



**St Bartholomew's CE Primary School**  
**Special Educational Needs and Disabilities**  
**Information Report 2024-2025**

## **SEN information report**

### **Introduction**

Welcome to our SEN information report which is part of the Wolverhampton Local Offer for learners with Special Educational Needs and Disabilities (SEND).

All Wolverhampton Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. At St Bartholomew's Primary School we aim to be as inclusive as possible with the needs of all pupils, including those with SEND, being met in a mainstream setting.

### **Our school's approach to supporting pupils with SEND**

Our whole-school approach to supporting pupils with Special Educational Needs and Disabilities (SEND) is rooted in inclusivity and tailored provision, guided by our comprehensive understanding of pupil-centred learning and our dedication to ensuring all children achieve. We emphasise the importance of high-quality teaching that adapts to the diverse needs of all learners, ensuring that adaptation and inclusive strategies are integral to classroom practice. Our planning approach follows the graduated framework of "Assess, Plan, Do, Review," which enables us to systematically identify and address the unique needs of each pupil. Through regular assessments which are at least every term and consultations with parents, staff, and external professionals, we create personalised support plans that outline targeted interventions. These plans are implemented with precision and continuously reviewed to ensure their effectiveness, fostering an environment where all pupils can achieve their potential.

## **Catering for different kinds of SEND**

There are four broad areas of need within SEND and any child on the SEN register will have a primary area of need highlighted to ensure that the provision in place is supporting the child in the best possible way. This will be continuously monitored and can differ as a child matures and develops. The four areas of need are cognition and learning, communication and interaction, social, emotional and mental health (SEMH) and physical and sensory. Any child on a support plan or with an EHCP, will have their primary area of need highlighted.

### **Cognition and learning**

Supporting cognition and learning in St Bartholomew's involves creating an inclusive, stimulating environment where all pupils can access and engage with the curriculum effectively. Teachers use adapted instruction, breaking down complex concepts into manageable steps and providing clear explanations to suit varied learning needs. Practical resources, such as visual aids, manipulatives and interactive activities, are employed to make learning more concrete and accessible. Personalised support plans may be developed for pupils with specific needs, incorporating evidence-based interventions such as targeted phonic programmes to ensure reading is supported in the best way. Regular assessments ensure progress is tracked and adjustments are made where necessary. Encouraging a growth mindset, celebrating effort and fostering resilience help pupils build confidence in their learning abilities while strong collaboration between teachers, teaching assistants, and families ensures a consistent and supportive approach.

### **Communication and interaction**

Supporting communication and interaction in St Bartholomew's involves fostering an environment where all pupils feel heard, understood, and confident in expressing themselves. Strategies include using clear, concise language and visual supports such as symbols or pictures in the form of Widgets or having external support from the hearing impairment team in order to develop sign language. Teachers and staff model effective communication, encouraging turn-taking, active listening and appropriate social interactions. Targeted interventions, such as speech and language therapy or social skills groups, are provided for pupils who need additional support. Individualised plans may outline specific strategies, such as using visual timetables, structured routines, or augmentative and alternative communication (AAC) tools. Regular collaboration with families and speech and language therapists ensures consistency between home and school. By promoting inclusive practices and celebrating diverse communication styles, we enable pupils to develop confidence in their interactions and build meaningful connections with peers and adults.

## Social, emotional and mental health

Supporting social, emotional, and mental health (SEMH) in St Bartholomew's focuses on creating a nurturing environment where pupils feel safe, valued, and supported. Teachers and staff build strong, trusting relationships with pupils, fostering a sense of belonging and emotional security. Strategies include implementing clear routines, maintaining positive behaviour support and teaching emotional literacy through activities that help pupils identify, understand, and manage their emotions. Targeted interventions, such as 1:1 nurture time, small group sessions, or evidence-based programs like Lego-therapy or play-therapy, are provided for those who need additional support. For pupils with specific SEMH needs, personalised plans may include strategies such as quiet spaces, sensory breaks or access to a trusted adult. Collaboration with parents, educational psychologists, Outreach and external professionals ensures a consistent and holistic approach. By promoting empathy, self-regulation, and positive social interactions, we help pupils develop the skills needed to thrive emotionally and socially.

## Sensory and/or physical needs

Supporting physical and sensory needs in St Bartholomew's is achieved by creating an environment that is accessible, inclusive and responsive to the individual needs of pupils. This includes ensuring the physical environment is adapted with features like ramps, handrails, and sensory-friendly spaces to promote accessibility and comfort. Teachers use adapted strategies and resources, such as tactile materials, enlarged print, or assistive technology, to ensure all pupils can engage with learning. Personalised support or EHCP plans may include strategies like sensory breaks, movement activities, or physiotherapy exercises tailored to specific needs. For pupils with sensory sensitivities, adjustments such as minimising noise, providing calming tools, or creating predictable routines help reduce anxiety and support focus. Close collaboration with families, occupational therapists, and other professionals ensures a consistent and effective approach. By fostering an inclusive and supportive atmosphere, we enable pupils with physical and sensory needs to fully participate in school life and achieve their potential.

## Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mrs Rachael Kilmister -	Headteacher Designated Safeguarding Lead	BA (Hons), qualified teacher, NPQLL, NPQS, senior mental health lead training.
Ms Stephanie Banks	SENDCo Deputy Designated Safeguarding Lead	BA (Hons), qualified teacher. NPQLL, currently completing NPQSEND
Miss Emily Robbins	Specialist SEND teacher	BA (Hons), qualified teacher, NASENCO
Mrs Vicky Osbourne	SEND Link Governor	BA (Hons), qualified teacher

Name of SENCO	Email address	Phone number
Ms Stephanie Banks	sbanks@stbartsmat.co.uk	01902558855

### **Securing and deploying expertise**

The school budget, received from Wolverhampton LA, includes money for supporting children with SEND. The Governors, Head teacher and SENDCo decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of the level of need across the school.

The Headteacher and the SENDCo discuss all the information they have about SEND in the school including; the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they will decide which resources, training and support are required to best support all of children.

The school identifies specific targets for groups for children and the interventions taking place to meet these, on class provision maps. These identify all of the extra support given to the pupils within each class and are reviewed at least termly. Changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The Head teacher and SENDCo monitor and review the effectiveness of all interventions that take place across the school ensuring that the correct provision is being given to individual children with SEND and that value for money is being achieved.

### **Equipment and facilities**

The Head teacher and SENDCo are responsible for ensuring that all staff are able to plan and deliver teaching that is appropriate for the needs of children with SEND. The SENDCo is working towards the National Award for SENDCo qualification and continue to attend local training evens and network meetings to ensure that up-to-date and important information is disseminated to all school staff regarding children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such as autistic spectrum disorders or dyslexia. Individual members of staff have attended training courses run by outside agencies that are relevant to the needs of specific children in their class and a number of staff members have been supported by the Outreach teams from Pennfields, Penn Hall and Broadmeadow schools in Wolverhampton. The school also works closely with teachers from the Special Needs Early Years Team.

## **Identifying and assessing pupils with SEND, evaluating effectiveness and ensuring progress towards outcomes**

We have a robust system in place to monitor, assess, and review the progress of all our children, ensuring their individual needs are met. Our school follows the graduated response outlined in the SEND Code of Practice (2014), adopting a systematic assess-plan-do-review approach. Both you and your child will actively participate in setting and reviewing individualized targets on at least a termly basis.

Class teachers continuously monitor your child's progress and track the impact of specific interventions through regular discussions with teaching assistants and specialist teachers providing additional support. For children with SEND, targets are assessed and reviewed termly, forming the foundation for future planning and target setting. This process is shared with the Senior Leadership Team during pupil progress meetings.

At the end of Year 6, all children are formally assessed through Standard Assessment Tests (SATS) if accessible; for those unable to access these tests, robust teacher assessments are conducted. Children with an Education, Health, and Care (EHC) Plan undergo a formal Annual Review, bringing together all professionals involved to evaluate progress and set future goals.

The SENDCo plays a key role in overseeing the progress of all children on the SEND register, ensuring targets on support plans are set and reviewed effectively. Regular book looks, pupil voice discussions and lesson observations by the SENDCo and Senior Leadership Team ensure that the quality of teaching and learning remains high and that all children's needs are being met. Through this comprehensive and collaborative approach, we ensure every child has the opportunity to thrive.

## **Consulting with pupils and parents**

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you and your child in more detail at the earliest opportunity.

We will:

- Share assessment data and observations with you and listen to any concerns you may have.
- Plan any additional support your child or family may need.
- Discuss with you any referrals felt necessary and any advice given to support your child both at home and in school.

Referrals to external agencies are determined based on the observations of your child in class and around the school and through conversations with you as parents.

The following is a list of support available outside of school

**Local Authority provision delivered in our school:**

- Sensory Inclusion Service for children with visual or hearing needs.
- The Wolverhampton Information, Advice and Support Service; offers impartial support and advice for parents of children with SEND.
- Wolverhampton Special Schools Outreach.
- Social Workers for CYPiC (children or young person in care) who have special educational needs as well.
- Wolverhampton Outreach through Broadmeadow Special School
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**NHS Provision delivered in our school:**

- Health visitor – height and weight assessments.
- Optical Nurse - eye screening.
- SALT (Speech and Language Therapy).
- School Nurse.
- Occupational Therapy.
- Physiotherapy.

**Involving key stakeholders**

Our school works collaboratively with a range of external bodies to ensure pupils' needs and their families are supported holistically. We regularly engage with health and social care professionals, such as speech and language therapists, occupational therapists, physiotherapists, and mental health practitioners, to provide specialist input tailored to individual needs. Local Authority (LA) support services, including educational psychologists and specialist advisory teachers, are involved to offer additional expertise and guidance. We also maintain strong links with voluntary sector organizations that provide valuable resources, programs, and support networks for families. By coordinating with these external partners, we ensure a multi-agency approach that fosters consistent and comprehensive support, addressing both the educational and wider well-being needs of our pupils and their families.

We have an 'open door policy' at our school and you are welcome to come and speak to your child's class teacher, teaching assistant, the school SENDCo or the Head teacher at a mutually convenient time. We will always listen and do our best to support your child and family.

We can ensure that:

- School staff are available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and strategies you may like to try at home. Please let us know if you have successful strategies at home that may be useful in school.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the professional involved directly, or where this is not possible, in a report.
- Targets and SEND support plans will be reviewed with you and your child every term.
- A home-school book may be used to support communication with you when this has been agreed to be useful for you and your child.
- TAC (Team Around the Child) meetings can be put in place to ensure that all professionals involved with you and your child can come together to discuss your child's needs and create an action plan or set joint targets.
- All families have information about and access to support from outside agencies and support groups. The Wolverhampton Information, Advice and Support Service can be contacted via their website at [www.wolvesiass.org](http://www.wolvesiass.org) or by phoning them on 01902 556945.

## **Transition support**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo may visit your child's school to meet them and their class teacher.
- Your child may be able to visit our school and stay for a 'taster session' to meet their new teacher and classmates.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- A 1-Page-Profile is also useful to help others understand your child and their needs.

If your child is moving to another school:

- We will contact the school SENDCo and ensure that they know about any special arrangements or support that needs to be made for your child. Where possible, a transition meeting will take place with the SENDCo from the new school which parents are encouraged to attend.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- A 1-Page-Profile is also useful to help others understand your child and their needs.

When moving classes in school:

- You and your child will be able to meet with their new class teacher and the SENDCo to get to know each other and discuss your child's needs.
- All children spend a session meeting their new teacher in their new classroom and further opportunities for children with SEND can easily be arranged.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- A 1-Page-Profile is also useful to help others understand your child and their needs.

### **Teaching approach including adaptation to the curriculum and learning environment**

All class teachers plan lessons according to the specific needs of all of the children in their class. This means that although the class may be working towards the same objective, tasks will be adapted to suit the ability levels of all ensuring that your child's needs are met.

Some of the ways in which teaching may be adapted are:

- Specific resources, strategies or interventions will be used to support your child individually or as part of a small group both inside and outside of the classroom e.g., concepts and vocabulary may be pre-taught before lessons or specific equipment recommended by occupational therapy provided.
- Planning and teaching will be adapted, along with tasks differentiated appropriately, to meet your child's learning needs and to enable them to access all areas of the curriculum.
- Where appropriate, adaptations will be made to the classroom learning environment so that your child's needs are best supported inside the classroom e.g., individual work stations or calming areas.
- Specialist teachers, trained teaching assistants or the SENDCo may deliver specific interventions such as precision teaching, Cool Kids, sensory pathways or nurture sessions.



## **Inclusivity in activities**

Our school is designed to be accessible and inclusive, with a split-level layout supported by easy-access ramps and a chair lift, as well as disabled toilet facilities. We strive to ensure that all equipment used is accessible to every child, regardless of their needs. We believe that all children are entitled to participate in extra-curricular activities and make reasonable adjustments to support pupils with SEND. Additionally, our breakfast and after-school provision is fully accessible, ensuring that all children, including those with SEND, can benefit from these opportunities.

## **Supporting emotional and social development**

We are sensitive to the fact that some children have emotional and social needs that need to be developed and nurtured. As a school, we follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. We also employ a full time pastoral manager, who supports all children who may need this, with a range of SEMH interventions.

For those children who find aspects of this difficult we offer:

- An in-school nurture provision. This follows the Nurture Principles and is also available to children during play and lunchtimes.
- A buddy system to support children during playtimes.
- Playtime and lunchtime support through play leaders and the school behaviour lead with planned group activities.
- 'Circle of Friends' intervention group.
- Family support in the home through the Information, Advice and Support Service.
- Our after-school clubs are inclusive of all pupils whatever their need.
- Lego therapy
- Access to a sensory room and sensory pathways

## **Online safety**

Our school recognises the additional risks that pupils with SEND may face online, including vulnerabilities to online bullying, grooming, and radicalisation. To address these risks, we implement a robust online safety curriculum tailored to the needs of all pupils, with specific adaptations for those with SEND to ensure understanding and engagement. Pupils are taught how to identify potential dangers, seek help, and use technology safely and responsibly. We provide regular training for staff to recognise and respond to online risks specific to pupils with SEND, ensuring appropriate support is available. Additionally, we collaborate with parents to raise awareness and provide resources for monitoring online activity at home. Our school has clear procedures for reporting and managing online safety concerns and we work closely with external agencies where necessary to ensure the safety of our pupils. By fostering an open and supportive environment, we empower pupils with SEND to navigate the online world securely and confidently.

## **Handling complaints**

We do our best to ensure that all our children have the opportunity to flourish and achieve to the very best of their ability. If, however, you feel that things are not going as well as you had expected, you can:

- Arrange to speak to your child's teacher, the SENDCo or Head teacher.
- Contact the Information, Advice and Support Service for support and advice.
- Write a letter explaining your concerns to the Chair of Governors:

Mrs Sarah Redfern  
St Bartholomew's Primary School  
Sedgley Road  
Penn  
Wolverhampton  
WV4 5LG

## **Local Offer**

### The LA Local Offer

The Children and Families Bill states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged between 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Please click on the link below to view the LA Local Offer:

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

## **Named contacts**

We welcome your comments on our offer, so please do contact us;

**Mrs Katy Kent** – MAT CEO

**Mrs Rachael Kilmister** - Headteacher and Designated Safeguarding Lead

**Mrs Stephanie Banks** – SENDCo and Deputy Designated Safeguarding Lead

**Mrs Vicky Osbourne** – SEND Link Governor

**School telephone number** – 01902 558855

**School e-mail address** - [stbartholomewsprimaryschool@wolverhampton.gov.uk](mailto:stbartholomewsprimaryschool@wolverhampton.gov.uk)

## Appendix 1 – St Bartholomew’s CE Primary School: Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adaptive teaching approach in order to make the curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. This is formalized through the CUSP approach (challenge, universal, scaffold and precise) to ensure the needs of all pupils are considered and met. This includes, but is not limited to, the use of personal workstations, adapted written texts and 1:1 support/ small group support where necessary. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>To raise the awareness of all staff on how to meet the social, emotional and academic needs of children with ADHD</p> <p>That increased numbers of staff have training on communication strategies eg. .Makaton/ELKLAN to assist those children who respond more effectively using this form of communication.</p> <p>To create a specialist classroom environment for children with the most complex</p>	<p>Receive training from SEN Start /Educational Psychologist on how to support children with ADHS and coexisting conditions</p> <p>Ensure key members of staff receive training on communication methods, e.g. Makaton</p> <p>Prepare the learning environment – paint existing classroom and provide</p>	<p>Rachael Kilmister/Stephanie Banks</p> <p>Rachael Kilmister/Stephanie Banks</p> <p>Site manager/SENDCo</p>	<p>Academic Year 2024/25</p> <p>Ongoing as need evolves and children with additional needs join the school.</p>	<p>Staff have a greater awareness of how to ensure that children with ADHD and co-occurring conditions are best supported to allow them to reach their full potential in school.</p> <p>Communication needs of all pupils are more easily met, especially those with identified need</p> <p>Children with complex needs make exceptional progress in a supportive, needs</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<p>Targets are set effectively and are appropriate for pupils with additional needs. These are reviewed with the school's SENCO regularly. The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Availability of a laptop for all children with dyslexia to help them with the writing process.</p> <p>Children are assessed to determine whether there is a need for access arrangements to ensure that they are able to complete end of Key Stage tests to the best of their ability. This includes the use of scribes, extra time and prompters.</p> <p>We subscribe to Dyslexia Gold training which identifies areas of need and provides precise interventions for</p>	<p>needs that has the necessary resources to deliver targets from EHCPs in a calm and effective environment.</p> <p>To ensure that the necessary training and resources (including staffing) exist so children with sensory needs can access sensory pathways during the school day, to ensure that they are able to self-regulate as effectively as possible and be ready to learn.</p> <p>To move to a learning environment with 1:1 digital devices which allow for more personalised learning opportunities that</p>	<p>necessary equipment and resources to meet needs of all children who will be accessing this provision.</p> <p>Arrange INSET training through Wolverhampton Outreach worker.</p> <p>Create timetables for children who need planned sensory pathway opportunities.</p> <p>Purchase and/or prepare necessary decals/resources for sensory pathways.</p> <p>Lease 1:1 devices and create digital strategy roll out programme</p>	<p>SENDCo</p> <p>Class teachers supported by SENDCo</p> <p>R Kilmister/J Harrison/E Hawkins/S Banks</p>	<p>End Spring Term 2025</p> <p>Ongoing – phase 1 by end of autumn term 2024</p>	<p>driven and inclusive environment.</p> <p>Children with sensory needs can access the curriculum, due to increased opportunities for self/co-regulation.</p> <p>Children's precise needs are met through increased access to</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	children with dyslexia and processing difficulties.	<p>meet the needs of learners with disabilities.</p> <p>Recruit a specialist SEND support teacher to support the delivery of highly effective interventions and curriculum for children with SEND to work alongside the SENDCo</p>				technology to support learning.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required and is regularly reviewed when new children join the school.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Wheel chair elevator from the main reception to school</li> <li>• Corridor width</li> </ul>	<p>Improve access to the school for children with a visual/hearing impairment.</p> <p>Improve access from the main entrance to the</p>	<p>Complete a survey of the environment to establish how accessible it is for children with a hearing/visual impairment.</p> <p>Establish a hearing induction loop in necessary parts of</p>	R Kilmister/SENCO Site Manager	Ongoing	Children with a physical impairment are able to successfully access the school grounds and feel safe doing so.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• 3 x disabled toilets. 1 located at the main reception. 1 in the EYFS building and 1 located in the demountable classrooms located off the playground.</li> <li>• Lowered reception hatch</li> <li>• Disabled Parking Space located on school carpark</li> <li>• Visual Timetables</li> <li>• PEPs are in place for children who need them in the event of a fire. Temporary ones are drawn up if children suffer a short term injury in which their</li> </ul>	field for wheel chair users.	<p>the school building depending upon current pupil need.</p> <p>Ensure all steps have yellow warning lines so that they are more user friendly for children with a visual impairment.</p>			

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	mobility is restricted.					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources where necessary</li> <li>• Visual timetables</li> <li>• An open door policy in which parents can arrange to talk to staff at their convenience</li> <li>• At least termly meetings with children</li> </ul> <p>PEC boards</p>	<p>To increase awareness of support networks for parents of children with a disability.</p> <p>Provide all correspondence in large font/Braille where this is needed.</p>	<p>Provide leaflets, which are readily available, advising parents of children with disabilities of support networks available.</p> <p>Undertake a greater number of parent drop in sessions/workshops for children with SEND in school.</p>	<p>R Kilmister SENCO</p> <p>J Winfield</p>	<p>Ongoing in response to need.</p> <p>1 per term during academic year with different needs focus each time.</p>	<p>Parents feel more informed and about the level and type of support available.</p> <p>Parents have increased opportunities for support and to ask questions in a supportive and accessible environment.</p> <p>Correspondence is accessible to all.</p>



<b>Aim</b>	<b>Current good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
			Adapt correspondence as required to respond to the needs of all pupils			

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To ensure that 'beyond the classroom' resources support children with SEMH and communication and interaction needs to access school.</p>	<p>We have a full time pastoral lead who runs sessions to support with children's emotional health and well-being.</p> <p>We have very good relationships and communication with external agencies, including being involved with the EBSNA pathway, the inclusion team and outreach support.</p> <p>We have created a sensory room for children with sensory/communication and language needs to access to help with emotional and sensory regulation.</p> <p>The Headteacher has completed the Senior</p>	<p>To gain a full understanding into the mental health status of our pupils</p> <p>To create a student body team to support SEMH pupil development across the school.</p> <p>To provide opportunities for identified children to participate in workshops to support their mental health.</p>	<p>Ask pupils to complete a wellbeing survey to gauge current feelings/trends.</p> <p>Explain to pupils the role of the pupil wellbeing team and determine interest.</p> <p>Recruit pupil body for Happy Minds Team</p> <p>Liaise with the Wolves foundation</p>	<p>R Kilmister SENDCo Site manager</p> <p>PSHE lead/ R Kilmister</p> <p>End autumn term established and then ongoing through training</p>	<p>End of Autumn 2024</p>	<p>Children feel empowered to speak about mental health and emotional wellbeing. They are supported by their peers/teachers to maintain and/or improve mental health, know how to support each other and how to ask for help when needed.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<p>Mental Health Lead training.</p> <p>The pastoral manager has completed a wellbeing champion qualification.</p> <p>An after school mindfulness club has been introduced for children in LKS2.</p>		to determine support that can be provided.	End of Academic Year 2025		