Special Educational Needs and Disabilities (SEND) Information Report

SEPTEMBER 2026

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 (SENDCO): 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. Through high-quality adaptive teaching, we ensure that learning is accessible for all pupils, making reasonable adjustments and providing appropriate support to meet the needs of children with SEND, so that every child can achieve success and reach their full potential.



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) .

- 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.

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



Staff Roles and Responsibilities

Class Teachers are responsible for:

- Checking on the progress of your child and identifying, planning and providing adaptations to learning that your child may need.
- Liaising with the Special Education Needs and Disabilities Co-Ordinator (SENDCO)
- Preparing individual targets and sharing and reviewing these with parents at least once each 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.



Staff Roles and Responsibilities

The SENDCO, 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 SENSTART 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 Headteacher is responsible for –

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

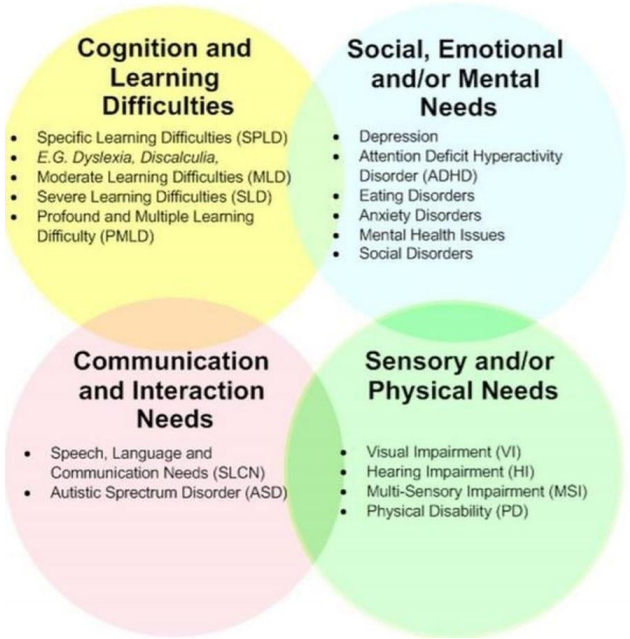
The Governors are responsible for -



- 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 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 school are invited to visit with their parent/carer before they start. During this visit, families will be given a tour of the school and can see learning taking place in our classrooms. Following the visit, a home visit will be arranged. This provides an opportunity for parents/carers to share information about their child's strengths, interests and any additional needs, as well as ask any questions they may have.

Children are then assessed to help us build on their previous learning and experiences. We use this information to identify their starting points, plan appropriate next steps and ensure that learning is tailored to meet their individual needs.

For pupils whose first language is not English, assessment forms part of a thorough induction process. Pupils are initially assessed using the Wellcomm screening tool and are monitored regularly to ensure they receive appropriate support and intervention where needed.

Children joining Long Knowle from other schools are supported through a carefully planned transition process. Information is gathered from their previous setting to help us understand their academic attainment, strengths and any additional needs. This information is used to ensure pupils are appropriately supported and placed within suitable learning groups. The school office, SENDCo and Family Support Worker work together to coordinate the transfer of information from previous settings and to support families throughout the transition process



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.

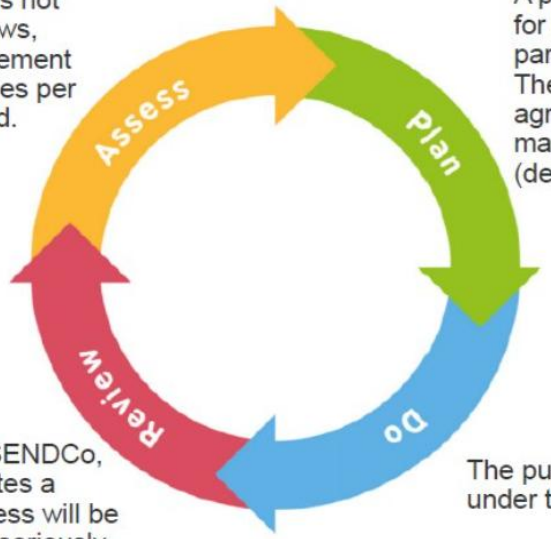
Reasonable adjustments are detailed in our school's accessibility plan which can be accessed on our school website: https://www.longknowleprimary.co.uk/



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 SENDCO 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.



Provisions at Long Knowle Primary

Children may received targeted interventions to support their learning. At Long Knowle, we offer the following provisions:

- Wide range of English and Maths small group interventions delivered by TA's and designated teachers.
- Phonics intervention groups
- Speech and Language support
- LEXIA Core 5
- Cool Kids programme
- Dough disco
- Lego Therapy
- Wellbeing session led by ELSA trained staff member
- Wellcomm



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.



Graduated Response Pathway

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.



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.

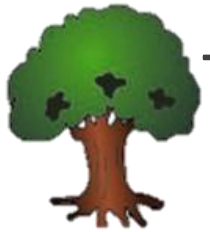
All parents/carers are treated as partners and invited to play an active role in their child's education, regardless of any additional needs. For those children with special educational needs, parents/carers are invited to contribute to setting and reviewing of targets and are a part of every step their 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 **SENDCo** (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 of SEND?

Pupils with SEND are assessed against individual targets set within their Individual Learning Plans. Targets are developed in consultation with pupils and parents/carers and are reviewed termly in **December, April and July.** They break learning into manageable steps and identify any interventions required to support progress. As part of the review process, the effectiveness of interventions is evaluated against the achievement of targets.

All pupils identified with SEND receive support tailored to their specific needs and level of need, whether through in-class support, small-group interventions or 1:1 provision. This may be provided at SEN Support level or through an Education, Health and Care Plan (EHCP).

The SENDCo and class teachers may review targets and provision more frequently where appropriate. Where pupils make sustained progress and no longer require SEND-focused support, interventions may be reduced or ceased following review.



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.

In addition, we take part in many external sporting activities organised by the local authority that are specifically designed for SEND pupils.

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?

We value strong partnerships with parents and carers and encourage regular communication between home and school. Parents' evenings are held termly, and families of pupils with SEND are invited to additional review meetings in December, April and July to discuss targets, progress and support provision.

All children take home a reading book to share with an adult, and we encourage regular reading at home, with this recorded on Boom Reader. Home reading plays a key role in developing fluency, comprehension and a love of reading.

Homework may also be set to reinforce and consolidate learning from class.



Parents and carers are encouraged to complete our parent voice questionnaires, which help us gather feedback and continually improve our provision.

How can we help you and you help us?

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 SENDCo 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 to maintain contact.



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 SENDCo, PFSO or Head Teacher who may make appropriate referrals, seek further professional advice or organise appropriate support if necessary.

In addition to targeted interventions we offer, we also 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.



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)

SENDCo: Miss E. Cleary

Pupil and Family Support Officer: Ms. Hannah Roberts

Attendance Officer: Mrs. Cheryl Green

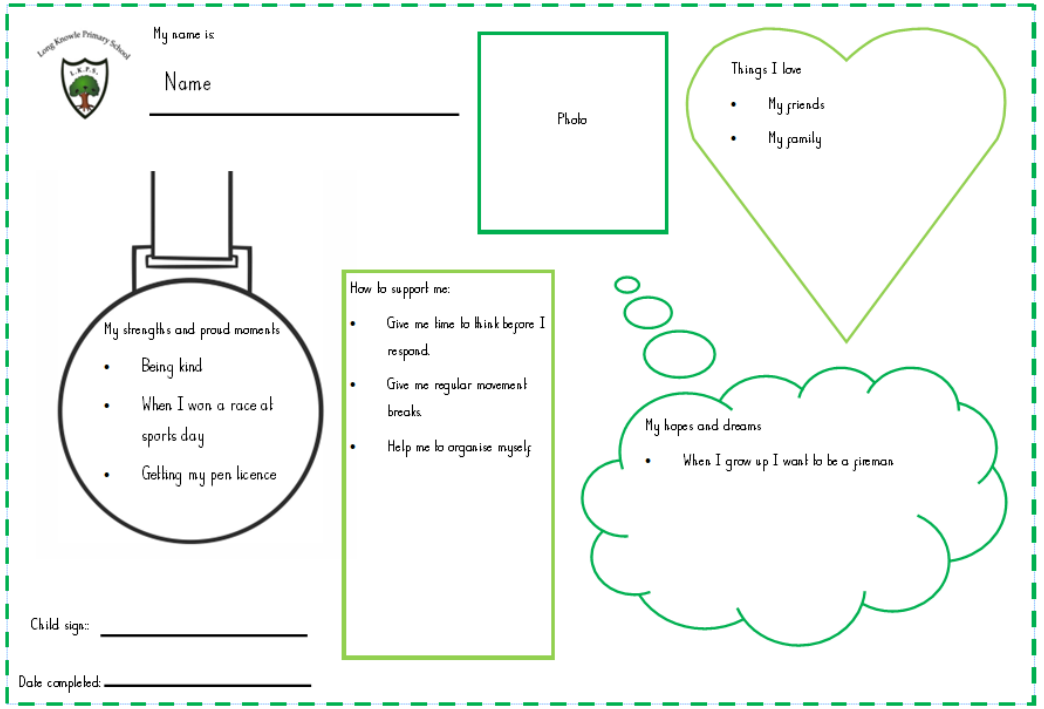


Due to the importance we place on confidentiality we are unable to communicate via email with information linked to your child's SEND provision until we have firstly had face-to-face meeting

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.



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 house points to recognise and celebrate pupils' achievements. Every child belongs to one of our four houses: Bantock, Boscobel, Whitwick and Northycote. During weekly assemblies, we celebrate the house team that has earned the most points.



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 our Equal Opportunities Policy for further information.

What happens when my child leaves primary school?

Information about secondary school provision is shared with parents/carers during the Autumn Term of Year 6.

Pupils with an EHC Plan discuss secondary school options at their Phase Transfer Annual Review in the Summer Term of Year 5.

Year 6 pupils attend transition days at their new secondary school to meet staff and peers.

Class teachers meet with receiving schools to share relevant information, and the SENDCo coordinates the secure transfer of SEND records.

All pupil information is transferred confidentially and acknowledged on receipt.

Where appropriate, pupils with SEND are offered additional transition visits during the Summer Term before transfer.



Long Knowle staff and, where appropriate, parents/carers may attend additional transition sessions to support pupils.

What about personal care?

Long Knowle is an allergy-aware school and supports pupils with allergies and medical conditions requiring medication in school. Pupils with medical needs have an Individual Healthcare Plan to ensure staff understand their needs, medication requirements, and any triggers or symptoms to monitor.

All staff receive annual allergy awareness training and are trained to administer medication and respond appropriately to medical needs, including how to administer life-saving medication in the event of anaphylaxis.

Pupils' medication is kept in classroom medical bags so that is accessible when necessary. 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 and any medication given is recorded on Medical Tracker.



See our Allergy policy for further information.

What about personal care?

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.

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/SENDCo so that an appropriate care plan can be agreed.

Parents/carers will be informed by an email notification on Medical Tracker if a 'personal accident' has occurred during the school day.



See our Intimate Care policy for further information.

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 SENDCo has completed the Nationally Accredited SENDCo 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 SENDCo 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
- The School Psychology Service
- 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 (SENDCo)

September 2026

