

Chuckery Special Educational Needs and Disability Information Report 2026-2027



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Local Offer: [Welcome to Walsall's SEND Local Offer | Send](#)

Whole School Approach

Vision



At Chuckery Primary School, we do not have a separate vision for pupils with Special Educational Needs and Disabilities (SEND). As a fully inclusive school, we believe that having a separate vision for SEND would be contrary to our commitment that every child is a valued member of our school community.

Our whole-school vision is our SEND vision. The ambitions, values and aspirations we hold for all pupils are the same ambitions, values and aspirations we hold for pupils with SEND. We are committed to ensuring that every child, regardless of need or disability:

- Feels a sense of belonging and is valued within our school community.
- Has access to a broad, balanced and ambitious curriculum.
- Is supported to achieve their full potential academically, socially and emotionally.
- Participates fully in school life alongside their peers.

- Develops independence, confidence and resilience.
- Is prepared for the next stage of education and later life.

We recognise that some pupils require additional support, adaptations and specialist provision to achieve these outcomes. Through high-quality teaching, targeted support and strong partnerships with families and external professionals, we work to remove barriers to learning and participation so that all children can thrive.

Inclusion is not a separate aspect of our work; it is embedded within our whole-school vision and underpins everything we do. Our vision for pupils with SEND is therefore inseparable from our vision for every child at Chuckery Primary School

Aims of our provision for SEND:

At Chuckery Primary School, our SEND provision is underpinned by our whole-school vision and our PROUD values. We are committed to ensuring that every pupil with SEND is welcomed, valued and supported to belong, participate and thrive within our school community.

We Persevere

- We maintain high aspirations for all pupils and are relentless in removing barriers to learning, participation and achievement.
- We provide high-quality teaching, appropriate adaptations and additional support to enable pupils with SEND to access a broad, balanced and ambitious curriculum.
- We make reasonable adjustments to ensure that pupils with disabilities can access learning, the environment and information on an equitable basis with their peers.
- We support pupils to develop resilience, confidence and independence so they can thrive academically, socially and emotionally.

We are Respectful

- We value and celebrate the strengths, needs and achievements of every pupil.
- We listen to, monitor and respond to the views, wishes and aspirations of pupils and their parents/carers.
- We promote a culture where diversity is celebrated and every child feels safe, respected and that they belong within our school community.
- We ensure pupils with SEND are able to participate fully in all aspects of school life alongside their peers.

We take Ownership

- We use our best endeavours to secure the provision required to meet pupils' identified special educational needs.

- We identify needs at the earliest opportunity and respond through a graduated approach of Assess, Plan, Do, Review.
- We accurately monitor the effectiveness of provision and its impact on progress, attendance, wellbeing and inclusion.
- We ensure that pupils with SEND receive support that is additional to, and different from, that ordinarily available where this is required.

We work to Understand

- We work in close partnership with pupils, families, staff, the Local Authority and external agencies to develop a thorough understanding of individual strengths and needs.
- We adopt a multi-agency approach where appropriate to ensure coordinated support for vulnerable learners.
- We work collaboratively with health and social care professionals to support pupils with disabilities and medical conditions to participate fully in school life.
- We recognise that understanding each child as an individual is key to helping them succeed, belong and thrive.

We Develop Ourselves

- We continually develop the skills, knowledge and expertise of our staff through professional development and specialist training.
- We reflect on and improve our inclusive practice so that all pupils receive the support they need to achieve their potential.
- We support pupils to develop independence, self-confidence, self-advocacy and the skills needed for the next stage of education and later life.
- We strive to create an inclusive learning community where every child can flourish and achieve positive outcomes.

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

- Accessibility Plan
- Anti-Bullying Policy
- Relationships and Behaviour Policy
- Equality and Diversity Policy
- Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Teaching and Learning Policy
- Admissions Policy

- Complaints Policy

What are Special Educational Needs and Disabilities (SEND)?

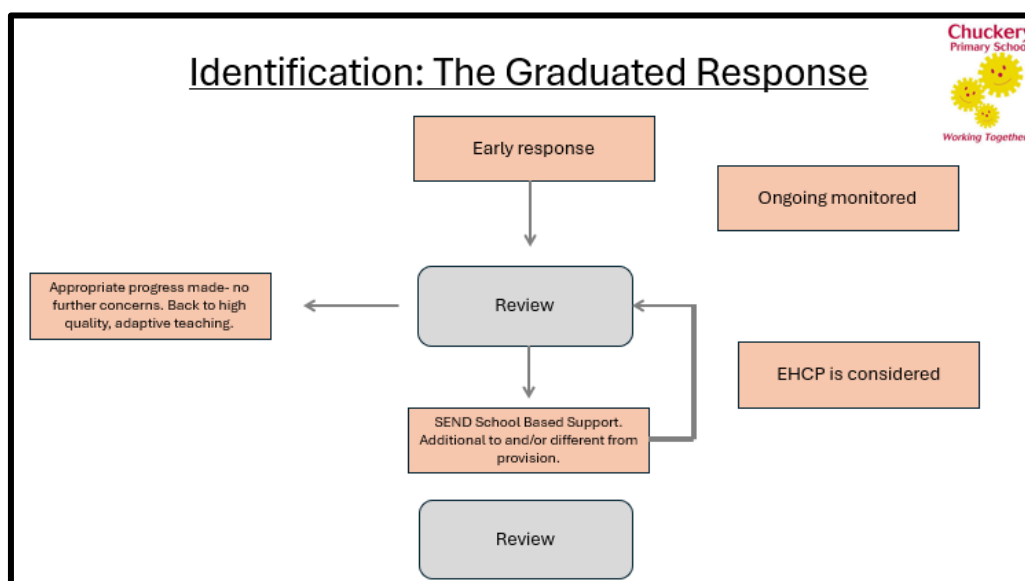
As stated in the SEND Code of Practice (2015) 6.15, a child or young person has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age or has a disability which prevents 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.

Admission Arrangements

Chuckery Primary School admits pupils with SEND, including those with Education, Health and Care Plans (EHCPs), in accordance with the school's Admissions Policy and the School Admissions Code. The school does not discriminate against pupils on the basis of special educational needs or disability and makes reasonable adjustments in line with the Equality Act 2010.

Placement within the Specialist Resource Provision (SRP) is determined through the Local Authority's consultation and placement process and requires an EHCP naming Chuckery Primary School SRP.

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?

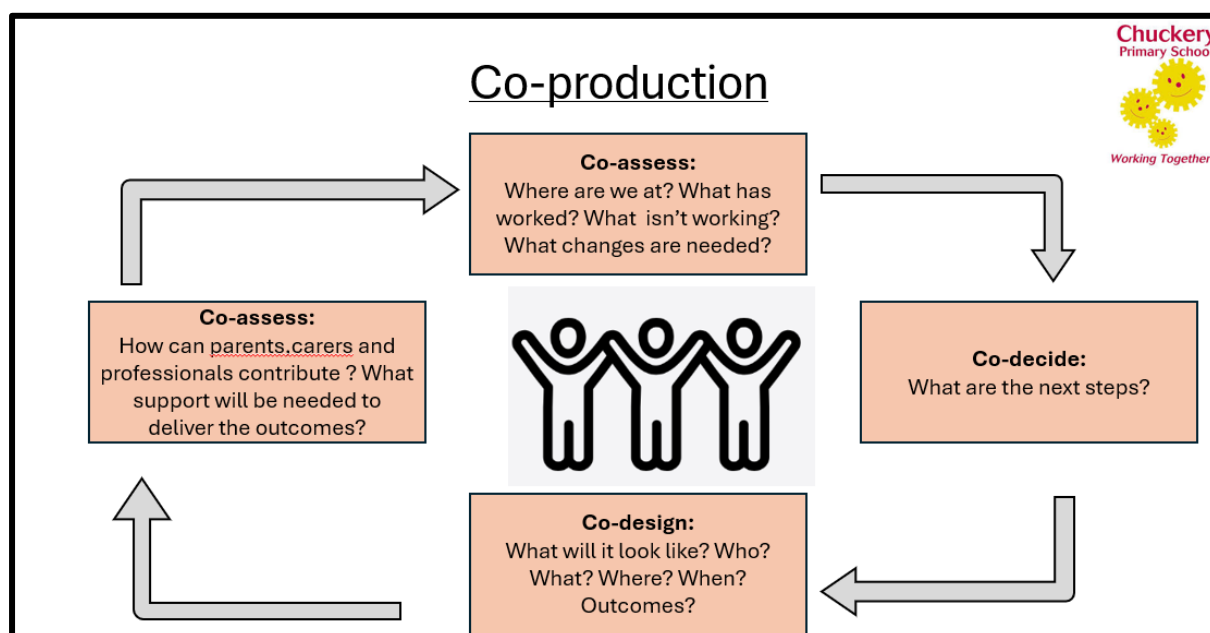
Because over 20% of our school population have special educational needs and/or disabilities, supporting children with SEND is a golden thread within our classrooms and it is not seen as a bolt on provision. There is a focus on adaptive teaching and supporting all children within the classroom to break 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.

We are committed to ensuring pupils with SEND are able to participate fully in all aspects of school life. Reasonable adjustments are made, where necessary, to enable access to educational visits, clubs, residential visits, sporting events, enrichment activities and other extra-curricular opportunities alongside their peers.

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.

Where a pupil has made sustained progress and no longer requires provision that is additional to and different from that ordinarily available, the school may consider removing them from the SEND register. This decision will be made in consultation with parents/carers, school staff and, where appropriate, the pupil. Progress will continue to be monitored through normal school assessment procedures.

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 2026, over **23%** 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	SRP
2.75%	4.5%	7.33%	8.25%	11%	12.8%	23.8%	12.8%	16.5%

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	2.73%	0.91%	1.82%	0.00%	0.00%			0.91	6.36%
2	15.45%	5.45%	10.91%	0.00%	0.91%				31.82%
3	7.27%	0.00%	20.91%	1.82%	0.00%				30.00%
4	1.82%	0.91%	1.82%	0.00%	0.00%				4.55%
5	0.91%	1.82%	3.64%	0.00%	0.91%		0.91%		7.27%
6	15.45%	0.00%		0.00%	0.00%				17.27%
7	1.82%	0.00%		0.00%	0.91%				2.73%
Total	45.45%	9.09%	39.09%	1.82%	2.73%		0.91%	0.91%	100%

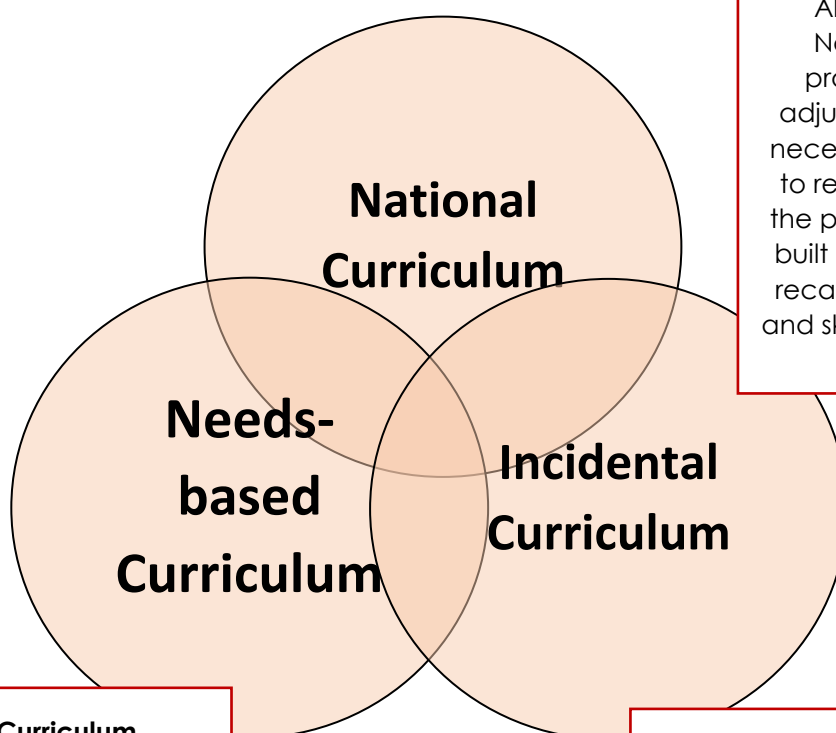
These percentages show what the main areas of need are across the school.

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

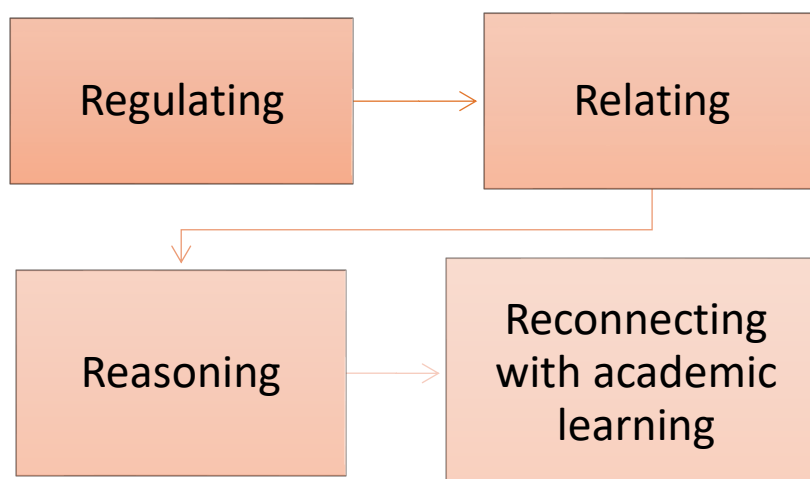
Our Pastoral provision offers a bespoke, flexible and responsible safe space and approach to support our nurture values. It is instantly available for pupils who need more support when they are finding engagement in academic learning difficult.

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



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.

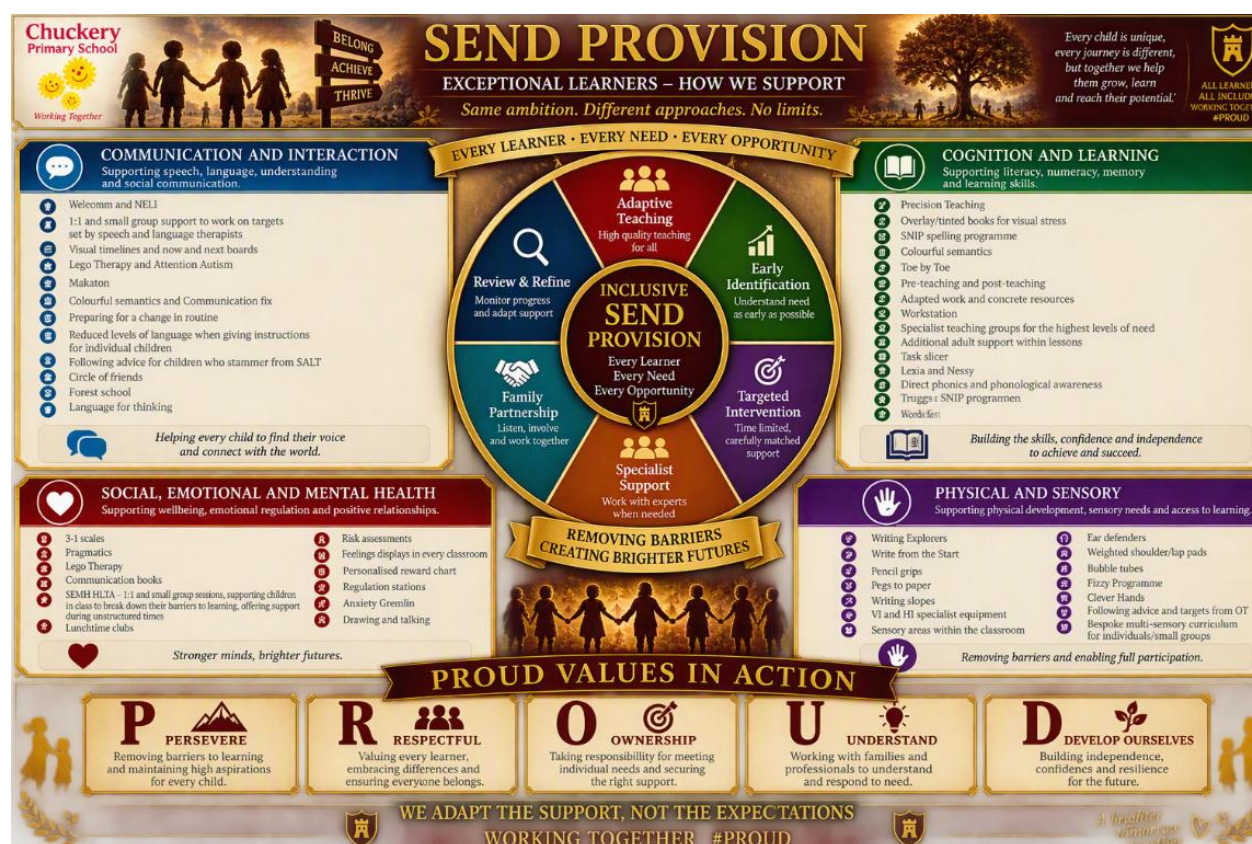
Vanessa- Play Therapist

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

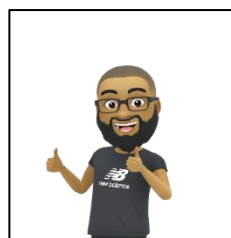
We aim to have all children in the classroom experiencing and accessing adaptive teaching but, in some cases, additional carefully matched and time limited interventions are offered based upon pupil need.



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.

The SENDCo works closely with the Designated Teacher for Looked After and Previously Looked After Children to ensure that support is coordinated and barriers to learning are identified and addressed at the earliest opportunity.

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?

We evaluate the effectiveness of SEND provision through a range of outcome measures including progress from starting points, attainment, achievement of SEND targets and EHCP outcomes, attendance, behaviour, wellbeing, independence, participation in school life and the views of pupils and parents. Provision is adapted where evidence indicates that changes are required.

- 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
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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
Makaton Level 1/2/3	Attention Autism	Supporting complex needs in EYFS
Intensive Interaction	Adaptive Teaching	EBSA

Training Available to selected members of staff 26-27 through Cadmus
Inclusive

Course	Outcome/certificate
Child development and play	Child Development back to basics. • The benefits of play for SEN learners. • Schematic Play – what is it and how can you harness it to develop language and learning? • Using play schemas for learning and language development. • Making learning visible through play
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.
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. · Gross motor skill development. · Motor skills for learning. · Intervention ideas. · Measuring Impact
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
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.
- Home visits for new EYFS children.

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?

Chuckery Primary School is committed to meeting its duties under the Equality Act 2010. We make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage and are able to participate fully in education and wider school life.

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
- 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

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

Children and Adolescence Mental Health Service (CAMHS):

Phone: 01922 607400

Email: 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.