



SEND (Special, Educational, Needs and Disability) Information Report

Beckbury CE Primary School

Overview

Beckbury CE Primary School is a rural school for pupils ranging from 2 to 11 years. There are currently 3 mixed age classes within our school. This includes one class with nursery and reception, one class with years 1 and 2 and one class with years 4, 5 and 6. Beckbury CE Primary school is an inclusive school, which encourages all pupils to achieve their potential through subtle support and targeted intervention programmes.

People who support children with special educational needs and/or disabilities at Beckbury CE Primary school

School based information	People	Summary of responsibilities
<i>Who are the best people to talk to in this school about my child?</i> <i>How can I talk to them about my child if I need to?</i>	Class teachers	He/She is responsible for: Ensuring that all children have access to good and outstanding teaching and that the curriculum is adapted to meet your child's needs (also known as differentiation) Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc) and discussing amendments with the SENCo(Special Needs Coordinator) Ensuring that all members of staff working with your child in school are aware of your child's individual needs and /or conditions and what specific adjustments need to be made to enable them to be included and make progress Ensuring all staff working with your child in school are supported in delivering the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils with any SEND.

	<p>The SENCo Mrs S.Triggs and support from Mrs E. Docherty</p>	<p>She is responsible for: Coordinating all the support for children with special educational and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</p> <p>Ensuring that you are: Involved in supporting your child's learning Kept informed about the support your child is getting Involved in reviewing how they are doing and part of planning ahead for them</p> <p>Liaising with all the other people who may be coming into school to help support your child's learning e.g. the speech and language therapy service, the educational psychologist</p> <p>Updating and monitoring the school's provision map (this is a document which records the additional support that your child is receiving)</p> <p>To provide specialist support for teachers and support staff in the school so they can help your child and other pupils with SEN and /or disabilities in the school to achieve their potential.</p> <p>Supporting your child's class teacher to write Individual Education Plans</p> <p>Organising training for staff so staff are aware of, and confident in, how to meet the needs of your child and others within our school</p> <p>They are responsible for: Completing additional intervention programmes and supporting your child as appropriate within the classroom under the direction of the class teacher and or the SENCo.</p> <p>For monitoring the daily support that your child receives to ensure that your child receives the support as stated within the provision map. We welcome daily dialogue between parents and TAs on how a child's day has been, and we do actively encourage this continued feedback</p>
	<p>Teaching Assistants/Key workers</p>	

	Executive Head teacher Mrs C. Gaskin	She is responsible for: The day to day management of all aspects of the school, this includes the support for children with SEN and /or disabilities. She delegates responsibility to the SENCo and class teachers for supporting and monitoring the daily support that children receive but is still responsible for ensuring that your child's needs are met. She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	SEND Governor Mrs L. Dodsworth	The Governing body are responsible for: Making sure that the school has an up to date SEND policy. Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in the school. The SEND governor does not have information about specific children. The SEND Governor must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Assessment Process

What will happen if the school has a concern about my child?	As a school we feel it is important to support your child as soon as we identify that they require additional support. We as a school understand the importance of early intervention. Each term your child is assessed by their class teacher. If the class teacher observes any concerns that they have regarding your child, then they will ask you to come into school to discuss these. Concerns may also be highlighted in parents' evenings. The class teacher will discuss additional interventions and support that they intend to put in place for your child.
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What can I do if I have a concern about my child?	Beckbury CE Primary school has an open-door policy and we will make time to listen to your concerns at a mutually convenient time. If you would like to discuss your child with us, then please either phone or come into school and make an appointment. Initial concerns should be discussed with your child's class teacher and possibly the school's SENCo if this is appropriate.
How can the school access additional support for my child?	If your child's class teacher still has concerns regarding your child, then they will initially ask the schools SENCo to observe your child and then complete some simple assessments. She will then suggest additional interventions to support your child or recommend that a referral is made to an external agency. These agencies will suggest additional ways that the school can support your child. At this stage, 'SEN support' (formally known as School Action and School Action plus), an IEP (Individual Education plan) would be written along with parents, class teacher, and the child in setting targets to be reviewed in the next term.
What will happen if my child is still not making the progress that you would expect	If, after your child has been assessed by an external agency and they continue not to make progress that you would expect, then the school would consider applying for a statutory assessment(this is where your child has a range of physical and academic assessments to see if they would benefit from additional support to enhance the support they already receive within the classroom) If you and the school decide to go ahead with the statutory assessment process this will usually take around 26 weeks.
What will happen if my child is assessed and additional support is given?	If the LA decides that your child would benefit from additional support, then a EHCP (Education, Health, Care plan) will be written (formerly known as a statement) This is a document that discusses your child and provides the school and other professionals with additional strategies to support your child. It includes targets that your child is working towards and it offers suggestions for other strategies that would be beneficial such as additional
If my child has a statement of special educational need, how will this be reviewed and monitored?	If your child has an EHC plan then each year this is reviewed during a meeting between yourselves, the school and other professionals who support your child. The purpose of the meeting is so we can see the progress that your child is making towards their long-term targets and if there is an amendment to the EHC plan. Your views are an important part of this meeting and these are recorded. An annual review can be arranged at any point during the year if it is felt there is something that is significantly affecting the child.
How will I be informed about the progress that my child is making?	You will be informed about your child's progress through parents evening meetings and through the yearly report which is sent out to all parents. Your child may also have an IEP) and this is reviewed termly so that you can see the progress that your child has made against these targets.
How will my child's thoughts and feelings be recorded?	Your child's thoughts are recorded throughout the assessment process as their ideas are recorded on any referral forms that are completed and as part of the annual review process. Your child will also be part of the IEP reviews as we always take into consideration the progress that they feel they have made and what they feel their next steps will be.

How we consult with parents and carers of children with Special Educational Needs
<ul style="list-style-type: none">• Termly meetings with parents to discuss IEP'S (Individual Education Plans) and reviews and general progress.• We have an open-door policy where parents can meet with staff about concerns.• We arrange for parents to meet with outside professionals in the school setting.• The SENCo will meet with parents to go through external agency supports.

How we consult with our pupils with Special Educational Needs
<ul style="list-style-type: none">• Children are involved in setting their own targets and reviewing their progress in the IEP process• We investigate different learning styles and consult with children as to how they feel they learn best• We have a school council where children's voices are heard• We have an excellent PSHE (Personal, social, health, education) programme where children have time to think and speak

How we support our pupils at times of transition
<p><i>From Nursery to the Reception class</i></p> <ul style="list-style-type: none">• Nursery and Reception pupils work alongside each other so transition from Nursery to Reception is not an issue for children who are offered a school place. Children who join the school in Reception class are offered a staged transition programme at the end of the term before they are due to start school.• Meet with the Early Years' Area SENCo and parents if necessary• Meet with staff to share IEP's and discuss useful strategies <p><i>From class to class within school</i></p> <ul style="list-style-type: none">• Children will have taster sessions in their new class. Extra sessions may be deemed necessary.• Teachers liaise to share IEP's and other general information about a child.• Progress data is shared <p><i>Transfer to secondary school</i></p> <ul style="list-style-type: none">• Children will be visited by the year 7 co-ordinator in our setting• Children will have visits to secondary school-extra visits will be arranged where necessary and will be supported by a teaching assistant• Year 7 co-ordinators and secondary SENCos are invited to annual reviews• Year 6 teacher and SENCo will meet with the Year 7 co-ordinator and Secondary SENCo to share information. Visitors from secondary schools will spend time in the year 6 class on these visits talking to children.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs
<ul style="list-style-type: none">• Up to date access plan-disabled access, disabled toilet facilities etc• 'Time out' zones.

- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies e.g. stability cushions, pencil grips, Cool Kid's resources etc
- Classrooms are well resourced, but staff will ask the SENCo to order any additional equipment or will ask the SENCo to order any products that may be useful
- Class teachers and teaching assistants support children with SEND on a one to one or in small groups in each class.
- We follow advice from outside agencies and purchase resources that are recommended and follow programmes that are recommended

Our Provision for pupils with SEND

Communication and Interaction

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>-On visits to the private on-site pre-school we find out if a child has had any involvement with SALT or if the parents/carers have any concerns</p> <p>-We observe children in class, at playtimes, lunchtimes etc</p> <p>-We look at progress through the EYSF development matters stages of development</p> <p>-We look at the impact that speech, language and communication needs are having on other areas of the curriculum and the child's wellbeing.</p> <p>-An IEP might be appropriate for target setting and reviewing progress</p> <p>-Refer a child to SALT to get expert advice</p> <p>-Review progress through a speech and language programme with outside agency guidance (fluency team)</p>	<p>-Follow advice from external agencies</p> <p>-Provide suitable training assistants to run speech and language programmes</p> <p>-Resources will be purchased to support children speech and language games e.g. speech and language games</p> <p><i>Receptive language issues;</i></p> <ul style="list-style-type: none"> • Make sure instructions are simple and clear • Provide support for children to make sure that they understand what is expected • <p><i>Expressive language issues;</i></p> <ul style="list-style-type: none"> • Build time in for children to take part in activities to develop expressive language • Provide support for children through experienced teaching assistants in the class 	<p>-Refer children to speech and language service for support and advice</p> <p>-Provide trained teaching assistants to run speech and language programmes in school.</p> <p>-This may be on a one to one basis or in small groups</p> <p>-Private speech and language practitioners have worked in school if parents have requested</p> <p>-Nurture groups have been set up in school to give children time to work in small groups or individually with an experienced adult</p> <p>-Regular feedback to parents/carers suggestions of how they can help their child at home</p>

	<ul style="list-style-type: none"> • <i>Articulation of sounds issues</i> <ul style="list-style-type: none"> • Children may have a specific speech and language programme to follow with trained teaching assistants on a one to one basis or in small groups 	
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2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>-Class teacher, teaching assistants keep careful; tracking of the child and record observations</p> <p>-Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these, along with parents/carers.</p> <p>-If the child continues to be of concern the SENCo will observe and along with teachers, TAs and parents either suggest intervention strategies or refer the pupils to an outside agency such as Woodlands Outreach.</p> <p>-Pupil will be carefully monitored and reviewed after a term to ensure progress is made. If progress is not being made, then either other interventions are suggested, or another referral is made or a EHAF (Early Help Assessment) meeting is called.</p> <p>-If appropriate then a Conner's questionnaire will be</p>	<p>-Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines.</p> <p>-Provide adaptations to the curriculum or style of teaching to cater for clear, precise and direct instructions in smaller chunks.</p> <p>-Give children support in the class so that they can make sense of situations (teaching assistant time would be allocated)</p> <p>-The anxiety levels of the pupils are monitored, and subtle intervention is put in place before pupils become anxious.</p> <p>-Support would be provided for children if they needed some time away from the classroom to pursue some more individualised learning.</p>	<p>-Refer children to Woodlands service for advice and strategies to implement.</p> <p>-Refer children to educational psychology service for advice</p> <p>- Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</p> <p>Specific interventions might include;</p> <ul style="list-style-type: none"> - Social stories/comic strip conversations in small nurture groups or on an individual basis. - Cool Kids - Quiet/special places for reflection - Socially speaking friendship group

<p>completed by parents and the school team. This will initiate a referral to CAMHs (Child and adolescent mental health) and possibly a formal diagnosis.</p> <p>-Parents can also refer their child for an assessment into ASD (Autistic Spectrum Disorder) by visiting their GP.</p> <p>-If appropriate a request for a statutory assessment (EHCP is made and additional interventions and strategies are put into place to support the pupils.</p> <p>-Pupils are regularly reviewed through internal half termly, tracking data, national assessments such as SAT'S and the year 1 phonic training</p> <p>-If pupils have a statutory assessment (EHC plan) then their progress is reviewed annually through the annual review progress.</p>		
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Cognition and Learning

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>-On visits to the private on-site pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns</p> <p>-We observe children in class, at playtimes, lunchtimes etc</p> <p>-We look at progress through the EYFS development matters stages of development</p> <p>-Tracking progress through the national curriculum on a</p>	<p>-Adapting to children by using different learning styles, for example, multi sensory learning</p> <p>-Differentiating work and homework</p> <p>-Providing support from the teacher or teaching assistant in small groups or on an individual basis</p> <p>-Having children in target groups or booster groups within the class</p>	<p>-Follow advice from outside agencies</p> <p>-Purchase resources to support children</p> <p>-Support children through additional adult support in the classroom</p> <p>-Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</p>

termly basis and identifying barriers to learning -National assessments such as SATS year 2 and 6, Year 1 phonic screening -Refer to LSAT (Learning support advisory teacher) for additional support and advice	-Providing children with SMART targets -Providing support for pre-learning -Children are encouraged to use resources independently to support their learning such as word banks, number lines, bead strings etc -Specific interventions are put into place to aid pupils to develop the skills that they require to be able to access the curriculum	Specific Interventions may include; Additional numeracy support Hold a sentence Letters and sounds programme Touch typing activities Daily reading Reading comprehension skills
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2. Specific Learning Difficulties E.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
On visits to the private on-site pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns -We observe children in class, lunchtimes etc -We look at progress through the EYFS development matters stages of development -Tracking progress through the national curriculum and identifying barriers to learning -Analyse year one phonics screening results Referral to LSAT (Learning support advisory teacher) for support and advice	-Providing support from the teacher or teaching assistant in small groups or on an individual basis -Having children in target groups or booster groups within the class -Providing children with SMART targets -Providing support for pre-learning and opportunities to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts. -Providing a variety of resources to support learning above and beyond what is already in the classroom -Specific interventions to aid with acquiring the skills that they need to be able to access the curriculum. -Children are encouraged to develop their own strategies to help them overcome the difficulties that they have e.g. for example learning a mnemonic to aid with remembering spellings.	Lesson observation by LSAT, SENCo to note the individual learning styles of pupils -Providing support for parents by recommending resources to use at home -Regular feedback to parents/carers suggestions of how they can help their child at home Specific interventions may include; Toe by Toe Memory games Memory fun Beat dyslexia programme Numicon Touch typing skills -Resources such as coloured overlays/reading rulers

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Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>-Class teacher and teaching assistant keep careful track of the child and record any observations.</p> <p>-If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or referral will be made through an early help assessment form.</p> <p>-If appropriate then a referral will be made to CAHMs (child and adolescent mental health) or counselling services</p> <p>-Parents can also refer their child for assessments or to raise concerns by visiting their GP</p> <p>-Pupils are regularly reviewed through internal tracking data, national assessment scores such as SATs and the year 1 phonics screening</p>	<p>-Developing a personalised approach to learning for that child</p> <p>-Providing support- having a designated adult to work with the child</p> <p>-Develop resources to support children e.g. a memory box in the case of bereavement</p> <p>-Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers</p> <p>-Pupils are provided with clear guidance and clear expectations for expected behaviours. All staff are aware of these and reinforce the same consistent expectations.</p> <p>-Having a calm area where children can go to reflect and talk</p> <p>-Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This helps to provide the pupil with a consistent approach.</p>	<p>-Refer to outside agencies as appropriate e.g. Woodlands, CAMHs, bereavement counselling</p> <p>-Early help advice</p> <p>-Training children about E safety</p> <p>-Staff keeping up to date with new emerging priorities</p> <p>-The Head Teacher is involved with the local safe guarding board</p> <p>-Supporting families with multiagency involvement</p> <p>Specific interventions that might be provided;</p> <ul style="list-style-type: none"> - <i>Anger management</i> - <i>Nurture support</i> - <i>Socially speaking game</i> - <i>Express with Lego</i>

Sensory and /or Physical

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>-During visits to the private on-site pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns</p> <p>-We observe children in the class, at playtimes, lunchtimes etc. Are children experiencing problems?</p> <p>-Reception children will have a hearing test in school</p> <p>-Contact parents/carers if we feel there is a problem and ask them to take their child for a hearing test</p>	<p>-Children will sit closer to the teacher in lesson delivery, instructions</p> <p>-Ensure that the child is looking at the speaker before speaking -say the child's name first before speaking to them.</p> <p>-Be aware of background noise in different environments that may affect hearing.</p> <p>-Teaching assistant support may be needed to repeat instructions to the child.</p>	<p>-Follow guidance from hearing impairment service</p> <p>-Children may attend cool kids for sensory integration</p> <p>-Teaching assistant training for maintenance and checks for hearing aids</p> <p>-Hearing loop may need to be installed in school hall</p> <p>-A teaching assistant is trained in Makaton</p>

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>-On visits to the private on-site pre-school we find out if child has had any involvement with outside agencies or if the parents/carers have any concerns</p> <p>-We observe children in class, at playtimes, lunchtimes etc. Are children experiencing problems?</p>	<p>-Ensure that children who wear glasses are clear about when they are to be used.</p> <p>-Sit children in an appropriate place in the classroom</p> <p>-Provide work on coloured paper on recommendation from outside agencies.</p>	<p>-Gain advice and support from outside agencies such as sensory inclusion</p> <p>-Adapt the environment where necessary</p>

<p>-Reception age children will have a sight test in school</p> <p>-Contact parents/carers if we feel there is a problem and ask them to take their child for an eye test.</p> <p>-Track pupil progress-refer to LSAT if appropriate</p> <p>-Monitor pupil's ability to track print</p>	<p>-Provide coloured overlays to assist reading on advice from outside agencies</p>	
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3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>-On visits to the private on-site pre-school we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns</p> <p>-We observe children in class, at playtimes, lunchtimes etc</p> <p>-We look at progress through the EYFS development matters, stages of development</p> <p>-Lesson observations, watching external coaches teaching PE</p> <p>-Liaise with the school nurse/health visitor</p> <p>Liaise with paediatrician</p>	<p>-Provide suitable equipment for children on the advice of outside agencies e.g. writing slopes, pencil grips, stress balls etc</p> <p>-Provide suitable activities to develop skills e.g. Cool kids as an extra activity.</p> <p>-Ensure tables and chairs are the correct height.</p> <p>Ensure that the environment is free from clutter and is tidy and organised</p> <p>-Regular PE sessions with extra adult support and differentiated activities</p> <p>-Forest school sessions for Key stage 1 – encouraging skills such as climbing and balancing</p>	<p>-Referral to Occupational therapy</p> <p>-Daily Cool kids programme</p> <p>-Use of specialised equipment in classroom</p> <p>-Teaching assistant support in classrooms</p> <p>-Teaching assistant support on an individual basis or in small groups</p>

How we involve parents and carers in the assessment and review process

- Parents are notified if we have concerns through a meeting with the class teacher and SENCo

- We talk through the steps we would like to take initially e.g. monitoring the child in class, setting targets in the form of an IEP (individual education plan) if we feel this is necessary and explain to parents/carers what we hope to gain from this
- We gain permission to refer to a child to an outside agency
- Notify parents of academic progress
- Listen to the opinions of parents/carers
- Invite parents to discuss IEP'S and their reviews
- Meet with parents to discuss the reports sent through from external agencies
- We suggest resources or activities that parents/carers could use at home to support their child

How we involve our pupils with Special Educational Needs in the assessment and review process

- Children are instrumental in writing child friendly IEPs with their class teacher
- Children work with their class teacher to review their child friendly IEP's
- Children are aware of their targets for improvement and systems are in place so that children know if they have achieved those targets

How we assess and evaluate the effectiveness of our SEND provision and how we involve parents, carers and pupils in this process

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEN provision in the school
- The SENCo monitors IEP'S and reviews to ensure that targets are realistic, achievable and relevant. Children are involved in the review of IEP's and this information is reported back to parents and carers.
- Assessment is used to monitor the effectiveness of interventions and support provided
- Lessons are monitored by the Executive Head Teacher, Lead Teacher, TLR's and SENCo
- We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child
- Local Authority monitoring
- Pupil provision mapping
- Governors' questionnaires to parents
- Are our children happy and thriving?

How we ensure access to our facilities for all our pupils

See:

- Equality policy
- Access plan

We purchase equipment to support all children in the school. Equipment used on a daily may be stored in classrooms.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

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| <ul style="list-style-type: none">• After school clubs including sports and drama. Clubs vary from term to term.• Residential visits in year 4 or 6• Outreach support via pupil premium |
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What support is available for our pupils with Special Educational Needs?

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| <ul style="list-style-type: none">• Pupils have support from highly trained and supportive staff• Pupils have access to a broad and balanced curriculum which is tailored to suit individual needs.• Pupils are referred to appropriate outside agencies when we feel that school has reached its level of expertise• Pupils are involved in setting their own targets through child friendly IEP'S• Pupils have appropriate specialist equipment provided to support their needs• School supports families and sign posts organisations that may help children• School provides a caring and supportive environment where children's achievements and contributions are highly valued |
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What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

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| <ul style="list-style-type: none">• Early help training• Child protection training• E safety• Visits and support from outside training• Autism training• Cool kids training• Behaviour management training• Training and support for new curriculum• Visits and support from outside agencies-SALT,OT,LSAT.EP |
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How we obtain the services, provision and equipment required by our pupils with Special Educational Needs
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We refer children to the following services

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| <ul style="list-style-type: none">• LSAT• Woodlands outreach service-learning, behaviour and ASD• Educational psychology• Sensory inclusion• Education welfare officer• Severndale outreach service• Speech and language therapy services |
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- Occupational therapy
- Physiotherapy
- CAMH's

We then act on advice from these agencies and purchase or borrow resources if necessary.

How we support the emotional and social development of our pupils with Special Educational Needs

- See anti bullying policy
- We have contact with Barnardos
- Liaise with the school nurse for support and advice for children and families
- Nurture groups have been set up in school
- PHSE- (Personal, health, social, education). This is built into our curriculum weekly.
- SUMO- (Stop, understand, move on) This programme is also built into our curriculum weekly.
- Supporting pupils in lessons and at playtimes and lunchtimes if necessary with support staff
- Providing equipment at play times to engage children
- Children having a nominated person who they feel comfortable with to be able to talk to
- Having an inclusive school ethos that values children and celebrates all kinds of achievement

If you have any questions, concerns or complaints about our provision for pupils with Special Educational Needs

Please don't hesitate to contact the school if you wish to talk to or make an appointment with;

- Mrs Claire Gaskin Executive Head Teacher Tel: 01952 750287
- Mrs Susie Triggs SENCo Tel: 01952 750287

If you would like to talk to someone independent of school, then the Parent Partnership Service is available on 01952 457176 or www.parentpartnership-shropshiretelford.org.uk

The SEND Local Offer is a single place for information, services and resources for children and young people aged 0-25 years old with special education needs and/or disabilities, their families and the practitioners that support them.

Information on Shropshire's SEND local offer is available on <https://shropshire.gov.uk/the-send-local-offer/>