



Penn Fields School SEN Information Report 2025.26

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Penn Fields

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What is the SEN Information Report?

The school's SEN Information Report states the ways we aim to support all our students, with Special Educational Needs and Disabilities, to realise their full potential. It is updated annually to reflect changes and provision within the school.

What is the local offer?

- To provide clear, easy to understand, accurate information on services and how they can be accessed so parent/carers and young people can see clearly what is available.
- To show what is available at various stages of the SEN journey.
- To make the local provision more responsive to local needs by directly involving children and young people with SEN, their parents and carers and service providers in its development and review.

Where is the information on Wolverhampton's local offer published?

Further information about Wolverhampton's offer for children with Special Educational Needs and Disabilities can be found on the City Council's website at <http://www.wolverhampton.gov.uk/send>



Our School and the types of SEND we provide for



Penn Fields School is a maintained day special school that provides education for up to 190 young people between the ages of 6-19 years (**Years 1 to 14**).

Children who attend will have been identified as having moderate or complex difficulties in **Cognition and Learning**. The student may also have associated needs in **Communication and Interaction** (autistic spectrum disorder and/or speech and language difficulties).

In September 2012 the school moved into a new purpose-built three storey building which is fully accessible for all our students, including wheelchair users. It is an inspiring building that allows traditional values and innovation to go hand in hand ensuring that every student can focus on realising their full potential and achieving their very best, in a safe and empathetic place where the aim is to raise confidence, aspirations, and achievements for everyone.

The facilities are built to BREEAM standards, meaning they meet high environmentally friendly requirements.

Among the new unique features are a hydrotherapy swimming pool, a multi-sensory room, a sensory gym, a sixth form which caters for older students and an integrated working area that provides space for external support agencies to come in and use when necessary.



A library is located in the atrium area, which is right in the heart of the building.



Ground floor primary classrooms have direct access to their own external learning areas, and a multi-use games area is also provided, as well as an adventure play area for both younger and older students. There is also access to a wide range of outdoor learning spaces, specially designed for children at Penn Fields.



Penn Fields works closely with Wolverhampton Local Authority in its admission of students. School places are recommended by the Local Authority during or following the Education Health and Care Plan (EHCP) process. All students who attend school will be undertaking or have a statement of special educational needs or an EHCP.

Full details about admissions to the school can be found on the school website: [Admissions | Penn Fields School](#).



The provision for students at Penn Fields

Provision

Our provision is based on strong shared values and aims to provide a secure, happy environment where all children's individual needs are recognised and catered for. Everyone is treated with dignity, with respect and is of equal worth to maintain and further develop a highly effective learning community.

Penn Fields follows a trauma sensitive approach, alongside restorative practice in developing key social and emotional skills.

At Penn Fields School we aim to cater for all our student's individual needs and to provide a high-quality learning environment which raises the aspirations and achievements of everyone who learns with us. Our high expectations recognise, and value the hard work students put into their work.

Children follow a range of provision and curriculum pathways, including Pre-Formal, Semi-Formal and Formal learning opportunities.

Pre-Formal

Many children in Year 1-4 follow a Continuous Provision approach, designed to develop skills in all areas of their EHCP. The provision is organised in a way which enables children to access the resources independently and that will engage children and stimulate curiosity. Resources are carefully selected to motivate children to challenge themselves. This allows children to access resources with an adult, alone or with their peers. Both the outdoor and indoor spaces are used to promote learning, as well as a range of interventions and 1-2-1 adult supported learning tasks. Children are also supported to develop communication skills, using Makaton and symbols where necessary. Children begin to follow routines, structure and preparation for readiness to learn.

Semi-Formal

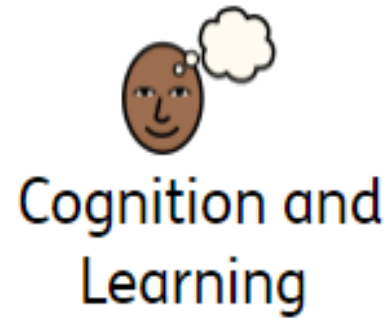
Some children are beginning to access group work and participate in core subjects, such as phonics, Maths and Science, and follow a thematic approach to learning across foundation subjects. They continue to undertake interventions and some 1-2-1 adult supported tasks. Where possible, they access the national curriculum, adapted to meet their individual needs.

Formal

Students are able to access national curriculum and group or sometimes independent learning. They will participate in more formal lessons, again adapted to meet needs. Some children will participate in a range of interventions and in KS4 begin their preparation for a range of examinations from ASDAN to GCSEs in core subjects.

Supporting Areas of Needs

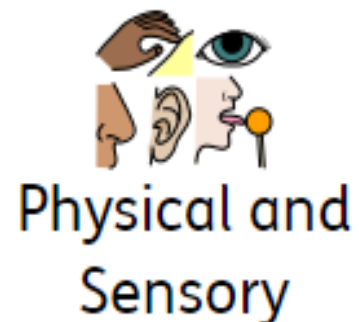
Curriculum Pathways
Adaptations
Maths and RWI Interventions
Digital Literacy
Autism and Dyslexia Friendly approach
Teacch



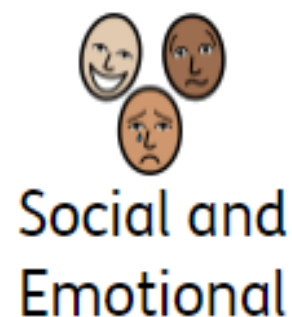
SALT
Intensive Interaction
Attention Autism
Lego Therapy
Friendship Street
Makaton
Colourful Semantics



Swimming
Sensory gym
Sensory Circuits
Sensory Room
Duke of Edinburgh
VI, HI support
Outdoor Learning/Forest School
Haptic & Deep Pressure Massage



Silver Trauma Sensitive Award
Restorative Approach
Preparation For Adulthood
Jigsaw PHSE Programme
Drawing and Writing Therapy
Sand Therapy





Evaluation of Provision

All students have an Education, Health and Care Plan (EHCP), so the curriculum is modified and adapted to meet their individual needs. We are committed to providing a range of interventions to support academic and holistic development by setting challenging targets, both academic and personal, which are monitored each term and linked closely to an individual's Statement of SEN. We are committed to finding the best intervention for each child and appreciate that what works for one may not be the best for another. This means we can adapt a different approach if an intervention is not having the desired effect on a child's attainment or wellbeing.

We evaluate our provision regularly to ensure it is meeting the needs of our school population and ensure progress at each stage of learning. This informs us about what we do well and identifies areas which we may need to address and plan our next steps for each initiative.

The school's Quality of Teaching, Learning and Assessment are responsible for monitoring and evaluating both the provision and progress across school.

Policies for teaching and learning

Full details of the schools teaching and learning provision are detailed in:

[Whole School Curriculum Overview | Penn Fields School](#)



Expertise & training of staff to support Student needs

Training – overview

All staff have responsibility to meet the needs and requirements of all our students. For this to be effective all staff are provided with training and development opportunities to enable effective practice, which includes weekly staff meetings and regular INSET days about identified information sharing and training needs.

Staff are trained with regards to their specialist area, whether it be by subject key stage or job role and have clear job descriptions which detail the required qualifications for each post. All staff have received training in line with the school ethos, aims and protocols.

All staff complete an annual appraisal related to their work as a teaching assistant, senior teaching assistant or teacher. Training is specifically related to the needs of children in our school and staff also take training as required by statutory guidance.

Staff continue to gain a range of certificates to mark their commitment to courses such as DoE leaders and assessors, Swimming Rescue Training, Paediatric First Aid and Makaton. Some staff have undertaken training in Intensive Interaction, Forest School's and Attention Autism.

SOLO taxonomy (Structure of Observed Learning)

We use SOLO to create a shared language of learning that can be recognised by students as they travel from phase to phase and across different subjects each day. SOLO provides Penn Fields teachers and students with a single pedagogical approach that breaks down unnecessary barriers to learning. Staff receive ongoing training in SOLO for the planning and delivery of lessons to deepen their knowledge.

Training – safeguarding

In addition, all staff are trained in basic safeguarding and child protection which is regularly updated to provide them with relevant skills and knowledge. Full details can be found via the following link:

[Safeguarding Information | Penn Fields School](#)



Involving parents/carers in their child's education

All parents and families are welcome to visit the school prior to their child or young person attending the school. Apart from initial visits to the school introductory meetings are also held.

The parents/carers of children at the school elect a representative to the board of Governors to ensure students receive high quality education and plan for future development and improvement of the school.

At Penn Fields we value the impact parents have on a child's education. As well as the annual review of their Statement of EHCP we hold two parent conversation meetings to discuss the child's welfare and progress that include input from any professionals working with the child. These conversations recognise the importance of parental engagement on a child's attainment holistically and academically.

We regularly engage with parents/carers through informal and formal consultations. As a school community we are committed to working in partnership and for this to be effective we rely on the views of everyone involved.

The school always aims to support students and their families, and we do this whenever we can. One example is the safer Internet Day where we share information about the benefits it brings to learning while also helping everyone to stay safe [Safer Internet Day \(pennfields.com\)](https://www.pennfields.com/safer-internet-day).

Our weekly newsletter informs parents/carers about events happening at Penn Fields. Copies of past and current newsletters can be viewed on our website via the following link: [Penn Fields School](https://www.pennfields.com) together with other information for parents/carers.

School also offers a range of termly curriculum Workshops and a monthly informal 'Coffee and Chat' drop-in session.

Arrangements for consulting young people with regards to their SEN

Students' opinions on their education are sought formally when conducting annual reviews, EHCP reviews, EHCP transitions and parental conversations. If students are able to, they are asked to discuss their education during these meetings or share their thoughts ahead of the meeting.

All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil in order that they can access and experience success throughout their school life.

The School Council allows everyone to contribute and decide on aspects of school life relating to their interest and needs. To build on this instead of just a few students being on the school council and attending the whole school council meeting, everybody at Penn Fields is now be on the school council and everybody in Penn Fields will also attend school council meetings.



Smart School Councils are online, and everything discussed in the meetings is inputted onto the online programme. All students are listened to, and everyone has their say. Students can take charge, lead and be part of different teams.



We can make positive changes to Penn Fields school that benefit all students.





How we involve other professional bodies

The governing body is aware of the wide range of staff working together within the school to support the children, young people and their families. The governing body consists of some professionals with backgrounds in education and public services and there is a consistent monitoring of practice to ensure that children and family's needs are met through meetings and reports. Staff in school regularly report back to governors, especially when sharing information regarding projects in their subject area.

Classroom staff are employed directly by the school. This includes teachers, teaching and learning assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies, which are, based elsewhere and work in school on specific days or as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS Learning Disability team and Physiotherapists are employees of Wolverhampton Community Health Trust. All these professionals work within school training and advising staff, working with children and young people who are on their caseload.

Transport to school is organised by the Local Authority. Transport staff are employed by the Local Authority.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services.

All contact numbers for support services, described above, are within the parent handbook. If families have a query relating to these areas, it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

Arrangements for supporting students' movement between phases of education and preparation for adulthood

All transitions are well planned for throughout school as children and students move from class to class and phase to phase. Parents/carers always can meet new teachers and class staff.



To help prepare for growing up and becoming an adult Preparation for Adulthood (PFA) is being taught that also helps young people understand more about themselves and the world around them. A portfolio for each topic covered will be provided with the opportunity to add personal notes, photographs.

When a topic is completed, everyone will receive a certificate before moving onto the next topic.



Preparation for Adulthood

This is to certify that

.....
has completed the following Preparation for

Adulthood topic

Signed Date



Students are increasingly supported in planning for their transition from school to adult life. Staff from Connexions and the Transition Teamwork with students in school to get to know them and to advise both students/students and parents/carers on what is available after leaving Penn Fields. They are also offered a range of work experience opportunities.

On leaving Penn Fields our students have a specific college or placement named in their new Education, Health and Care Plans. After Year 11, many students move on to Rodbaston College, Wolverhampton College or WVTC, which offers several courses relevant to their needs, but students may also go on to other training establishments and placements in and around the city.

A certain number of our Year 11 students remain at school and transfer into our Sixth form. After Year 14 they move on to college or other placements.



Arrangements for handling complaints

If a parent is concerned about anything to do with the education that we are providing at school, they should, in the first instance, discuss the matter with the head teacher. Most matters of concern can be dealt with in this way.

All teachers work very hard to ensure that each child is happy at school and is making good progress: they always want to know if there is a problem, so that they can act before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the school, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the head teacher. The head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

Should a parent, member of staff, governor, etc. have a complaint about the head teacher, they should first make an informal approach to the Chair of the Complaints Policy governing body, who is obliged to investigate it. The chair in question will do all they can to resolve the issue through a dialogue with the school, but if a parent/member of staff, etc. is unhappy with the outcome, they can make a formal complaint.

Full details are available: [Policies | Penn Fields School](#) – Complaints policy