**SEND Information Report 2024/25**

Nurture, Inspire, Believe, Achieve

**Our SEND Vision and Ethos**

At Much Wenlock Primary School, we believe passionately in the importance of inclusion and equality for all children and strive to ensure that these values are at the heart of our Special Educational Needs and Disabilities (SEND) practices.

We will always involve parents and children in key decisions, as well as planning and reviewing progress; we know that parents are the first educators of their child and that we need their knowledge and co-operation to plan effectively. We know that the earlier we identify SEND and provide support, the more successful our children will be. We are committed to providing expert support and resources for children with SEND to fulfil their individual potential. Our starting point is to guarantee a whole-school approach to providing for the needs of children with SEND. In other words, we make sure that all staff have the knowledge and skills to support all children, including those with SEND, throughout our School. We are a learning community and believe that it is important to work with other schools to make sure that our SEND knowledge, expertise and skills are up to date.

Our learning is always:  Understanding, inclusive, sensitive and empathetic. We know that small steps can lead to huge strides and that is what we aim to do for all.

Our school's Special Educational Needs and Disabilities (SEND) policy document detailing our philosophy in relation to SEND, is available on this website.

**What types of SEND do we provide for?**

Much Wenlock Primary School supports the needs of all pupils including those with SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- cognition and learning – Moderate learning difficulties; Specific learning difficulties
- sensory and physical/medical needs
- communication and interaction difficulties.
- social, emotional and mental health needs

What we offer children with SEND is different for every child and it is important to emphasise that as much as possible, this provision is designed by the relevant staff members working alongside the child, the child's family and, where necessary, outside agencies.

A child with SEND will have a provision map which sets out the interventions that are currently being worked on and what additional provision is put in place for that child. The content of the provision map is negotiated, as appropriate, with the child and the child's family.

**How do we identify and assess pupils with SEND?**

We use a variety of different ways to assess whether a child or young person has special educational needs. These may include:

- observations

- information from parents and carers
- information from the child
- teacher assessments
- specialised assessments carried out by the Learning Support Advisory Teacher (LSAT)
- information from previous schools or settings
- results from end of Key Stage assessments
- discussions with a range of adults who work with the child
- school tracking systems indicate a lack of expected progress

**Who is our special educational needs co-ordinator (SENDCo) and how can she be contacted?**

The Special Educational Needs Coordinator (SENDCo) – Miss Clare Marsh

clare.marsh@wps.318education.co.uk Tel: 01952 727634

**What is our approach to teaching pupils with SEND?**

All children at Much Wenlock Primary School receive quality first teaching. This means that activities are planned according to the level at which the child is currently working in order to ensure they make good progress towards national expectations. Every child may need additional support at some point in their school career or in relation to specific areas of learning. The most important point is this: interventions depend on the needs of the child. If a child's needs are more specific, then they will have individual targets connected to their area of need. A pupil with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and ensure they have full access to the taught curriculum.

Where it is decided that special educational provision is required to support the progress of a pupil, the class teacher and SENDCo will meet with parents to agree and put in place any actions required. Once a child is identified as having a special educational need, a gradually increasing level of support is provided. The child's needs will be assessed in detail and support will be planned, carried out and reviewed through mapping their provision, at first by accessing a range of intervention groups. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. If a child has a care plan from outside agencies, such as Speech and Language Therapy (SALT), then specific activities will be linked to their provision map.

Your child's progress is reviewed half termly and you will be invited into school to discuss the outcomes and share your views each term. Your child's views will also be taken into account to inform future targets and areas of support.

Pupils are assessed regularly using a range of strategies:

- teacher marking
- observations
- questioning

- statutory assessments

This helps us identify any targets your child may need to make good progress in all areas of their learning.

**How do we adapt the curriculum and learning environment?**

Teachers plan to ensure that all children make good progress using quality first teaching strategies. Learning activities will be different for different groups of children depending on their level of need.

We use the following to support children with additional needs to become independent learners:

- short, specific interventions
- one to one or group support for specific skills
- adapted tasks and resources
- use of visual support materials
- speaking and listening tasks
- access to ICT

Your child's class teacher will deliver interventions and additional provision within class so that your child is not excluded from any year group teaching. Any additional provision will be delivered throughout the school day through carefully differentiated tasks; access to specific resources; one-to-one support; and as part of tailored small group work. The specific type of this additional provision depends on the needs of the child.

We do not offer targeted extra-curricular activities for children with SEND, but instead try to ensure that all our extra-curricular activities, including residential trips, are adapted for children's specific needs. Pupils with Special Educational Needs participate fully in arranged trips, optional extra-curricular clubs, arts activities, sports teams and school committees. We have educational visits, including residential trips for older children and many other visitors to the school who help to bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and, if needed, we provide staff to support their full involvement. We have a breakfast and after school club with trained staff capable of looking after pupils with both special educational needs and disabilities. We run a number of social skills groups, such as 'Circle of Friends'.

**What should a parent / carer do if they think their child may have special educational needs?**

If parents / carers have concerns relating to their child's learning then they should initially discuss these with the child's class teacher. This then may result in a referral to the school SENDCo. Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

**How do we consult parents of pupils with SEND and involve them in their child's education?**

If your child is receiving additional support, this will be written down on a provision map and if your child has any involvement with Outside Agencies, more detailed support will be written as an Individual Support Plan. These 'maps' will be written using information from all the adults who work

with your child. This will be discussed with you and your child. Targets within the plan will be regularly reviewed. Parents are invited to attend termly review meetings where progress towards identified outcomes will be discussed, views shared and suggestions about how home and school can work together to support their child.

In addition, we have an 'open door' policy where parents can meet with staff about concerns. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENDCo whenever they feel concerned or have information they feel they would like to share with the school. At Much Wenlock Primary School we encourage strong home-school links and we ask for your support at home with targets and related learning activities. Please do not hesitate to ask your child's class teacher for activities related to these targets to support your child at home.

**How do we consult pupils with SEND and involve them in their education?**

Pupils are consulted and their views entered into an individual One Page Profile. This profile, updated annually in September by the new class teacher on their transfer, helps to build relationships between staff and pupil.

A pupil's view on their progress towards outcomes is sought when targets are reviewed, with account taken of individual preferred learning styles.

**How do we assess and review pupils' progress towards their outcomes?**

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers and they are best placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with families takes place.

We do this in a variety of ways.

- Termly pupil progress review meeting held between class teachers.
- Delivering appropriate interventions in small groups or individually.
- Book scrutiny for all classes with constructive feedback to teachers.
- Classroom observations and learning walks including monitoring the learning environment.
- Regular teacher assessment against End of Year Expectations which underpin the National Curriculum.
- Use of Provision Maps and Intervention Records to plan and review individual pupil's learning.

Several reporting procedures are in place to ensure parents are kept informed of their child's progress.

- Communication through a home school diary if appropriate or a conversation with a member of staff.
- Parent consultation evenings which are held twice a year and the annual school report to parents which is sent home during the summer term.

- Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are available for informal discussions at the end of the school day.
- The school also offers a range of parent support sessions throughout the year such as information evenings regarding literacy and numeracy.

**How do we support pupils moving between different phases of education?**

We aim to make times of transition as easy as possible for all children at Much Wenlock Primary School.

On your child's arrival at Much Wenlock Primary School we:

- meet with the child and parents to talk about their child's needs and answer any questions about school
- speak with staff from the child's previous setting

When your child is moving to a new class we:

- introduce the child to their teacher
- discuss needs with the previous teacher at a handover session when all relevant information is passed onto the new teacher so they are fully aware of any specialised requirements for your child

When your child is moving to new/secondary school:

- arrange visits for pupils
- liaise with SENDCo of receiving school
- ensure all assessment and other information is handed over to enable the new school to prepare

Additional transition visits, accompanied by school staff, can be arranged in order to support familiarisation with the school and new staff. If your child has an Education Health and Care Plan the Secondary SENDCo will be invited to their Y6 annual review to ensure the new school is aware of your child's individual needs. When your child moves to secondary school, special needs records and details of individual requirements will be discussed and passed on to the Secondary SENDCo.

**How do we support pupils with SEND to improve their emotional and social development?**

**PASTORAL**

We recognise that pupils with SEND can sometimes experience a range of social and emotional challenges. As well as a whole school focus on social and emotional wellbeing through our PSHE and SMSC teaching, we offer a range of interventions to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex and therefore we seek

to ensure the provision we offer in this regard is highly personalised and generated through discussion with pupils and their families.

**FRIENDSHIPS**

All children in school are supported to develop relationships with their peers. For those pupils who find this particularly difficult there are alternative arrangements during play and lunchtime where play skills can be actively taught or modelled by staff or play leaders. We also offer a range of personalised social skills activities with staff being available to support pupils and families in a holistic way.

**PEER / SIBLING SUPPORT**

It is sometimes appropriate for us to offer support to the peer groups/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. circle times). At other times this takes a more general form, such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

**BULLYING**

The school holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. There is a range of assemblies and whole school events linked to anti bullying and class teachers are vigilant in monitoring behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

**What expertise and training do our staff have to support pupils with SEND?**

Regular training is used to ensure that all staff are equipped to teach children of all abilities. All staff receive appropriate training so they have the knowledge and confidence to support children and young people with a variety of needs. Our SENDCo leads a team of talented support staff, each of whom are specifically trained in order to provide a wide range of support for pupils with educational, social and emotional needs.

We also have teaching assistants who are trained to deliver specific interventions to support children and young people in reading, writing, numeracy, language use, social skills etc.

Interventions provided by the school include:

- Phonics Booster groups
- Precision Teaching
- Nessy Reading and Spelling
- Echo Reading
- Reading Comprehension Support (based on Reciprocal Reading Approach)
- Letter Join (Handwriting Programme)
- Speed Up! (Handwriting Programme)
- Success with Sentences (Writing Intervention)

- WellComm EYFS (Speech and Language Screening and Intervention Toolkit)
- WellComm Primary (Speech and Language Screening and Intervention Toolkit)
- Talk Boost KS1 (Speech and Language Screening and Intervention Toolkit)
- Numberstacks (Intervention to develop key maths skills)
- Sensory Circuits (Sensory Integration Programme)
- SEMH Support (ELSA - Emotional Literacy Support Assistant))

**How will we secure specialist expertise?**

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly

In all instances the pupils and their parents will be kept fully involved in the process.

These agencies may include:

- Learning Support Advisory Teacher (LSAT)
- Educational Psychology Service (EPS)
- School Nurse
- Speech and Language Therapy (SALT)
- Sensory Inclusion Service (SIS)
- Children and Families Emotional Health and Wellbeing Services (BeeU)
- Information Advice Support Service (IASS)
- Occupational Therapy
- Physiotherapist
- Early Help (Shropshire Strengthening Families)
- Compass

**How do we evaluate the effectiveness of our SEND provision?**

The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

- classroom observation by the senior leadership team

- ongoing assessment of progress made by pupils with SEND
- work sampling and scrutiny of planning to ensure effective matching of work to the needs of the pupils
- teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
- termly meetings between the governor with responsibility for SEND and the SENDCo to ensure that the necessary support is made for any child who is identified as having SEND and that the school is complying with the requirements of the 2014 Code of Practice

**What can I do if I am not happy with a decision or what is happening?**

As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher and then if they are unable to help, with a senior member of staff such as the SENDCo or the Headteacher. In most cases, we find that by talking things through we can find solutions to most problems.

However, if after discussing your concerns with these people you remain unhappy with any aspect of the school's performance you may wish to pursue our complaints procedure details of which can be found on the school website.

**What support services are available to parents and how do we involve other organisations in meeting the needs of pupils with SEND?**

The Information Advice and Support Service (IASS) (formerly the Parent Partnership Service) offers free, confidential advice, information and support to parents and carers about special educational needs, specifically:

- clear information about special education needs issues
- signposting to helpful organisations
- information and support on the phone
- help with letters, reports and forms relating to your child's education
- a face-to-face meeting
- support at some meetings if available

Information about IASS can be found at:

http://www.cabshropshire.org.uk/shropshire-iass/

For some areas of need, there are outside agency support groups for children, young people and their families. We can signpost services to parents where needed.

**Where can the Local Authority's local offer be found? How have we contributed to it?**

Local Authorities are required to set out and publish a 'local offer'. This will explain how they will work with parents, children, young people, local schools and colleges, as well as other agencies such as Health Services. The hope is that this will encourage a joined-up process when delivering services for mainstream and disabled children and young people. The Shropshire Local Offer can be found at: http://www.shropshire.gov.uk/local-offer/