting Document to track progress made by pupils towards their targets in each area of need. Children who are not making expected progress from their unique starting point are discussed at termly Pupil Progress Meetings with the Head of School.
- As we work closely with a range of outside agencies, we seek advice for individuals if strategies in place are not having required impact.
- Every year group has a Provision Map which outlines additional support in place and staff review this on an ongoing basis, but formally review it at the end of the term to assess the impact of the support in place.
- There are termly staff meetings with a focus on SEND, where staff are given time to ensure that children's ILPs are updated. Following this, the SENDCo reviews the progress of each individual child to see if the provision needs to be altered or if next steps are required.

## Training and Development delivered in the last 5 years

This is the training which has been delivered over the past 5 years or is due to be delivered this academic year. Training is also prioritised and organised in a responsive manner as needs arise.

Precision teaching	Colourful semantics	Dyslexia friendly teaching
Adverse childhood experiences	Restorative practice	Emotion coaching
Growth mind set	Emotion coaching	Early Reading (phonics)
Quality first teaching for pupils with SEND	Adaptive teaching in the classroom	Supporting children with sensory needs
Direct phonics	Academic resilience	Circle of friends
Lego therapy	NELI	Early talkboost



Drawing and talking therapy	Supporting VI children	Play-based therapy approaches
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Training Available to selected members of staff 25-26 through Cadmus  
Inclusive

Course	Outcome/certificate
Child development and play	Child Development back to basics. <ul style="list-style-type: none"> <li>· The benefits of play for SEN learners.</li> <li>· Schematic Play – what is it and how can you harness it to develop language and learning?</li> <li>· Using play schemas for learning and language development.</li> <li>· Making learning visible through play</li> </ul>
Neurodivergence in schools	The neuroscience behind how the brain works for learning and emotional regulation. <ul style="list-style-type: none"> <li>· The impact that neurodivergence may have upon learning, accessing school life and beyond the school environment.</li> <li>· Autism, ADHD, AuDHD, dyslexia, dyscalculia, developmental language delay, developmental coordination delay and other differences linked to neurodivergence.</li> <li>· Masking.</li> <li>· Identifying needs.</li> <li>· Offering effective support through a relational approach which fosters positive connections and well-being</li> </ul>
Supporting children with complex needs in the mainstream classroom	The range of complex needs present in schools. <ul style="list-style-type: none"> <li>· How to overcome the challenges of providing high quality provision for children with complex SEND in mainstream schools.</li> <li>· A clear step by step process on how to create your own bespoke curriculum for SEND learners.</li> <li>· How to track progress and monitor SEND provision.</li> <li>· Quality assuring your additional provision.</li> </ul>
Adaptive teaching for pupils with SEND	What does adaptive teaching look like for pupils with SEND? Responding to formative assessment in the moment. Matching your adaptations to the four broad areas of need
Identifying and supporting maths anxiety	What is maths anxiety? Early identification and intervention. Supportive intervention approaches.
Dyscalculia- supporting mathematical development	Identification. Barriers to learning. Supportive strategies.
Executive functioning and working memory: identifying needs and practical support	What is executive functioning and working memory? Adapting classroom teaching to promote task organisation, execution and completion. Additional interventions. Measuring progress.
Supporting learners to master phonics: a range of approaches	What to do when your usual phonics approach doesn't work/
Developing language and communication	Appropriate for EYFS and KS1:



	Intervention approaches to secure and develop expressive and receptive language and wider communication skills
Developing language and communication skills in KS2/3	Appropriate for KS2 and KS3: Intervention approaches to secure and develop expressive and receptive language and wider communication skills
Supporting pupils with developmental language disorder	Supporting Pupils with Developmental Language Disorder
Gestalt language processing	What is GLP? The stages of GLP development. Supportive strategies. Identifying progress
Supporting the development of speech sounds	Input. Clarity. Production. Fluency. Impact upon spelling
Creating a communication friendly environment universal support	Developing the physical environment so that it is communication friendly for all. High quality visual aids. Developing social skills. Targeting subject specific vocabulary. The perfect instruction.
Physical development and link to learning	Fine motor skill development. <ul style="list-style-type: none"> <li>· Gross motor skill development.</li> <li>· Motor skills for learning.</li> <li>· Intervention ideas.</li> <li>· Measuring Impact</li> </ul>
Supporting pupils through bereavement	Supporting pupils who may be preparing for or who have experienced bereavement. Understanding the different ways grief is experienced. Managing difficult conversations. Supportive resources. Remembering – long term support
Emotional based school avoidance	What is EBSA? Early identification and intervention. Breaking the cycle – supportive approaches and strategies
Identifying and supporting social emotional and mental health needs	Identify emerging and existing SEMH needs. How SEMH needs manifest themselves to become barriers to learning. Developing a pupil led response to SEMH needs. Classroom support and interventions.
Self-injurious and risky behaviours: supportive approaches	What is self-injurious and risky behaviour? Early identification and intervention. Signposting.
Play and sand based therapy approaches	What are play and sand tray therapies? Using these approaches to support children to explore their wishes/feelings, tell their story and heal. Resources and activity ideas.

## Transition

### Daily transitions

*This is referring to children who might find it difficult to transition into school, from one activity to another or to transition from different areas of the school.*

- Objects of reference
- Visual Timeline
- Now and next board
- Photos/visuals
- Bespoke task to do during SODA (Start of Day Activity)
- Small group support from the Learning Mentor

- Prior warning of changes to routine
- Transition object from home to school

### When a child transitions to a new year group:

- The new teacher as well as the SEND and Inclusion Team meets the previous teacher to discuss children in detail.
- The previous teacher updates all SEND targets ready for September so there is not a break in support offered while staff get to know their new class.
- Parents of children with an EHCP are invited to a face-to-face meeting with the new teacher and SENDCo so they have an opportunity to discuss their child in more detail.
- Children spend a day with their new teacher.
- Children who may need additional time to adjust to the upcoming change regularly speak to their new teacher and see their new classroom in the Summer Term to try and reduce anxiety.
- A booklet is sent home with photos and information of key adults, environments, and expectations for them to review over the summer holidays.

### When a child transitions to a new school/secondary school:

- The class teacher and the SEND/Inclusion Team meet with staff at the new school.
- Children are offered transition sessions and those with SEND are offered additional sessions.
- If a child has an EHCP, a member of staff from their new school is invited to attend any upcoming annual reviews.
- The class teacher or Inclusion Team completes documents outlining the child's strengths, difficulties, and support in place.
- EMHP and School nurse team deliver transition sessions to Year 6 children

The school will follow all GDPR policies and procedures when transferring information.

## **Whole School SEND Budget**

We have a dedicated SEND budget which is overseen by the SENDCo and Business Manager. This budget is used to employ teaching assistants (including 1x HLTA to support SEMH needs and 1x HLTA to support children who are diagnosed with autism), buy into traded services with outside agencies (Speech and Language Therapy, Advisory Teacher and Educational Psychology) and to purchase resources to support children based on their areas of need (e.g., pencil grips, fidget toys, coloured overlays etc.)

## **How accessible is the school environment?**

Listed below are some of the steps we have taken to ensure the school environment is accessible to all children, staff, and visitors.

- ✓ Disabled parking spot marked and located next to the school reception
- ✓ Disabled toilets

- ✓ A medical room has been provided to enable a safe place for administering medication
- ✓ A ramp to access the dining hall
- ✓ Every classroom has an area focusing on children's emotional wellbeing
- ✓ A door entry system which is accessible for wheelchair users.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum which is available via the school website:

<https://www.chuckeryprimary.com/special-education-needs-and-disability-send-equalit>

## **Complaint's procedure**

If you are concerned about something, please approach staff in the following order to help address and resolve your concerns. In our experience, most matters can be resolved promptly and positively this way. Meetings can be arranged with these members of staff by contacting the school office.

1. Your child's class teacher
2. The SENDCo (Miss Jacks)
3. The Inclusion Lead (Miss McMorow)
4. The Head of School (Mrs Townhill)
5. The Executive Headteacher (Mr Pearce)
6. The SEND Governor (Nicola Rudge)

Our school's Complaints Policy can be found on our school website, by clicking the following link: <https://www.chuckeryprimary.com/site/data/files/migrated/key-policies/complaints-policy.pdf>

## **Contact details of support services**

**Walsall SENDIAS:** *Walsall's Special Educational Needs and Disabilities Information and Advice Support (SENDIAS) service provides free and impartial support to children and young people with Special Educational Needs and Disabilities (SEND), and their parents and carers.*

- Phone: 01922 612008
- Email: [Walsallsendiass@family-action.org.uk](mailto:Walsallsendiass@family-action.org.uk)
- Write to: Manor Farm Community Centre, King George Cres, Walsall WS4 1EU

**Walsall Speech and Language Therapy Service:** <https://link.walsall.gov.uk/Traded-Services/Education-Learning/Walsall-NHS-Speech-and-Language-Therapy-Service>

**Cadmus Inclusive:** <https://www.cadmusinclusive.co.uk/>

**Occupational Therapy Service:**

Phone: 01922 605820

Email: [cdc.therapies@nhs.net](mailto:cdc.therapies@nhs.net)

Website: <https://www.walsallhealthcare.nhs.uk/>

**Children and Adolescence Mental Health Service (CAMHS):**

Phone: 01922 607400

Email: [camhswalsall.dwmh@nhs.net](mailto:camhswalsall.dwmh@nhs.net)

**School Nursing Service:** <https://www.walsallhealthcare.nhs.uk/our-services/school-nursing/>

## Definitions

**Learning Difficulty:** 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 SEN 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 affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy and cancer.