



MANOR
MULTI ACADEMY TRUST

East Park Academy SEND Information Report 2025 – 2026

What is the Local Offer?

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 special educational needs (SEN) or are disabled, including those who do not have education, health and care (EHC) plans.

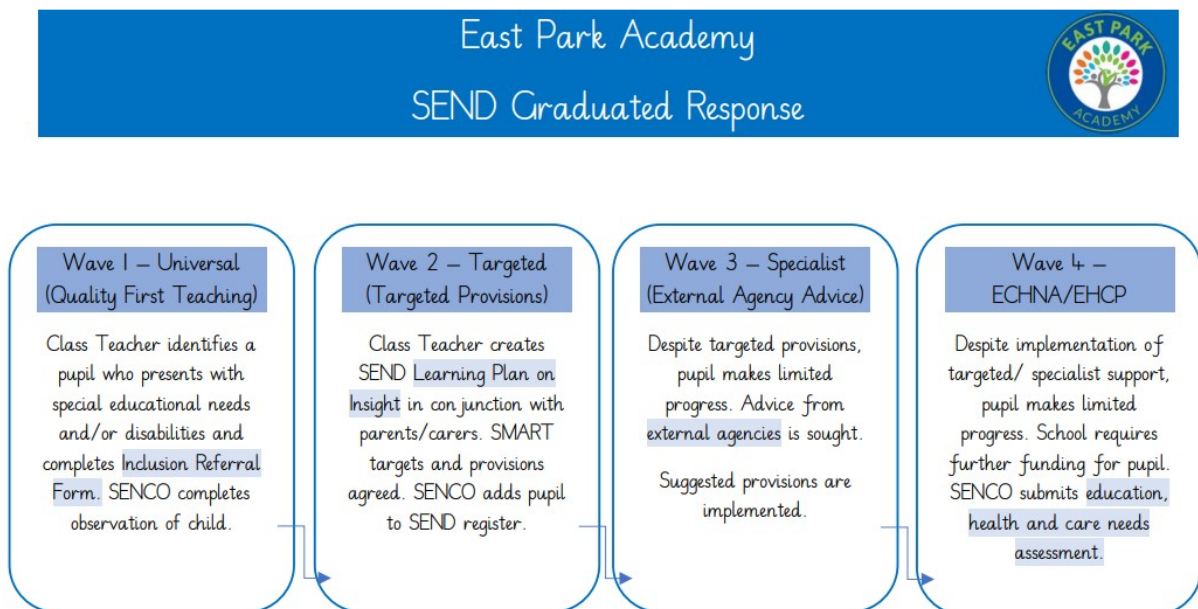
Wolverhampton Local Authority have their own Local Offer which will be published on the Wolverhampton Council website.

[Home](#) | [Wolverhampton Young Opportunities](#)

[Wolverhampton Local Offer](#) | [Wolverhampton Information Network](#)

In addition to the Local Authority's Offer, schools are required to publish information on their websites about the implementation of the governing body's policy for pupils with SEND. This is to be known as the SEND Information Report.

What is East Park Academy's Graduated Response?



How is East Park Academy an inclusive school?

East Park Academy is an inclusive school that places a strong emphasis on both academic success and personal development. We are proud of our achievements in core areas such as English, Maths, Science and Computing, while also offering a broad and balanced curriculum enriched by extra-curricular clubs and strong community links. We

believe that every child matters and strive to provide opportunities for every student to enjoy and achieve in all aspects of school life.

Our commitment to inclusion is further enhanced by our application of evidence-based strategies, including the principles of the Education Endowment Foundation (EEF) "5-a-Day" approach, ensuring that our teaching methods are grounded in research and tailored to meet the diverse needs of our learners.

Additionally, East Park Academy offers a dedicated SEND provision, Roots and Shoots, an informal resource base designed for children with special educational needs who require an alternative to the mainstream classroom environment. This provision ensures they receive the tailored support they need to thrive.

How does East Park Academy know if my child needs extra help and support?

Children are identified as having SEND through a variety of different ways, including:

- Concerns raised by parents/carers in relation to any of the four main areas of SEND (cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory).
- Concerns raised by school staff in relation to any of the four main areas of SEND (cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory).
- Children performing below age-related expectations.
- Concerns raised by staff regarding changes in pupil's behaviour (including social and emotional welfare).
- Health diagnoses made through a paediatrician.

Upon entry to East Park Academy, children joining us in Nursery or Reception undergo baseline assessments to establish their starting points and inform the development of an appropriate and tailored curriculum. For children transferring from other schools, we obtain detailed information from their previous school to ensure a smooth transition. This information allows us to identify and implement any necessary interventions to support their learning.

Should assessments indicate that a child may have a learning difficulty, parents are promptly contacted to discuss the identified concerns and to actively involve them in the process. If additional support is deemed necessary, the child will be placed on the Special Educational Needs and Disability (SEND) register, and appropriate extra provision will be arranged to address their specific needs effectively.

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

If you have concerns about your child, then you should initially contact your child's class teacher.

Miss Parkes, our school's SENCO, is contactable via:

Telephone: 01902 558899

Email: inclusion@eastparkacademy.com

Parents and carers can access impartial information, advice and support on all matters relating to a child or young person's SEND, from birth to 25 years, using the Wolverhampton IASS Service. This support ensures that families are fully informed about their rights, the services available to them, and the processes involved in securing appropriate provision for their child.

[Home | Wolverhampton Information, Advice & Support Service](#)

How will East Park Academy support my child in their learning?

For information regarding the curriculum please visit the school's website:

[Home | East Park Academy](#)

Lessons at East Park Academy are thoughtfully adapted in alignment with the Education Endowment Foundation's (EEF) 5-a-Day Principles, ensuring that all pupils can access high-quality teaching and learning. In addition to these adaptations, teaching assistants within classrooms provide targeted support to enhance pupils' access to lessons. Every child, regardless of ability, is assigned curriculum-based targets to work towards. Teachers plan and assess work in accordance with these targets, using them as success criteria to ensure continuous progress.

To foster a strong home-school partnership, termly newsletters and curriculum updates are shared with parents and carers, outlining curriculum topics and providing guidance to support learning at home. Educational visits and in-school visitors are strategically planned to enrich and complement the teaching and learning experience.

Our Special Educational Needs Coordinator (SENCO) oversees all support and interventions for children requiring additional assistance across the school. The SENCO also monitors their progress in core subjects—Reading, Writing, and Maths—to ensure that interventions are effective and that every child achieves their potential.

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

At East Park Academy, we prioritise the provision of exceptional pastoral care for all our pupils. We recognise the vital importance of fostering high self-esteem and emotional wellbeing as the foundation for every child's success. Parents are encouraged to share any concerns or anxieties with their child's class teacher, a member of the Senior Leadership Team (SLT), the Special Educational Needs Coordinator (SENCO), or the Headteacher. Our dedicated team is always available to listen and respond to any issues affecting a child's welfare.

The class teacher holds primary responsibility for the overall care and wellbeing of each child in their class, with additional support available from teaching assistants, the SLT, our SENCO and the Headteacher. Mrs Wagstaff, our Family Support Lead, works closely with children and families, providing tailored guidance and support throughout the school. During lunchtimes, our trained lunchtime supervisors and behaviour mentors play a key role in ensuring children are well cared for and supported during this important part of the day.

We also encourage peer support through initiatives such as classroom worry boxes, allowing children to confidentially share their concerns. A positive approach to behaviour management underpins our school ethos, with a consistent behaviour and reward system embraced by staff and pupils alike.

Attendance is closely monitored daily by our attendance team, with excellent attendance actively promoted across the school. Children achieving attendance of 96% or above are recognized and rewarded on a termly and annual basis, emphasising the importance of regular and consistent school participation.

At East Park Academy, we are committed to ensuring that every child feels valued, supported, and empowered to thrive.

How can East Park Academy help me to support my child's learning?

Your child's class teacher may suggest ways in which you can support your child's learning. Children are encouraged to read at home on a daily basis and complete activities to pursue their passions. We hold regular parent information workshops covering all areas of the curriculum. All parents are encouraged to attend these meetings and to work alongside their child when possible.

Miss Parkes, our SENCO, may also meet with you if your child has SEND to discuss strategies and activities to help you support your child, particularly if an outside agency has completed a report and suggested programmes of support for home and school.

What specialist services are available in the school setting?

Our SENCO, Miss Parkes, holds Qualified Teacher Status and has completed the National Award for Special Educational Needs Co-ordination. She has also been trained in a variety of intervention programmes.

All of our teaching and non-teaching staff access regular training and updates on a variety of school topics, including those relating to SEND.

Staff are trained in a variety of intervention programmes which include the following:

- Intensive Interaction (Mrs Evison)
- Attention Autism (Mrs Evison)
- Read Write Inc Phonics
- Cool Kids
- Mentoring
- Emotion Coaching
- Precision Teaching
- Wellcomm
- Lego Therapy
- Drawing and Talking

Which external agencies are accessed by the school?

As a school, we work closely with a variety of external agencies such as:

- CAMHS (Child and Adult Mental Health Service)
- Child Protection Advisors

- Special Needs Early Years Service
- Education Psychologists
- Educational Welfare Officers
- GEM Centre (Paediatricians, Occupational Health)
- Outreach Wolverhampton Team
- School Nurses and SEND Nurses
- Sensory Inclusion Service
- Social Workers
- Speech and Language Therapists

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

At East Park Academy, the curriculum is designed to be coherent, sequenced, ambitious and inclusive, ensuring minimal narrowing of opportunities at any age. All pupils, including those with SEND, access age-appropriate content with adaptations tailored to individual needs on a child-by-child basis.

Teaching assistants are deployed to work with pupils in small groups or one-to-one settings, targeting specific areas of the curriculum. This support may be delivered within whole-class lessons or as part of withdrawal intervention groups.

For children identified as having SEND, a personalised SEND Learning Plan is created using Insights. Targets aligned with their area of need are set and reviewed regularly, with these plans shared with parents/carers to incorporate their feedback and perspectives. Where necessary, specialist equipment, such as pencil grips, sensory tools, wobble stools, or chew buddies, is provided to ensure children have the tools they need to succeed.

How are East Park Academy's resources allocated and matched to children's SEND needs?

The school is committed to meeting the needs of all children with SEND to the highest standard. The SEND budget is allocated at the beginning of each financial year and is utilised to provide additional support or resources based on individual needs. Resources may include specialised equipment or the deployment of staff. In some cases, teaching assistants funded through the SEND budget deliver intervention programs designed to support specific needs.

Who will oversee, plan, and work with my child?

Class teachers and year-group staff, who interact daily with your child, are the first to oversee and plan their learning. Miss Parkes, our SENCO, collaborates with class teachers to review children's needs and recommend appropriate support strategies. The SLT formally monitor the progress of all children, especially in core areas like Reading, Writing and Maths, on a termly basis.

How will East Park Academy know that my child is making progress and that support is effective?

Children's progress is assessed against national and age-related expectations. From their entry in the Foundation Stage through to Year 6, progress is tracked using a range of methods. Class teachers continuously evaluate pupils' daily progress, identifying areas requiring further support.

Termly pupil progress meetings are conducted with the SLT to discuss pupils not making expected progress and identify strategies to enhance their learning. For pupils with SEND Learning Plans, their strengths, needs, targets and provisions are reviewed at least termly to ensure the support is effective.

How will I know that my child is making progress?

East Park Academy values strong home-school partnerships and maintains an open-door policy. Parents/carers are encouraged to request meetings with staff to discuss their child's progress. If the school identifies concerns, parents will be promptly contacted to work collaboratively.

Termly parents' evenings provide a formal opportunity to discuss children's progress and needs. Pupils on the SEND register have personalised SEND Learning Plans, detailing strengths, needs, targets and provisions, which are reviewed with parents each term. Targets are set to be SMART (specific, measurable, achievable, realistic, time-bound) to ensure they are attainable within the review period.

For children requiring Wave 4 support, an Education, Health and Care Plan (EHCP) may be in place. In such cases, formal meetings are held involving relevant external agencies to review progress and coordinate further support.

Who can I contact for further information about East Park Academy?

If you already have a child at our school, then your first point of contact should be your child's class teacher. You could also arrange to meet Mrs Cox if you have concerns relating to SEND.

Alternatively, further information on our school can be found on the school website or in our school prospectus.

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

- Your child's class teacher
- Miss Parkes, SENCO
- Mrs Samra, Head of school

Who can I contact if I want to complain about SEND Support?

If you have a concern or complaint regarding SEND, you are encouraged in the first instance to meet with the SENCO (Miss Parkes). If this matter is not resolved satisfactorily, the Head of school (Mrs Samra) should be notified. If the concern is not resolved please see the formal complaints policy.