Bilston Church of England Primary SEND Information Report

At Bilston Church of England Primary School our aim is to provide a stimulating, secure and happy environment, where everyone aspires to excellence and our children can achieve their full personal potential irrespective of age, ethnicity, attainment, disability, gender or background.

What is the Local Offer (SEND Information Report)?

The SEND Code of Practice (2014) clearly states that *"Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.*

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND, their parents and service providers in its development and review

Wolverhampton City Council has a framework which allows the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. It informs parents/carers and young people about how educational settings will support them, and what they can expect across the local setting.

More information about the Local Offer can be found by following the link below.

http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0

How is Bilston CE Primary School an inclusive school?

Pupils at Bilston CE Primary School are treated as individuals and supported to meet their individual needs. A number of policies are in place to support inclusion within the school and these can be located on the schools learning platform or school office. Outdoor learning is a crucial part of the curriculum at Bilston CE Primary School. Our Curriculum is accessible to all in and out of the classroom, including school trips which take place termly. A risk assessment is carried out prior to any off site activity to ensure that health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity outside of school, then alternative activities which will cover the same

curriculum areas will be provided in school. If a decision is made that a high level of 1:1 support is required, a parent/carer may be asked to accompany their child on the visit. The school environment is accessible to all; the site is wheelchair friendly with a disabled toilet large enough to accommodate changing. The school layout is on one level with ramps at specified fire exits.

Children moving to and from the School are encouraged to visit the school prior to starting, where they will meet their buddy and be shown around the school. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. All pupils attend transition meetings and additional visits are arranged for those who need extra time with their new school/class. If your child has complex needs then a transition meeting will be arranged during which we will invite staff from both schools to attend.
We recognise the individuality of each pupil and strive to meet the diverse needs of all of our children ensuring that all statutory requirements relating to inclusion are met. From September 2023, this may also involve direct work from the SENCO with some SEND pupils who have complex needs. These pupils will have mainstream classroom experiences with their peers along with targeted sessions in our sensory room, The Nest or Fledglings ensuring that they receive specific interventions recommended by external professionals and in line with statutory guidance.

How does Bilston CE Primary School know if my child needs extra help and support?

At Bilston CE children are assessed when they join the school, regardless of which year they enter, using a Continuum Toolkit Progress Tracker. This information is then used as a starting point for the child's development of learning and appropriate curriculum. Children who join us from other educational settings are supported using information gained from their previous schools.

Every half term pupil progress meetings are held after assessments, where class teachers meet with the Headteacher and the Senior Leadership Team to discuss the progress of the pupils in their class. This is another way pupils are identified as requiring extra support, either as a catch-up intervention or from external agencies. Occasionally a pupil may require expert support from outside professionals such as a Paediatrician, Children's Therapy Team, Outreach, SEND Specialist Teacher, Educational Psychologist, School Nurse etc. A referral will be made, with parents' consent and forwarded to the most appropriate agency. After assessments, a report is usually provided to the school and parent/career to provide a structured programme of support. We also operate an open-door policy; if parents raise concerns regarding their child's abilities we will work with parents to provide the appropriate support. We also use the services of a specialist SEND teacher who works alongside teaching staff in order to assess children and work with them. The specialist teacher will provide reports and recommendations for staff and meet/report to parents

ensuring that our children are receiving the best support possible and continuing to forge links with our parents. They may also, on occasion, provide relevant training for staff.

If your child has complex SEND, they may have an Education Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written. Following an initial application, meetings will then take place annually where the plan is referred to in order to ensure that the appropriate level of support is being given and that progress is being made.

What should I do if I think my child has Special Educational Needs?

If you have any concerns regarding your child, in the first instance contact your child's class teacher or Mrs Boden who is our SENDCo.

Head teacher: Mr Gentle Deputy Head Teacher: Mrs. Thornton Assistant Head Teachers: Mrs Johnson and Mrs Robinson

SEND Coordinator: Mrs L Boden

All staff can be contacted on the following telephone number: 01902 558690.

How will Bilston CE Primary School support my child in their learning?

All SEND pupils across our setting have been part of a baseline assessment process in order to establish where their learning falls in relation to Continuum targets. This process will enable us to track progress from exact starting points.

All pupils in the Foundation Stage will be assessed against the 'Good Level of Development Descriptors'. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses. All work is differentiated to meet pupil's needs.

From Years 1 to 6 all pupils are assessed in reading, writing and mathematics on a half termly basis, through testing and teacher assessment. This is an on-going process using age-appropriate steps to indicate the achievement of pupils in lessons. If a pupil is not making expected progress (steps) or have become 'stuck' at a step for some time, extra support will be provided through appropriate intervention strategies.

In Year 1 a formal assessment of pupils' phonic ability is made. In Year 2 and 6 children are assessed using SATs.

Intervention Strategies can include:

- Additional support from the class teacher or teaching assistant.
- Targeted Intervention Groups either in a small group or 1:1
- 1:1 Support
- Cool Kids
- Cool Characters

- ICT Programmes
- Working alongside our Pastoral Manager
- Brick by Brick Interventions
- Focussed sensory interventions with SENCO
- Targeted interventions with SENCO
- Switch On
- RWI Interventions

Interventions are recorded, monitored and evaluated to ensure effective provision for pupils and success is tracked alongside children's targets/steps.

In addition, pupils with SEND may have their own learning targets as identified by external agencies or group targets that they are working towards. Professional discussions between the SENDCo and class teacher take place. During these discussions targets are reviewed and set on a termly basis and, if necessary, the learning can be broken down into smaller steps, allowing key concepts to be re-visited on a regular basis. Concerns can be raised and addressed and external agencies can be contacted should further support or advice be necessary.

How can Bilston CE Primary School help me to support my child's learning?

The class teacher is the first point of contact to suggest ways of how you can support your child's learning. The SEND Coordinator and all of the Senior Leadership Team are available to speak with parents/carers when required by appointment to allow appropriate time for discussion. They oversee, plan and work with children of all abilities and ensure that they are supported academically, socially, emotionally and behaviourally. There is a clear expectation that class teachers will make the necessary adaptations to ensure that learning is accessible for all pupils regardless of ability.

Your child may receive support from a Teaching Assistant (TA), either individually or as part of a small group. This will be in addition to, rather than instead of, Quality First Teaching.

Educational visits usually occur termly in order to support learning across the curriculum. Residential visits are also scheduled and are usually offered to Year 2 who visit Kingswood, Year 4 will experience at least a two-night residential and a visit to a setting similar to Towers is offered to KS2 and Year 6 take part in a week-long residential.

Work is differentiated as is homework which is set on a weekly basis for English and Maths and is specific to the pupil's ability. Reading books are sent home daily and parents/carers are encouraged to hear their child read and make comments about how their child has read. There are a range of on-line activities available on the Learning Platform for children to enhance their learning at home.

Parents/carers evenings are usually held on a termly basis unless reports are going out to parents. During the review session with parents/carers, teachers will give strategies to support their child and suggestions of extra activities that can be done at home.

What specialist services are available in the school setting and accessed by the school?

There are times when it may be necessary to consult and access advice from external agencies to receive their specialised expertise. Some of these agencies include:

*Educational Psychologists (EP)
*Autism Outreach Team
*Children's Therapy (Occupational Therapy/Speech and Language)
*Speech and Language
*Hearing Impairment Team
*Visual Impairment Team
*School Nurse
*GEM Centre (paediatricians and CAMHS)
*Penn Fields, Penn Hall, Westcroft and Tettenhall Wood Outreach Services
*Specialist Teachers
*Family Support Workers/ Strengthening Families. Speak to Miss S. Wootton (Pastoral Lead) for more information.

A Multi Agency Support Hub (MASH) works with the school and an EP and Specialist Teacher are allocated to the school to work directly with pupils who needs have not been met by interventions and are becoming a barrier to their learning. Potential involvement from an EP or Specialist Teacher is discussed with parents/carers prior to a referral being made. If the referral is successful, the EP or Specialist Teacher will come in to school and work with staff and parents/carers on how best to support the children in order to move their learning forward.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. There is an expectation that class teachers will consistently make adaptations to ensure that learning is accessible to all pupils.

When pupils have been identified with special educational needs or disabilities, they will be allocated a support plan which will be reviewed termly as part of the APDR process. The child will be given targets for the child to work on which may be linked to targets set by professionals. These are then shared with parents and the pupil (where appropriate).

How are the school's resources allocated and matched to children's SEND needs (including staff training)?

The school ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available (SEND Budget, Pupil Premium and LEA Support funding). The school has a team of Teaching Assistants who are funded from the SEN budget and deliver Intervention Programmes.

Teachers and Teaching assistants are the best resource at Bilston CE Primary School and we invest in training to ensure children have access to quality teaching. Members of staff are trained in a variety of programmes including: Lexia, Cool Kids, speech and language (ELKAN), Numicon for visual mathematics and phonics. Other training sessions include supporting a child with Dyspraxia, Autism, Sensory Needs, Attachment disorders and Dyslexia. A rolling programme of training is in place to ensure that staff are fully informed of new guidelines and approaches.

Who will oversee, plan and work with my child?

Class teachers initially plan, work and oversee work for pupils. Our ethos is 'Every Teacher is a Teacher of SEND'. Where a pupil has been identified as having special educational needs the responsibility also lies with the SENDCo. Where a child works within a small group delivered by a teaching assistant, the class teacher and SENDCo will oversee the work and intervention. The Senior Leadership Team monitors interventions and provision for all pupils. However, the head teacher ultimately oversees the work and staff within the Bilston C of E Primary School.

How will Bilston CE Primary School know that my child is making progress and support is having an impact?

Children work towards learning skills in a progressive way. These are curriculum based and can be assessed on a daily basis by the class teacher through observations, work, photographs or orally.

We are no longer running the Continuum tracking assessment and monitoring system for pupils with SEND but it is being used to inform target setting and reviewing. This also gives an insight into how much progress a pupil is making.

A more appropriate form of tracking pupils with SEND is being investigated.

Governors are informed every term about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. We have a new Link Governor who is responsible for SEND and will meet regularly with the SENDCo. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will I know that my child is making progress?

We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we

aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Parents/carers are invited to attend parents evening held either termly or bi-termly. If there is no parents evening, a termly report is sent out each term. Team around The Child meetings are held at least once every term or half termly depending on circumstances for identified children. Annual review meetings/transition meetings are held for all EHCP children.

What support will there be for my child's overall wellbeing?

At Bilston we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding pastoral team looking after our children including the appointment of a Pastoral Manager. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Multi Agency Support Hub. The school has in place a number of policies that safeguard and support our pupil's well-being (i.e. behaviour policy, safeguarding policy, SEND policy, PSHE policy and Equal Opportunities policy). These policies are all accessible on the schools learning platform and school office.

If a child has a medical need, then a detailed Care Plan is complied with support from the school nurse/Nightingale Nurses and parents/carers. These are shared with all staff who are involved with the pupil. There are named Paediatric first aid trained staff within the school and staff receive regular training/updates delivered by the school nurse on Asthma, Administering an EpiPen, Sickle-Cell and Epilepsy. Where necessary, and in agreement with parents/carers, medicines can be administered in school but only where there is a signed medical consent form and a prescribed label is on the medication by a medical professional (please refer to the schools drugs policy). All support staff hold certificates in First Aid at Work.

Staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if required. Please refer to the school Intimate Care Policy which can be found on our school website.

Accessibility Plan 2026 - 2028

Bilston CE Primary School has a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter.

Purpose of Plan

This plan shows how Bilston CE Primary School intends, over time, to increase the accessibility of our school for pupils with disabilities, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Bilston CE Primary School has been in its current location since 1970. It has had numerous refurbishments since 2010 and undergone expansion since 2011, adding a further six classrooms to its accommodation. It has two sets of disabled toilets in the main accommodation as well as

our Childcare Provision, which is housed in the Bungalow and Adventure Playground Annex. The site is located on one level with ease of accessibility entirely around the site (no steps). Disabled parking spaces are also available on the school car park.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities
The school has children with a range of disabilities to include moderate, specific, and complex learning disabilities in EYFS and Key Stage 1.

We have two children in school with a physical disability. Both of these are named on the school evacuation plan.
We have one pupil who is supported by the Visual Impairment team.

Increasing access for disabled pupils to the school curriculum.
Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, Inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria

Increase confidence of all staff in adapting the curriculum	Be aware of staff training needs on curriculum access Assign CPD for supporting children with complex needs within the mainstream classroom and also training on Intensive Interaction. Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Co-Ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Bilston C of E Primary School is continuing to grow and develop – especially with the recent conversion of the school bungalow to create an additional learning space/childcare facility.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Support Plan process when required	As required Induction and on- going if required	SENCO / Senior First Aider (Mrs V Singh)	Support Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met
	Be aware of staff, governors and parents access needs and meet as appropriate	Annually	Headteacher	Parents have full access to all school activities
	Through questions and discussions find out the access needs of parents/carers through newsletter	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues

	Consider access needs during recruitment process		Headteacher	
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any	As required	Head/ Governors/ Site manager/ School Surveyor	Redesigned buildings are usable by all
Ensure access to reception area to all	redesign Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	Site Manager	Disabled parents/carers/ visitors feel welcome

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds

for anyone with a visual impairment				
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO / Site Manager Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with persons on information with regard to the visual impaired and hearing-impaired pupils	On-going and as required Software may be required as required	ICT E-Services	Hardware and software available to meet the needs of children as appropriate
Ensure, when required, hearing equipment in the classroom to support hearing impaired	Seek support from LA hearing-impaired unit on the appropriate equipment	When required	Impairment Team SENCO	All children have access to the equipment when required
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired. Offer a digital way of communicating.	During induction On-going Current On-going	Office School Office Office/ Website design team All staff	All parents receive information in a form that they can access All parents understand what the headlines of the school information are Have parents being offered a digital way of communicating?
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication

	Offer different coloured visual resources to support pupils who may be dyslexic.	As required	SENCO/Stock Manager to source	
Ensure all staff are aware of guidance on accessibility	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly Support Plan review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some signs to be multilingual	Updated annually	EAL	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided by staff where possible	SENCO EAL Lead	Pupils and/or parents feel supported and included
Problems. Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Ongoing	Office E-services	All can access information about the school

difficulty with standard form of printed information				

Updated October 2026

Who should I contact if I have concerns regarding my child's SEND provision?

If you wish to discuss your child's Special Educational Need or Disability or want to speak to the SENDCo or a member of staff, the school can be contacted on, 01902 558690.

Who can I contact for further information about Special Educational Needs and Disabilities?

Independent advice and Support Service– 01902 556945
IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk
Bilston CE Primary School Website – SEND Policy, SEND Identification
Wolverhampton GEM Centre – 01902 446270
Wolverhampton City Council – Local Offer – Wolverhampton Local Offer for SEND - City of Wolverhampton Council

Updated June 2025 by Mrs. L. Boden (SENDCo)