

Long Knowle Primary School



Special Educational Needs and Disabilities (SEND) Information Report

SEPTEMBER 2025



Long Knowle Primary SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish information regarding our provision for pupils with Special Educational Needs and Disabilities (SEND). We hope that parents/carers of current and prospective pupils find the following information helpful

Special Educational Needs Co-ordinator (SENCO): Miss E Cleary
(National Award for Special Educational Needs Coordination)
Contact: Tel 01902 558985 ; **Email:** office@longknowleprimary.co.uk
Link Governor: Miss N Slide



Long Knowle's Values



Our school mission statement **LEARN KNOW PROGRESS SHINE** and our school values **Respect**, **Inspire**, **Grow**, **Honesty**, **Together** are at the heart of everything we do at Long Knowle.

Long Knowle is a single form entry school, meaning we only have one class in each year group. Our aim is to inspire and motivate children to achieve their full potential in a caring and nurturing environment. We are passionate about ensuring our children experience a broad and balanced curriculum, equipping them to become confident life-long learners.

All pupils are valued as individuals and their strengths and areas for development are built upon. We want our pupils to be the best that they can be regardless of any additional needs.



What is a SEND Information Report?

Our SEND Information report forms part of the [Wolverhampton Local Offer](#) for Learners with Special Educational Needs and Disabilities (SEND) At Long Knowle Primary School, we use the definition for SEND and for disability from the [SEND Code of Practice \(2015\)](#) .

Our SEN information report is reviewed by the SENCO at least once a year or if circumstances change in school regarding specific needs of our learners.

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



Staff Roles and Responsibilities

Class Teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and informing the Special Education Needs and Disabilities Co-Ordinator (SENCO)
- Individual targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.



Staff Roles and Responsibilities

The SENCO, is responsible for:

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



Staff Roles and Responsibilities

The Head Teacher is responsible for –

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

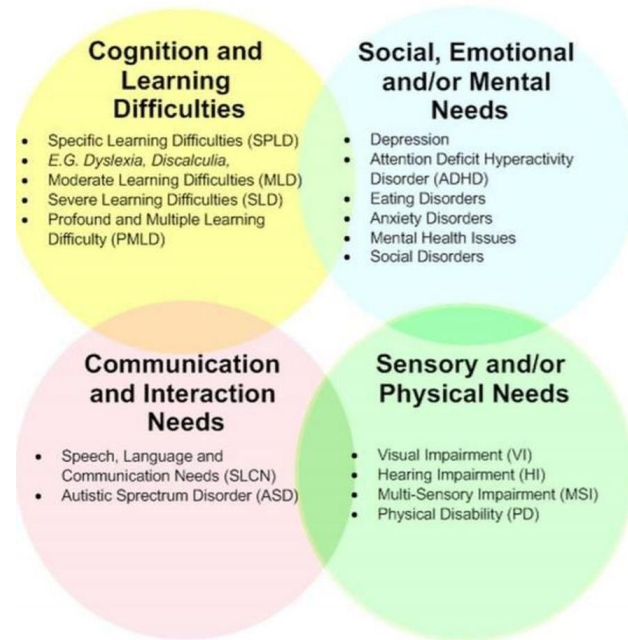
The Governors are responsible for -

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



How do we identify children's needs?

Provision is made for any pupil regardless of their needs in order for them to access the full curriculum we offer at Long Knowle. The provision we provide as a school encompasses the four areas of SEND needs, recognising the importance of a holistic child.



There are four broad areas of SEND needs:

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



Joining Our School

Children joining our nursery will complete an initial induction visit, accompanied by their parent/carers. During this visit, information can be shared regarding the child's needs and education. Children joining at a later interval will complete an initial meeting with parents/carers, class teacher and Pupil and Family Support Officer (PFSO) as appropriate to the needs of the family.

Children are then assessed, so that we can build upon their prior learning. We use this information to identify starting points for the development and to determine an appropriate curriculum.

For pupils whose first language is not English, assessment will be part of a thorough induction process. Pupils in EYFS will be baselined and monitored through their early years profile considering all features of development typical of newly arrived pupils. Pupils at KS1 onwards will be baselined using an Initial Language Assessment based on good practice identified within "A Language in Common."

Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups. It is the responsibility of the school office, along with the SENCO and PFSO to co-ordinate the gathering of information from previous settings



Long Knowle Curriculum

Children are taught a broad and balanced curriculum that is progressive and covers engaging and interesting topics.

Pupils with SEND will be taught through quality first teaching alongside adaptive teaching strategies to ensure that all pupils are given the opportunities to access the full curriculum offer. Where necessary, we will make reasonable adjustments to suit the needs of individual pupils.

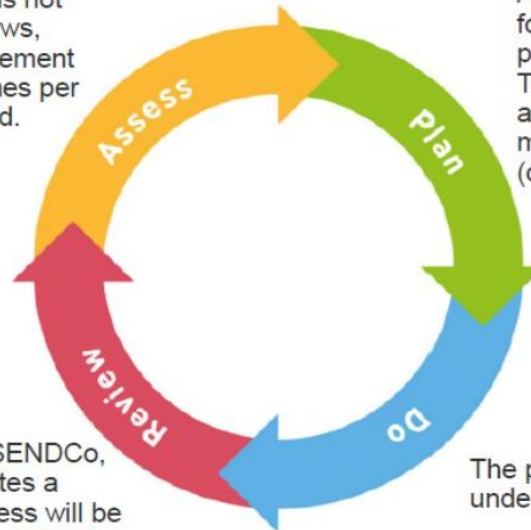
Reasonable adjustments are detailed in our school's accessibility plan which can be accessed on our school website: <https://www.longknowleprimary.co.uk/>



Graduated Response at Long Knowle

At Long Knowle, we implement the Graduated Approach to Special Educational Needs and Disabilities (SEND). This system follows four stages: **Assess, Plan, Do, Review**.

The SEND Code of Practice (2015) is not specific about the frequency of reviews, but termly would fit in with the requirement to meet parents and carers three times per year. Parents should be fully involved.



A plan of additional support is drawn up for a pupil, a record must be kept and the parents and carers **MUST** be informed. The school, parents and carers should agree what progress they hope will be made (outcomes), and by what date (deadlines).

The class teacher, working with the SENDCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. Schools should also take seriously any concerns raised by parents and carers. The assessment should be reviewed regularly, with specific dates set for the next review.

The pupil is given extra support, undertaken under the supervision of the class teacher.



Step One: Quality First Teaching

At Long Knowle, we follow the ethos of “**Every teacher is a teacher of every child or young person, including those with SEN**” (SEND Code of Practice 2015)

Our graduated response begins within the classroom through High Quality Teaching and providing all children with the same opportunities. In addition to this at Long Knowle we conduct regular pupil progress meetings for all pupils between school staff, parents/carers and pupils. These meetings identify any areas in which pupil may not be making expected progress or are requiring additional support. In partnership with parents/carers, we then implement strategies both in-class through adaptive teaching and by completely pre-teach/consolidating activities in small groups.

“**High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.**” (SEND Code of Practice 2015)



Step Two: SEND Support

If a child continues to make less than expected progress despite adaptive teaching and universal or targeted provision in class. Class Teachers and the SENCO in partnership with parents/carers may decide that a pupil needs to be identified at SEND Support and placed on the school's SEND Register.

SEND Support is the system by which we as a school assess the needs of children, and then provide appropriate individual targeted support that are reviewed throughout the academic year. This system follows the cycle: **Assess, Plan, Do, Review.**

At Long Knowle, this cycle is not considered a single process. There may be more than one cycle at a time, each addressing different areas e.g., literacy, social skills, attention and/ or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child.



Specialist Services

As part of the graduated response, it may also involve school seeking advice and support from outside agencies, but this will always be a process of coproduction with pupil, family and school.

- Wolverhampton Outreach Service
(coordinated by Dr Eve Griffiths)
- Special Needs Early Years Team
- Strengthening Families Team
- The School Psychology Service Limited
- CAMHS
- School Nurse
- Visual Impairment Team
- Hearing Impairment Team
- Occupational Therapy: Gem Centre
- Speech and Language Therapy Service
- INSPIRE

• [The Wolverhampton Information, Advice and Support Service \(WIASS\)](#) – Advice and support for parents/carers on managing their child's needs.



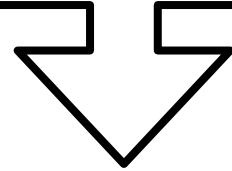
Step Three: Educational Health Care Plan

Children that have more complex learning needs may require continued provision and support throughout their journey at Long Knowle. These children may be supported with an Educational Health and Care Plan (EHCP). This plan provides key outcomes for all professionals involved in the child's education. These outcomes are reviewed yearly.



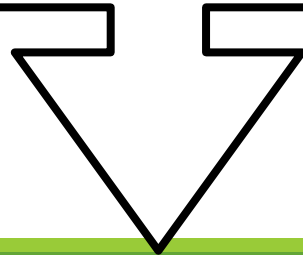
Step 1 – Assess

- Ongoing assessment and tracking of all pupils at pupil progress meeting shows less than expected progress, despite Quality First Teaching (QFT)
- Concerns are raised regarding emotional wellbeing or behaviour.
- Concerns could be raised by the parent/carer or an external agency.



Step 2 – Plan & Do

- Class teacher to complete initial concern flow chart to ensure no other factors are to be considered before identifying SEND.
- If all other factors are ruled out, class teacher (with support from SENDCo) to complete initial concern screening tool to identify the child's need.
- Once needs are identified, class teacher to choose up to three targeted strategies from the recommended list and implement into child's day.
- Class teacher to inform parents of initial concerns and inform them of the strategies that are going to be implement.
- Child to be added to the monitoring list.



Graduated Response Pathway

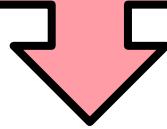


Step 3 – Review #1

Good progress.
Return to regular
tracking.

Some progress is made.
Repeat/adapt chosen
strategies as above.
Class teacher to inform
parents

Less than expected
progress despite
strategies implemented.
Continue to Step 4.



Step 4 – Review #2, followed by Assess

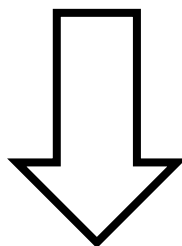
- Class teacher to complete SEND Referral form and email to SENDCo.
- Observation of the child to be completed by SENDCo.
- SENDCo and Class Teacher to have a discussion with parents/ carers about the possibility for further assessments (external agency involvement).
- SEND Support agreed and child to be added to the school's SEND register.
- SEND pupil voice and parent voice to be completed by teaching staff.
- Referrals to external agencies made by SENDCo.

Graduated Response Pathway



Step 5 – Plan

- Individual Learning Plan – class teacher to set specific targets to be in collaboration with SENDCo, external agencies, parents/carers and pupils.
- Parents/carers and pupils aspirations to be considered and included in the learning plan where possible.
- Specialist targeted interventions to be put in place, as advised by external agencies.
- Individual Learning Plan and Interventions to be logged and tracked on Insight by Class Teacher.



Step 6 – Do

- Targeted interventions to take place. Interventions to be logged onto Insight by Class Teacher/Teaching Assistant, to be monitored by SENDCo. Sessions missed due to absence are also noted.

Graduated Response Pathway

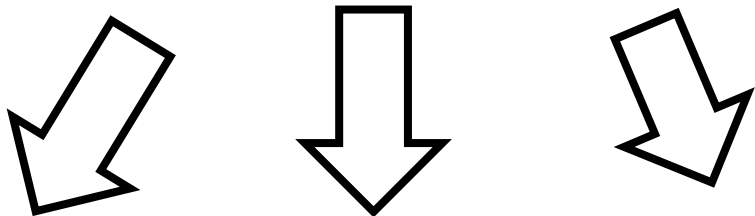


Step 7 – Review #3

- Class Teachers to review Individual Learning Plan targets at the end of each term (Christmas, Easter, Summer).
- Targeted interventions are reviewed and measured on their effectiveness for supporting children to meet individual targets.
- SEND pupil voice and parent voice to be updated annually at the end of each school year in order to support transition.

APDR – Assess, Plan,
Do, Review.

Steps 5, 6, 7



The child has met their targets. New targets to be set. Repeat steps 5, 6, 7.

The child has met some of their targets. Targets to continue/be adapted and APDR cycle to repeat. Consider if targets are SMART/is the intervention effective?

The child has not made progress despite targeted intervention. Repeat APDR cycle up to 3 times. If no progress continues, staff to seek advice from SENDCo.

SENDCo to meet with parents to consider an EHC needs assessment.

Graduated Response Pathway



How do we work with parents?

At Long Knowle, we recognise the importance of **coproduction** and that an effective partnership with parents/carers plays a key role in enabling children to achieve their potential. Parents and carers hold key information, knowledge and experience to contribute, and this helps to create a shared view of a child's needs and how best they can be supported.

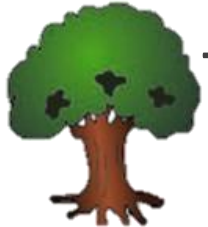
All parents/carers are treated as partners and invited to play an active role in their child's education, regardless of any additional needs. For those children with special educational needs, parents/carers are invited to contribute to setting and reviewing of targets and are a part of every step their child takes. Every child's class teacher will work closely with parents/carers at all stages of his/her education and should be the first port of call, in the case of any concerns or questions.



How do we work with parents?

If parents/carers have English as an additional language, they can bring along a trusted friend who can translate for them, but safeguarding considerations must be considered. Where possible school will seek to use a member of staff who shares the family's first language, or a translator will be sought by the school.

A meeting with the **SENCO** (Miss E Cleary) or **Head Teacher** (Mrs. J Bond) can be arranged on request. In addition, parents/carers can seek impartial advice and support from the [Wolverhampton Information, Advice and Support Service](#).



Tel: 01902 556945 **Email:** ias.service@wolverhampton.gov.uk **Website:** <http://wolvesiass.org>

How do we measure progress?

All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils' work and responses.

From Years 1 to 6 all pupils are assessed in reading, writing, speaking and listening, mathematics and science on at least a termly basis. This is an on-going process using a balance of **formative** and **summative** assessments to indicate the achievements of pupils which are matched to the age-related expectations for the appropriate year group.

In Year One, a formal assessment of pupils' phonic ability is carried out; any pupils not achieving expected levels are then identified for additional phonics intervention and are re-tested in Year 2.



How do we measure progress?

Pupils with SEN are assessed against individual targets. Class teachers set targets in conjunction with parents/carers and pupils, which are monitored by the SENCO. Targets are then reviewed and set on a termly basis which break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis.

All pupils with recognised SEN needs receive support for their areas of need at appropriate levels of intensity linked to the severity of need. This may be in small groups, 1:1 or in class. This need is identified on the school's SEN Register as SEN Support or in receipt of an Education, Health and Care Plan.



How do we measure progress of SEN pupils?

In consultation with pupils and parents/carers, class teachers review and write SEN support targets on a termly basis: **December, April and July**. The SENCO and members of Senior Leadership Team moderate judgements and amend targets as appropriate before they are further discussed and amended for final agreement with parents/carers and pupils.

Staff then implement strategies and teaching models to enable pupils to achieve their targets. These targets are then reviewed, and new ones set as appropriate each term.

The SENCo and class teachers use their discretion to review and set targets more frequently if the child's level of need warrants it. By the same process, interventions may end, and targets no longer set with an SEN focus if a child make good progress.

Impact of SEND Provision at Long Knowle

During the 2024-2025 academic year

- 53% of SEND pupils achieved expected for Reading. (25% working at greater depth)
- 44% of SEND pupils achieved expected for Writing.
- 41% of SEND pupils achieved expected for Maths.

Statutory Assessments (2024-2025)

- 100% of SEND pupils in Year 1 passed the phonics screening check.
- 63% of SEND pupils scored expected or above in the Y6 SATS (Reading, Writing, Maths and SPAG)

During the 2023-2024 academic year

- 17% of SEND pupils achieved expected for Reading.
- 11% of SEND pupils achieved expected for Writing.
- 23% of SEND pupils achieved expected for Maths.

Statutory Assessments (2023-2024)

- 75% of SEND pupils passed the Y1 phonics screening check.
- 75% of SEND pupils scored expected or above in the Y6 Reading SATS Paper
- 25% of SEND pupils scored expected in the Y6 SPAG SATS Paper



What opportunities are there for SEND pupils?

At Long Knowle, our aim is for **all** pupils to Learn, Know, Progress, Shine. This includes our SEND pupils.

In school we provide opportunities for pupils with SEND to be ambassadors of our school. This may be through our school council, house captains and playleaders. At Long Knowle, we also offer a wide variety of extra-curricular activities that are open to all children. Last academic year, 70% of pupils on our SEND register took part in these activities.

In addition, we take part in many external sporting activities organised by the local authority that are specifically designed for SEND pupils. Last academic year, 54% of pupils on our SEND register took part in these events.

These activities and events are encouraged, but at the choice of the pupils and parents/carers.



How can we help you and you help us?

- Pupils' specific areas of need are supported through interventions e.g., small group withdrawal sessions, Speech and Language support, LEXIA Core 5 Reading Programme, Cool Kids and Cool Characters Programmes. Current attainment and progress are used to identify children in need of intervention. Targets are set prior to intervention and progress and achievement are monitored throughout. At the end of the intervention period, achievement and progress are monitored and next steps identified.
- All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.
- During the review session with parents/carers, teachers will provide a copy of the target tracker, which outlines strategies to help parents/carers to support their child and will give suggestions of extra activities they can do at home.
- Homework may be set for English and Maths and is specific to the pupil's ability. Reading books are sent home daily and parents/carers are encouraged to make comments in the reading diary/on the Boom Reader App about their child's home reading. For children identified as needing additional support in 5 reading, on-line activities are available on LEXIA (this will be identified as a home support activity on the child's target tracker).



How can we help you and you help us?

- Throughout the year we offer a range of INSPIRE workshops for parent/carers which allow them to gain an understanding of the curriculum and ideas of how to support their child at home.
- We can signpost parent to classes available throughout the year including the Nurturing Programme, Triple P, Family Learning: advice is available on Healthy Eating. Several of these courses are run through links to the Locality 8 and the School Nursing Team. The PFSO and SENCO actively seek links with other agencies and settings to support parents/carers with their identified needs.
- Class teachers are available to parents/carers at the end of the school day. Appointments for further discussion will be made if needed and requests should be made via the school office. Where possible staff will try to see parents/carers on the same day. Telephone calls and text messages are made and sent in order to maintain contact.
- Parents/carers evenings are held on a termly basis.
- Formal meetings take place on a termly basis to discuss targets, reviews and additional support. (October/February/March)



What will my child learn and how?

- A copy of our SEND Policy and how we organise the curriculum is available on the school website. www.longknowleprimaryschool.co.uk
- English and Maths lessons are taught in class groups across the school; within each class, teachers differentiate according to the abilities of the pupils.
- Phonics is taught daily in Reception, and Years 1 and 2.
- All other areas of the curriculum are taught within the year group and differentiated appropriately.



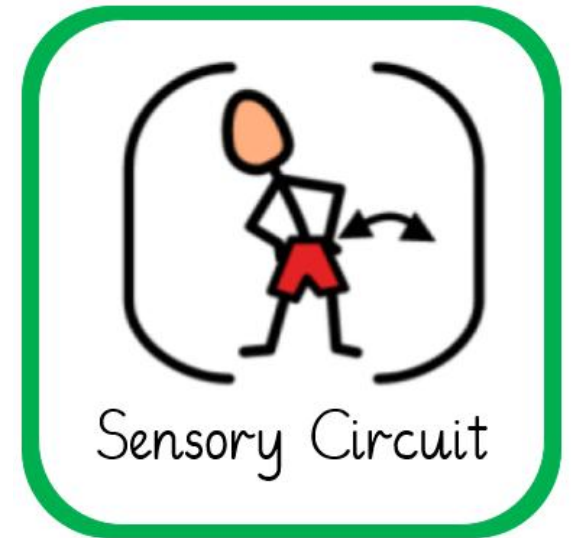
How are children supported across the school?

- Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO, PFSO or Head Teacher who may make appropriate referrals, seek further professional advice or organise appropriate support if necessary.
- In addition to support given by staff, we encourage peer support by having mixed ability tables, buddying systems and play leaders.
- Within every classroom, a visual timetable is displayed so that all children can access information regarding their lessons for the day. The cards used for these timetables are the same throughout the entire school so that children become familiar with the pictures and what they represent.



How are children supported across the school?

- The school has provision for 1:1 and small group sessions, delivered through support staff and teachers to support pupils with personal and social needs.
- Within school, we have a range of sensory resources that are available for all children.
- Learning environments are developed with cognitive load in mind and classrooms are adapted where necessary.
- At Long Knowle, sensory circuits have been developed with support from the Outreach service and are available to all pupils to ensure we can fully support our pupils with sensory processing difficulties.
- Staff are fully inclusive of adapting behavioral expectations for some pupils with additional needs to ensure they meet their full potential.
- The school has a strong relationship with services giving access to counselling, mentoring and 'social play' sessions through Locality Team 8, Base 25, Spurgeons Young Carers and 'Improving Futures'



How are children supported across the school?

- At Long Knowle, we run a nurture groups. These are run by Ms. Roberts (Family Support Worker). During these sessions, the children explore feelings and how to manage different emotions in different situations. They also take part in sensory based activities aimed at supporting their social, emotional and mental health needs.
- Staff receive relevant and current training throughout the school year to ensure that they are equipped with the necessary skills to support the needs of our pupils.



Who can I speak to?

All staff can be contacted on the school number: **01902 558985**. (If they are not immediately available, you will receive a call back).

Headteacher: Mrs. J Bond (Head Teacher)

Designated Child Protection Lead: Mrs. J Bond (Head Teacher)

SENCO: Miss E. Cleary

Pupil and Family Support Officer: Ms. Hannah Roberts

Attendance Officer: Mrs. Cheryl Green



Due to the importance we place on confidentiality we are unable to communicate via email with information linked to your child's SEN provision until we have firstly had face-to-face meeting

How do children have their say?

Each year group, elects two members to represent them on the School Council. Regular meetings are held to discuss suggestions and concerns that have been raised and successes celebrated.

All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. In addition to this, all pupils on the SEND register work alongside our SENDCo to create their individualised one-page profile, which details what makes them happy, what they are good at and how they like to be supported within school.

The form is titled 'Long Knowle Primary School' in the top left corner. It contains several sections: 'My name is' followed by a line for 'Name'; a box labeled 'Photo'; a heart shape labeled 'Things I love' containing a bulleted list: 'My friends' and 'My family'; a circle labeled 'My strengths and proud moments' containing a bulleted list: 'Being kind', 'When I won a race at sports day', and 'Getting my pen licence'; a box labeled 'How to support me:' containing a bulleted list: 'Give me time to think before I respond.', 'Give me regular movement breaks', and 'Help me to organise myself.'; and a cloud shape labeled 'My hopes and dreams' containing a bulleted list: 'When I grow up I want to be a fireman'. At the bottom, there are lines for 'Child sign:' and 'Date completed:'.

Example one page profile

What if my child is poorly?

Parents/carers must contact the school by telephone (01902 558985) early in the morning if their child will be absent from school due to illness.

This call should ideally be made between 8.30 and 9.00.

If we have not heard from you, first day contact is made by phone/text if a child is not in school. If school cannot make contact or no contact is made by parents/carers by the second or third day a home visit may be made.

For parents and carers of children who have attendance below 96%, attendance is identified as causing concern. Attendance will be monitored along with actions taken and targets for attendance will be set. Where pupil's attendance is below 96% and is falling, parents/ carers will receive a letter stating current attendance and next required steps. Pupils whose attendance is frequently under 95% are identified and receive a letter from the Head teacher. If attendance issues continue or when attendance falls below 90% parents/carers are invited in to school to discuss issues with the Head Teacher an Early Help Assessment may be offered. If persistent absence continues, legal action is taken.



Weekly attendance is celebrated in our weekly assembly and attendance percentages are displayed on our celebration board. The class with the highest half-termly attendance is rewarded with an attendance trophy or attendance bear (Foundation and KS1).

What is behaviour like? What do we expect?

A copy of the School's Behaviour and Discipline Policy is available on the school website. Positive reinforcements, restorative conversations and rewards are actively encouraged, and sanctions given in line with our policy.

We use the “Marvellous Me!” App to share positive messages about children’s work and achievements.



What about trips?

The School Curriculum and out of school activities are fully inclusive and accessible to all.

Additional arrangements for pupils with SEN may be made as required.

Visits out of school and visitors in school are organised regularly and link with the year group topics. All pupils are expected to take part and additional support is organised if needed.

Pupils with SEN have full access to the after-school clubs on offer; parents/carers need to specify which clubs their child would like to attend at the beginning of each term.



See also Equal Opportunities Policy

What happens when my child leaves primary school?

Information is available in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision.

Pupils with an EHC plan will discuss the options of Secondary School at their Annual review, which is held during the Summer term of year 5.

Secondary schools arrange transition days for pupils in Year 6 to attend the new school and meet their peers. School makes pupils available to meet new staff and class teachers hold meetings with receiving colleagues to discuss individual children's needs and to pass on pertinent information. The SENCo arranges SEN information to be collected by/ be delivered to receiving schools. All information is handled confidentially and is signed for on collection/delivery or acknowledge by an email.

Where appropriate we arrange for pupils with SEND to spend additional time at their new secondary school during the summer term prior to their move. Members of staff from Long Knowle may attend these additional transition sessions with the pupils and/or arrange for the parents/carers to attend also if they wish, where this is appropriate.



What about personal care?

Training is delivered with regards to asthma, diabetes, epilepsy and any other medical needs related to the pupils in the school.

Many of our staff have received Paediatric First Aid Training and this is updated every three years or as dictated by their training. If a pupil has had minor first aid treatment, an email notification via Medical Tracker will be sent. Any major incident parents/carers will be informed by telephone.

Pupils' requirements with regards to medical care are kept in the first aid box in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Only prescribed medication will be administered in school. Pupils with long term medical needs are listed in the Staff Room and the First Aid area and a designated member(s) of staff identified. Any medication given is recorded on Medical Tracker.

Support staff may support pupils in the event of a 'personal accident' e.g., wetting or soiling themselves. Parents/carers may be contacted by phone call if necessary. The school does not currently have provision for regular nappy-changing. Needs of this nature will require parents/carers to meet with the Head Teacher/SENCo so that an appropriate care plan can be agreed.

Parents/carers will be informed by telephone or in person at the end of the day if a 'personal accident' has occurred.



What qualification do staff have?

All teachers hold full Qualified Teacher Status (QTS).

The Senior Leadership team and PFSO have Safeguarding/Child Protection Training to the highest appropriate level, which is reviewed and updated regularly.

The SENCo has completed the Nationally Accredited SENCo Award and undertakes regular updates on best practice.

If we discover an area where we do not have sufficient skills in school, support or training is brokered to provide that skill. When appropriate, the school employs SEN teaching assistants to support pupils with an Education Health and Care plan.

The school also employs Pupil and Family Support officers to support parents/carers with a range of needs.

Other specialist staff are organised through outside agencies.



Will my child's needs cost me anything?

There is no cost to parents/carers to support additional needs within school.

Every school is allocated a budget and within this is a set amount of money to use to support its most vulnerable pupils. The school is responsible for managing and evaluating its own budget. This is closely monitored by the Headteacher, the Deputy Headteacher, the SENCO and Governors through the provision map which shows how children are being supported. Additional funding is usually only provided when a child has an EHCP.

The way in which our budget is spent varies from year to year and term to term based upon the needs of the children in school.



These are ways in which we spend some of our budget to best support our pupils:

- Learning Support Assistant time for small group and 1:1 support.
- Resources – books, apparatus and equipment
- On-line Programmes: e.g., Purple Mash, LEXIA
- Cool Kids programme
- ELKLAN release for trained staff to support with SALT programmes.
- Education Welfare Officer
- Experienced EP in school ½ day every other week and Assistant Educational Psychologist in school ½ day every week.
- Training for staff – face to face and online
- Outside Agencies – e.g., Wolverhampton Outreach Support Service, Base 25

Can my child come here then?

We follow the Local Authority Admissions Guidelines and so do not discriminate against pupils with disabilities and additional needs.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and follow the normal school admissions procedures.

As appropriate, the school takes advice on supporting those pupils joining the school with additional needs and works alongside families and specialists to ensure a smooth admission and successful career in school.



Any questions?

Why not contact us directly on 01902 558985 or check our school website on <https://www.longknowleprimary.co.uk/>

Parents can find further information about the Wolverhampton Local Authority's SEN Local Offer and SEN provision at: [Wolverhampton Local Offer Website](#)

Long Knowle Primary School [SEN Policy](#) can be accessed via the school website.

The Long Knowle SEN Information Report will be updated regularly (at least annually) in line with government and local authority recommendations.

Miss E Cleary (SENCO)

September 2025

