



SPRING VALE PRIMARY SCHOOL

Special Educational Needs and Disabilities Information Report 2025-26



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Special Educational Needs and Disabilities Information Report 2025 - 2026



'Together, Everyone, Achieving, More'

Our School Values

At Spring Vale Primary we are proud that our school is a mainstream inclusive primary school that ensures all children achieve their potential personally, socially, emotionally and academically, regardless of their gender, ethnicity, social background, religion, physical ability or educational need. As a school, we strive to achieve the very best outcomes for all of our children, ensuring they reach their full individual potential. In addition to this, at Spring Vale Primary School we aim to promote positive mental health and wellbeing to our entire school community as we recognise the importance of mental health in the development of happy, well-rounded young adults. This following document is intended to outline the ways in which we ensure support for our students who are identified as having a Special Educational Need or Disability (SEND).

Mr C. Blunt – Headteacher and Designated Safeguarding Lead
Mrs K. Kelly – Deputy Headteacher and Deputy Designated Safeguarding Lead
Mr T. Kelly / Mrs E. Cope – SEND Coordinators (SENDCo)
Miss O. Kerr – SEND Link Governor

School telephone number – 01902 556589
School email – springvaleprimaryschool@wolverhampton.gov.uk

What is the SEND Information Report?

Our SEND information report forms part of the Wolverhampton local offer for learners with Special Educational Needs and Disabilities (SEND). The Children and Families Bill (2013) states that local authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged between 0-25 years. Please follow the link below to view the LA Local Offer:

<http://www.wolverhampton.gov.uk/send>

How do we define SEND at Spring Vale Primary School?

At Spring Vale Primary School, we use the definition of SEND from the SEND Code of Practise (2014). This states that:

- 🌀 A child or young person has a special educational need if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.
- 🌀 Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- 🌀 Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, along with long term health conditions such as diabetes, epilepsy and cancer.

Special educational needs can be considered as falling under four broad areas. The key areas are as follows:

- 🌀 Communication and Interaction:
Children and young people with SEND may have difficulties in one of more areas of speech, language, communication and social interactions.
- 🌀 Cognition and Learning:
Children with difficulties in this area may learn at a slower pace to their peers. They may find it difficult to acquire basic literacy or numeracy skills and their progress therefore may not match the age related expectations. A young person with specific learning difficulties may have difficulty in one or more aspects of their learning.
- 🌀 Social, Mental and Emotional Health:
Children with social, mental and emotional difficulties may have limited social skills and find it difficult to form and sustain healthy relationships with peers. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging or disruptive behaviour.
- 🌀 Sensory and/or Physical Needs:
Young people with sensory and/or physical needs require adaptations to the curriculum, their study programme or the environment.



Who should I talk to about my child's difficulty with learning?

Key staffing for SEND provision at Spring Vale Primary School is as follows:

Mr C. Blunt
Head Teacher

Mr Kelly / Mrs Cope
SEND Co-ordinator

Miss O. Kerr
SEND Link Governor

Class Teachers

Teaching Assistants and HLTA's

Staff Roles and Responsibilities

Class teachers will:

- Offer children a broad and balanced curriculum planning and delivering opportunities which allow children to learn. The class teacher will also plan and deliver any additional help your child may need (this could be targeted work or additional support).
- Regularly monitor the progress of the children to inform differentiated planning along with regular formal termly reviews of pupil attainment and progress with the SLT.
- Plan, introduce and evaluate additional resources to support continued progress in lessons.
- Identify children experiencing difficulties in their learning through in depth assessment and observations, they will then discuss this with parents at parents' evenings and the Special Educational Needs Coordinator (SENDCo).
- Differentiate tasks appropriately or personalise the teaching and learning for your child and implement strategies recommended by external agencies.
- Plan, monitor and review individual needs through termly meeting with the Headteacher and SENDCo along with keeping the parents informed regularly throughout the year.

- Ensure the schools SEND policy is followed in their classrooms and take responsibility for all the pupils they teach with any SEND.

The SENDCo – Mr Kelly / Mrs Cope will:

- Work in conjunction with the Head Teacher to deploy resources (including staff) effectively.
- Review effectiveness of interventions and assess their impact on pupil progress.
- Oversee the implementation and day to day operation of the Schools SEND policy.
- Co-ordinate provision for children with SEND.
- Advise and support members of staff and monitor classroom provision.
- Keep up to date with new initiatives and contribute to the in-service training of staff.
- Oversee records on all children with SEND, including an accurate record of children with SEND across the School, Provision being made, and relevant IAP's.
- Liaise with parents of children with SEND.
- Liaise with outside agencies and co-ordinate their advice, including LA support services and health and social services and voluntary bodies when appropriate.
- Report on the effectiveness of provision to the link governor, leadership team and through them to governors.
- Arrange effective transfer information for children leaving and entering the school.

The Headteacher will:

- Manage the work of the Special Educational Needs Co-ordinator to identify and plan the use of resources to support children in the most effective, efficient and equitable way.
- Set the overall school policy for Inclusion.

Governors will:

- Endeavour to ensure that that children's special educational needs are identified and the necessary provision is made.
- Ensure that parents are notified and kept informed of any decisions made by the school with regard to their child's need.



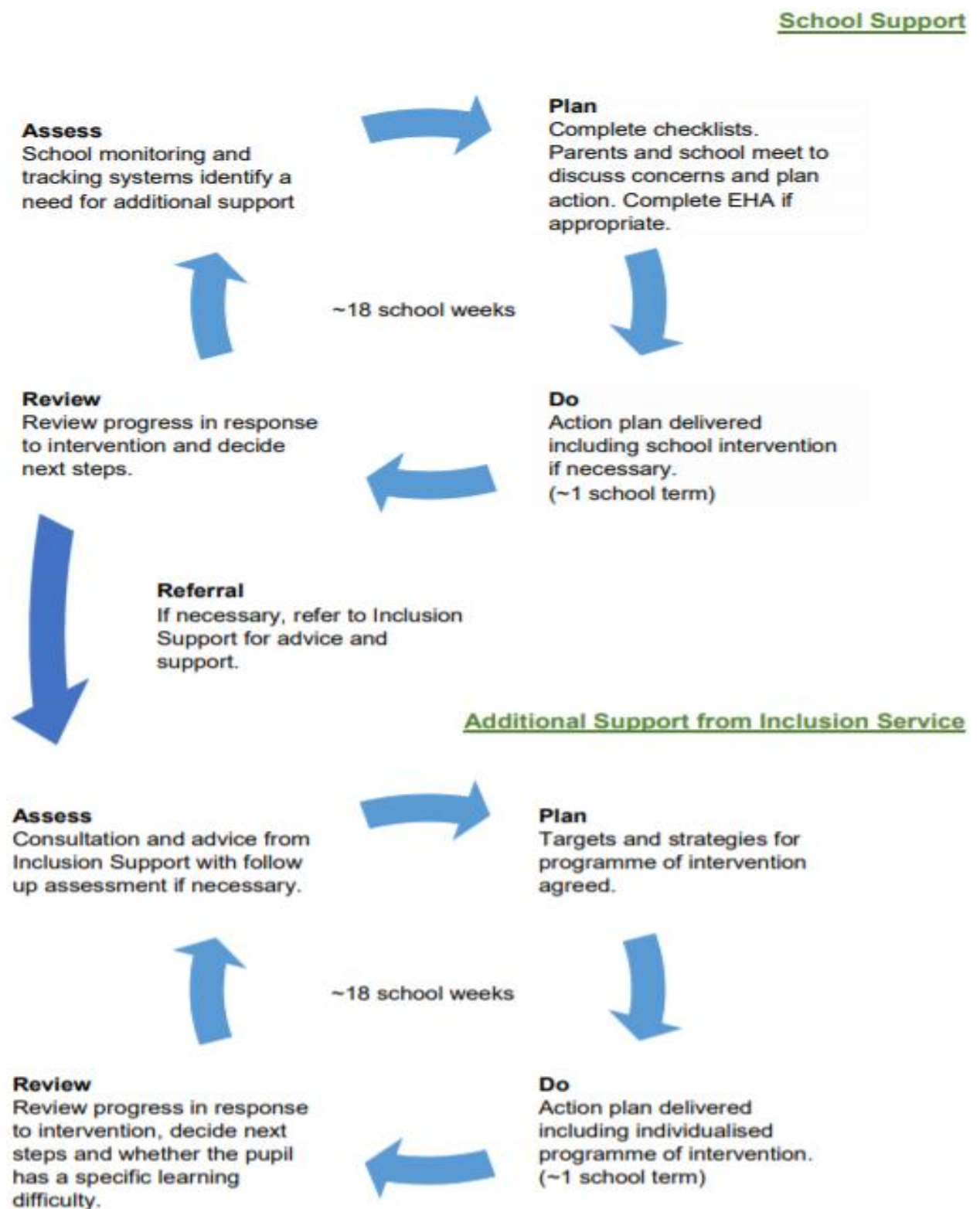
How will the school assess my child's needs and how will school inform me of any concerns regarding my child's progress?

The SEND Department at Spring Vale Primary School work closely with class teachers and parents to monitor the progress and attainment of all children; including those who have or may have had SEND. The continuous monitoring of children during their time at Spring Vale Primary will highlight children with a special educational need that has not been identified. This identification may come from the SEND team, class teachers, outside agencies or

parents/carers. If your child needs to be assessed, we will gather evidence and make a referral to our specialist teacher so an assessment can be carried out.

At Spring Vale Primary we use a three-stage system of SEND support, based on the 'graduated approach' taken from the SEND Code of Practise (2014), by which we assess the needs of the children and then provide the appropriate support. This system is based on the principles of: Assess, Plan, Do, and Review and should be considered an ongoing process that completes many cycles throughout the learning journey of a child.

A visual representation of this can be found below:

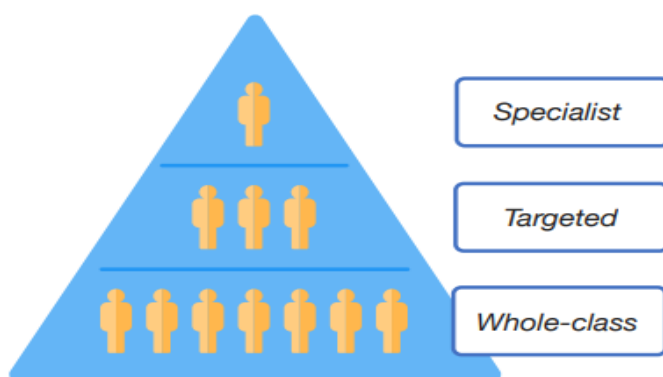




How are my child's additional needs supported at Spring Vale Primary School?

At Spring Vale Primary School, in line with the local authority offer, we use a tiered approach to educational support. This system is a flexible approach to supporting children with a range of additional needs. This system is fluid and children can move up and down the tiers depending on constant evaluation of their needs and the impact of the additional support they receive. Additional support for children with additional needs is delivered through three successive levels (tiers).

A visual representation of this can be seen below.

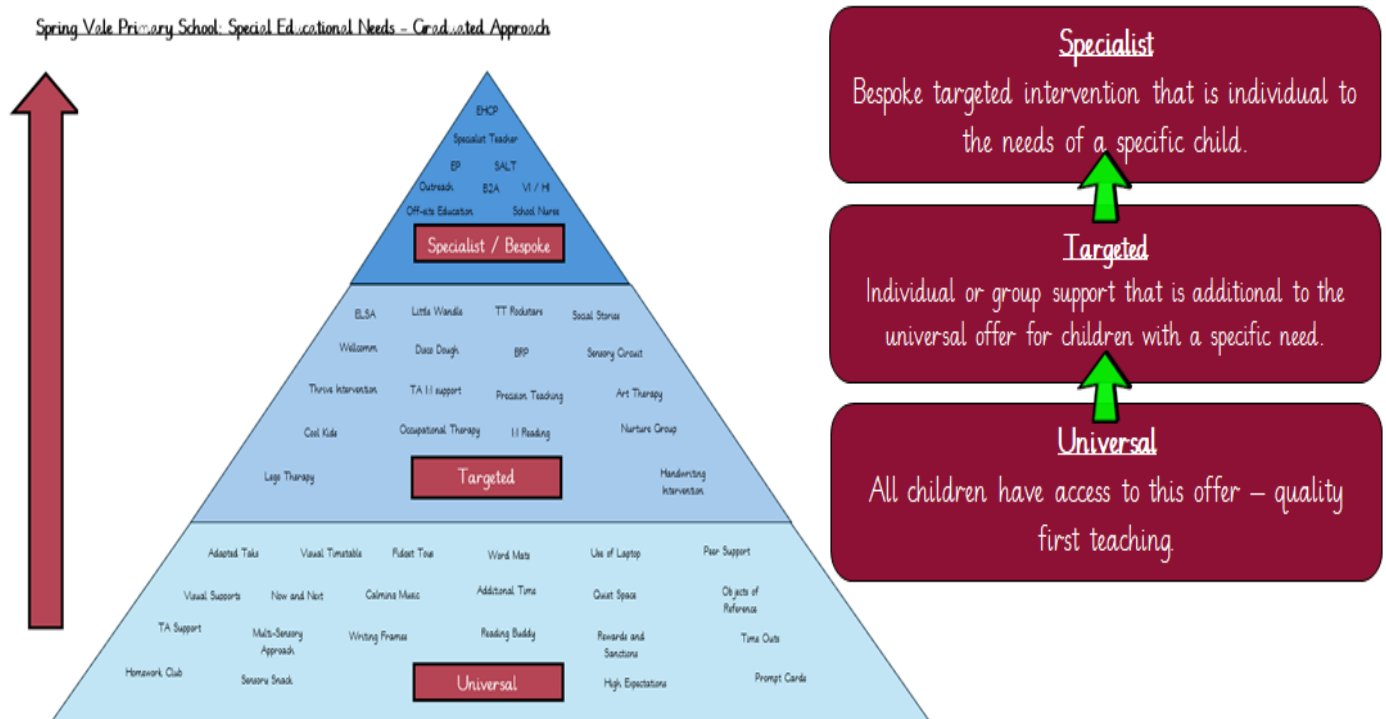


Specialist support. In addition to 'good teaching for pupils with SEN is good teaching for all,' some pupils will need specialist intervention delivered by a trained professional.

Targeted interventions. If pupils require additional support beyond what can be offered in whole class teaching, a targeted, one-to-one or small-group intervention could provide the intensive focus required for the pupil to make progress. More guidance on effective implementation of targeted interventions is provided below.

Whole-class teaching. If it appears that a pupil needs additional support, the starting point should be the consideration of the classroom teaching they receive. Have you maximised their opportunity to access the best possible teaching you can offer?

At Spring Vale we use a range of strategies to support children with different additional needs. An example of some of the strategies we use can be found below.



Spring Vale Primary School				
	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL, MENTAL HEALTH	SENSORY AND PHYSICAL
Wave 2&3 Targeted Intervention	• BRP • Little Wandle Intervention • Precision teaching • 'Gap Filling' interventions • 1-1 extra reading sessions • Colourful semantics intervention • Focused Maths target interventions • Times Tables Rockstars • Pre-teaching of new vocab intervention • Booster Groups	• Sensory breaks • Communication boards • Wellcomm • Colourful semantics intervention • Zones of regulation to support frustration around communication • TEACHH approach • Social stories and comic strips • Intensive interaction • Pre-teaching of new vocab intervention • Lego therapy • Bucket time • Worry box	• Sensory circuits and sensory breaks • Zones of regulation • Worry box support • Lego therapy • Art therapy • Small nurture group intervention • Social stories • ELSA • Thrive • Believe 2 Achieve • Breathing Spaces Intervention	• Cool Kids • Sensory Circuit / Sensory Snack • Fine motor skills intervention • Handwriting intervention • Outreach • Visual Impairment Team intervention • Hearing Impairment Team intervention



Strategies to Develop Independent Learning

- Individualised targets
- Easy access to resources
- Scaffolding/differentiation
- Additional SEND resources in class which allow the children to focus on their learning.
- Encouragement to move their learning forward.

Mentoring Activities

- Use of learning partners / Reading Buddies
- Year 6 play leaders
- Year 6 digital ambassadors
- Year 5 Peer Mentors
- Support from Cluster Group Learning Mentor

Medical Interventions

- Staff trained in First Aid
- Implementation of Health Care Plans
- A number of staff have attended specialist healthcare training – e.g. diabetes, epilepsy, hearing impairment
- Access to the school nurse.

Arrangements for pupils with SEND are made as required. Trips out or visitors in are organised termly and link with the year group topic. All extra-curricular activities aim to be fully inclusive.



Which other services provide support for my child at Spring Vale Primary School?

In School (bought in) services for children with additional needs:

- Specialist SEND Teacher – provides assessments, advice and specialised teaching support.
- Educational Psychology Service – provides assessment and advice for meeting the needs of children with special educational needs.
- Lead Pastoral Worker – provides support for children and families with social, emotional and mental health needs.

Local Authority Provision delivered in our school:

- Special Needs Early Years Team – for children with additional needs in the foundation stage.
- Wolverhampton Special Schools Outreach Service – specialist support for children with additional needs.
- Sensory Inclusion Service – for children with visual or hearing impairments.
- The Wolverhampton Information, Advice and Support Service – offers support to families of children with Special Educational Needs (SEN).

NHS Provision delivered in our school

- School Nurse Service
- Speech and Language Therapy Team
- Occupational Therapy Service
- Physiotherapy service
- Health Visitor
- Optical Nurse



How will the school involve me in supporting my child with Special Educational Needs?

It is vital that a collaborative approach, between parents/carers and the other adults involved, is built in order to support the additional needs of your child and promote positive outcomes.

Our parents of children with special needs are treated as partners and as such we enable and empower them to:-

- Play an active and valued role in their child's education.
- Have difficulties identified early with appropriate intervention to tackle them.

- Have access to information advice and support during assessment and decision making.
- Liaise with the school and a variety of professionals as appropriate.

To this end school will:-

- Inform parents of initial concerns with the arrangement of a meeting.
- Discuss subsequent targets, reviews and any concerns with parents at least termly.
- Inform parents at the outset of the Wolverhampton Information, Advice and Support Service and the range of support it can offer them if they wish to take advantage of it.
- Provide an 'Open Door' policy meaning parents are able to discuss any concerns they may have with a teacher when dropping off/collecting their children at the school entrance or arranging a meeting at a time that is mutually convenient.

Consulting Young People with SEN about their Education

At an age deemed suitable for each individual child they are involved in setting their targets and participating in their Annual Review by the completion of a questionnaire as to how they think they have progressed. Attendance at the Annual Review is also seen as important for the child, but is dependent on their individual age, willingness and ability to attend.

All families will be given information about and signposted to the Wolverhampton Information, Advice and Support Service. This service can be accessed via the website or by phone. Contact details can be found below.

Website: www.wolvesiass.org

Telephone: 01902 556945

Email: ias.service@wolverhampton.gov.uk



How is our school accessible for children with special Educational Needs and Disabilities (SEND)?

At Spring Vale, we aim to make our school as accessible as possible for children with Special Educational Needs and Disabilities. A meeting between school and parents of children with specialised needs is encouraged to discuss further support with accessibility. The following strategies are in place to support children with accessibility:

Classrooms and intervention spaces are built on one level, corridors are wide to support wheelchair access.

School has a disabled toilet and a disabled parking bay.

School has a lift in order to access the second level.

All equipment used at Spring Vale is accessible to all children including those with Special Educational Needs.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding.



How will school prepare my child for adulthood / post education?

At Spring Vale we aim to equip our children with the skills and emotional resilience to enable independence and employment. We ensure that throughout our Learning Plans, Interventions and Annual Reviews we prioritize skills that will be needed for future development and achievement. Parents and children share their aspirations during review meetings and these are used to create Learning Plans.

Our PSHE curriculum also supports this preparation. We have a Pastoral Support worker, who provide advice on accessing Social, Emotional and Mental Health Support. Spring Vale offers a range of emotional support interventions including 'Thrive'. All classrooms are equipped to support sensory needs and enable regulation. There are a number of interventions and provisions that are available to support your child's emotional and social needs such as: Peer Mentors, Black Country Mentoring, Zones of Regulation, Thrive, and ELSA Programmes. If we have shared concerns, we adopt a 'Team Around the Child' approach and will work closely with outside agencies such as Reflexions, CAMHS and Base 25 to best support your child's needs.



How will school prepare my child when joining Spring Vale Primary or transitioning to a new school?

Spring Vale Primary School uses many strategies to support pupils with SEND through their transitions as we are aware this is a particularly challenging time for them and their families. There are a number of steps we take to support this and allow for a transition that is as smooth as possible.

All children starting our school at any stage of their learning journey will have an initial meeting with the teacher and or SENDCo to discuss the specific learning needs of the individual. It is at this point this point, that any information regarding support from external agencies can be shared between all adults involved. This meeting may support school in creating a 'One Page Profile' which can be passed on to all staff working with your child, outlining

key strategies to support their learning. If your child is moving from or to another setting, a meeting will be set up by the SENDCo with the selected school to discuss effective strategies to support your child's continued progress. All children starting school will be offered taster sessions where they can meet their new teacher and experience the learning environment. As children move between year groups, transition meetings will be set up between class teachers and the SENDCo to discuss support in place for children with Special Educational Needs. Where a pupil may have more specialised needs, a separate meeting may be arranged with Mr Kelly, the SENDCo, the secondary school and parents/carers to discuss these needs further.



How does the school support teachers in teaching children with SEND?

At Spring Vale Primary School it is the job of the Headteacher, Senior Leadership Team and the SENDCo to ensure that quality first teaching is delivered to all pupils, taking into account the individual needs of all children. All teachers hold full qualified teacher status (QTS) and the Senior Leadership Team have the appropriate Child protection/Safeguarding training which is regularly reviewed and updated in line with statutory guidelines.

The SENDCo regularly attends local training sessions and network meetings with other SENDCos and the local authority throughout the year, where good practise is shared and up to date statutory guidance is outlined. Throughout the year, the school ensures regular training opportunities for all staff to ensure high standards of teaching and learning to all pupils including those with Special Educational Needs.

The school employs a Lead Pastoral Worker, who runs 1:1 targeted support courses for children and leads whole school Career Progression Development (CPD) for staff along with modelling strategies for meeting the individual needs of children. The school also works closely with external agencies, as stated above, that deliver training to individual members of staff that directly target the specific needs of the children whom they work with. An example of some of the training staff have received can be found below:

- Attachment and Trauma training
- Alphabet Arc training
- SEMH: Anger Curve training
- Autism and Emotional Wellbeing training
- 'Team Teach' training



What can I do if I'm unhappy about the support given to my child with SEND at school?

At Spring Vale Primary we strive to give every child the tools to achieve their full potential and go on to have incredibly happy, healthy and successful lives in the future. However there may be occasions when you feel we have not been able to do that. If you have any complaints about the support your child is receiving then please follow then please arrange to speak to your child's teacher, SENDCo or Headteacher.

Initially a complaint will be directed to the class teacher who will ask the nature of the complaint and if possible deal with it informally at this level. If this does not lead to a successful outcome an appointment can then be made with the Head Teacher and the SENCO to discuss the problem further. In the unlikely event of a solution still not being found, the SEN Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and also the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.

Should you feel the need to write a letter explaining your concerns to the chair of governors, please see the contact information below.

Miss Olivia Kerr
Spring Vale Primary School
Kenilworth Crescent
Parkfields
Wolverhampton
WV4 6SD