Shropshire Hills Federation

Chirbury C of E Primary School

SEND Policy and Information Report

September 2025

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1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Overview

At Chirbury C of E Primary School, we endeavour to provide a broad and balanced curriculum for all of our children. We are an inclusive school and do our best to enable all children make the best possible progress in order to meet their individual potential.

Some children have barriers to learning which means that they have special needs and thus require additional support beyond the high-quality teaching provided by their class teacher. We consistently monitor to ensure that additional needs are

identified early and effectively in order to provide the provision to ensure individual needs are met.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities https://www.legislation.gov.uk/ukpga/2014/6/part/3

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report https://www.legislation.gov.uk/uksi/2014/1530/contents/made

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A **significantly** greater difficulty in learning than the majority of the others of the same age requiring support and provision that is 'different from or additional to' the rest of their cohort.
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made **generally** for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

The school's SENDCo (Special Needs and Disability Co-ordinator) is Mrs Sally-Anne Jones.

Role and responsibilities.

• Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
• Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have CCPs (Child Centred Plans) and EHCPs (Education Health and Care Plans) and IDPs (Individual Development Plans).
• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
• Advise on the graduated approach to providing SEN support
• Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• Be the point of contact for external agencies, especially the local authority (LA) and its support services
• Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
• Ensure the school keeps the records of all pupils with SEN up to date
• Update our SEND Report on the school website in consultation with staff, SEND Governor and parents.

Head Teacher – Mrs Claire Morris

The headteacher will:

• Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
• Have overall responsibility for the provision and progress of learners with SEN and/or a disability

SEND Governor- Mrs Holly Morris

The SEND governor will:
• Help to raise awareness of SEN issues at governor's meetings
• Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
• Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Class teachers

Teachers are responsible for the progress and development of all the children in their class. Quality first teaching is the first step in responding
to pupils who have or may have SEND.
Each class teacher is responsible for:

Providing high quality teaching for all pupils, by adapting the curriculum to ensure that it meets the needs of individual pupils, including those with SEND.
• Liaising with the SENDCo with regards to identification of pupils with SEND, how to meet their needs, review progress and decide on any changes
to provision.
• Following the graduated approach – write Child Centred Plans, in consultation with key stakeholders.
• Consult with parents regularly to review progress and provision.
• Work closely with teaching assistants or other staff to plan and assess the impact of support and interventions and how links can be made to
ongoing learning.
• Ensuring that the SEND policy is implemented.

Parents and Carers

We believe that our parents and carers are vital in supporting children's learning by:

• Regularly supporting learning at home
• Communicating with school re key information
• Engaging with meetings to review needs, progress and provision

Through strong partnerships, decisions can be made jointly to ensure children make the best possible progress

5. SEND Information Report

5.1: What are the main areas of SEND need?

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children's SEND in four broad areas of need:

1. **Communication and Interaction.** This could include:

• Speech, Language and Communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.

• Autistic Spectrum Condition - may have difficulties with social interaction, language, communication and imagination.

2. **Cognition and Learning**. This could include:

• General Learning difficulties—children find significant difficulty with learning in many areas of the curriculum.
• Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
• Profound and Multiple Learning Difficulties (PMLD) - a child will have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Specific Learning Difficulties (Spld) - affect one or more specific aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

3. **Social, Emotional and Mental Health Difficulties**. This could include:

- Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying dysregulated behaviours. These behaviours may reflect under-lying mental health issues.
- Attention deficit disorder.
- Attention deficit hyperactive disorder.

4. **Health, Sensory and/or Physical Needs.** This could include:

- A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning.
  Physical disability – some children may need additional ongoing support and equipment to access all opportunities available to other children.
  Some children may have sensory processing challenges.

If a child has been identified as having a special educational need and/or disability, then their needs may fall within more than one area.

5.2: How are pupils with SEND identified?

At Chirbury C of E Primary School, some children may be identified to have SEND as they need additional or different support for reasons beyond cognition and learning however, are achieving at age-related expectations

For example, a child with SEMH, physical and/or sensory needs may require additional support to access the curriculum and thus would be registered as SEND.

A child with a diagnosis however does not automatically mean they are registered as SEND. Many children with diagnoses of Autism, ADHD and dyslexia can have their needs met through our universal provision of High-Quality Adaptive Teaching.

There may be children who will not have a diagnosis but have significantly greater difficulty in learning than the majority of the others of the same age and require support and provision that is 'different from or additional to' the rest of their cohort. Often the provision of this support can form a basis of a later diagnosis. These children should be registered as SEND.

SEND is needs-led and based on providing provision to meet children's needs. If this can be achieved without additional SEN provision, there's no need for a child to be on the SEN register.

We recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including one or more of the following factors:

- Liaison with Nursery and pre-school settings.
- Induction sessions for Reception starters.
- Discussion with parents/carers.
- Concerns raised by the class teacher.
- Transition meetings between class teachers and other settings
- Termly parent consultation meetings.

- Independent class work significantly and consistently below expected levels
- Termly assessments standardised scores of <85 for at least two consecutive terms
- Widening of an attainment gap between the child and their peers.
- Rates of progress being slower than previously.
- Observations in a range of contexts.
- Information/diagnosis from an outside agency e.g. paediatrician.

5.3: What happens once a potential need has been identified?

Once a potential need has been identified, four types of action should be put in place, known as the “graduated approach”.

The first stage of the ‘graduated approach’ is assessment.
As part of the assessment, the SENDCo, other members of senior staff and class teachers will assess the needs of the individual child who is identified as having SEND.

The second stage of the ‘graduated approach’ is planning.

A plan of action will be drawn up. This termly plan is called a ‘Child Centred Plan’ (CCP). The CCP focuses on the child as an individual. The pupil voice is an integral part of the plan. The plan typically contains the views of the child, family, school and any involved agency.
The plan details termly targets personal to the child, the reasonable adjustments and targeted interventions (including frequency) which will be put in place to support the child throughout the term. Parents and carers will receive a copy of the plan during the second week of term before being invited into meet with the SENDCo or class teacher to discuss (and amend if appropriate) the plan.

The third stage of the ‘graduated approach’ is reviewing.

A review of the “effectiveness of support and the impact on the child’s progress” takes place towards the end of each term with the evaluation of intervention targets detailed on the CCP.
This review may be shared with parents and carers during parents’ meetings, a separate appointment with class teacher and or SENDCo. This combined with the opinion of the child is used to inform any changes to the support provided. At this point, a decision will be made as to whether the child continues to remain as SEND Support and have a new plan written or whether they can be moved onto school’s ‘close monitoring list.’

What happens if my child has additional needs but not SEND?

If this is the case, your child will be added to the ‘close monitoring list’. Support may be available to your child, however the interventions that they are involved with will now be recorded on an intervention timetable / provision map.
This document provides an overview of the programmes and interventions being used with individuals and different groups of pupils across a class. They are produced by the class teachers within each class on a termly basis.
Each intervention has a clear objective, specific times/durations, named staff and measurable starting and end points. The intervention timetable / provision map is evaluated each term.

5:4 What does the curriculum look like for a child with SEND?

We work hard to ensure that children with SEND have access to the curriculum at a level that meets the requirements of their need. This varies from child to child, according to the level of their SEND needs. In order to support access curriculum for all children, including those with SEND, we use High Quality Teaching. This involves:

- High expectations for all pupils
- Flexible groupings of children
- Metacognitive strategies- involving how children learn
- Using explicit instructions

- Scaffolding learning so that it is broken down into manageable chunks for learners to process
- Teaching which builds upon prior knowledge.

It is important to remember that even though a child has SEND in a particular area, they may have a strength in other areas. We celebrate success across the whole curriculum.
To ensure that pupils develop secure knowledge, skills and understanding that they can build on, our curriculum is organised such that prior learning is clearly identified within enhanced planning and subject progression maps. This enables all staff to access end points throughout the key stage in order to identify the most appropriate learning.

Recording

Although independence and autonomy are encouraged for all children, recording can be an area of challenge for some children with SEND and methods of recording will vary according to individual need.
Methods may range from the use of assisted technology and/or use of an adult scribe. Teachers
think about what the main objective of the lesson is and adapt the recording accordingly.

5:5 How will the teaching be adapted for my child with SEND?

Our medium-term plans are designed to deliver the same area of study/content to the whole class. We understand that children are likely to make progress at different rates. As a consequence, they may require different levels and types of support from teachers and other adults to succeed. Where required we will adapt teaching in a responsive way.

Strategies for adaptation include:

• breaking down content into smaller chunks or steps

• varying levels of support, including effective support from TAs as well as the teacher
• removing unnecessary expositions i.e. keeping spoken language at an amount and level that will enable maximum access
• reframing questions
• intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of class interventions (though these will still be appropriate and necessary for some children)

Examples of adaptations might include:

• checking on the understanding of specific children after a whole class introduction, and repeating key information as necessary
• ensuring that a TA guides a child through a learning activity, scaffolding learning, and ensuring that the development of the child's independence is
key in this
• selecting adapted resources to resources and equipment to enhance independent learning
• asking a question that requires the same high level of thinking, but using a simpler construction e.g. by using an active rather than a passive voice, or by focusing on one aspect at time
• observing when a child or group of children seems to be struggling with a new concept or idea, and taking them to one side during the lesson to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched
We are fully aware of the research in relation to 'differentiation'. We understand that 'adaptive teaching' should be clearly distinguished from forms of differentiation that cause teachers to artificially create distinct tasks for different groups of children or to set lower expectations for particular children.

A small number of children with the highest levels of SEND/those who have an Education, Health and Care Plan or Individual Education Plan, may continue to require elements of

differentiation. This will be carefully considered at the point of planning.

5:6 What are the different types of support available for children with SEND at Chirbury C of E Primary School?

When a child has SEND needs there are times when High Quality Teaching needs to be supplemented by working on a particular skill or area of understanding through carefully targeted intervention. This may be individually or in a small group of children with similar needs.

This maybe:

o Taught by a teacher or teaching assistant delivering specific programmes.

o Taught by a teacher or teaching assistant working to a specific objective, outcome, or target.

• For your child this would mean:

o Your child will engage in planned and reviewed sessions with specific objectives to help them to make more progress.

Interventions are planned to meet varying levels and types of need. Some of which are detailed below.

Communication and Interaction

Speech and Language Programmes (E.g. Talk Boost – Early Years, KS1 and KS2)
Specific Language Resources E.g. (Colourful Semantics)
Approaches recommended by Speech and Language Therapy Service E.g. (Intensive Interaction)
Social Skills Interventions E.g. (Social stories, comic strip conversations, conversation starters)
Focus and Concentration E.g. (A Bucket Full of Ideas, Barrier Games)

Cognition and Learning

Spelling – Simultaneous Oral Spelling
Reading Inference and Comprehension – Reading Between the Lines

Phonics – Little Wandle Keep Up (Reception to Year 2) and Little Wandle Rapid Catch Up (Year 2 and beyond)
Sentence Development – Colourful Semantics
Maths – Precision Teaching

Social, Emotional and Mental Health

Self- Regulation Programmes (E.g. Zones of Regulation)
Emotional Support E.g. (Emotional Literacy Support delivered by qualified practitioner)

Health, Sensory and/or Physical Needs

Shropshire Occupational Therapy Pack-
https://www.shropscommunityhealth.nhs.uk/content/doclib/12433.pdf

What happens if the gap in learning/understanding is not improved?

The impact of these interventions is monitored closely. If engagement with interventions has not resulted in the desired outcomes if may be that we feel it would be helpful for an assessment be carried out by an outside/external agency.

For your child this would mean:
• Your child will have been identified by the class teacher/SENDCO or you will have raised worries, as needing more specialist input in addition to High Quality Teaching and intervention groups.

• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

• You would be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to further understand your child's needs and be able to support them more effectively in school.

• The specialist professional will work with your child in school to complete an assessment.

Following working with your child, observing them in class and ideally talking to you, the professional will write a report. This may include a more in-depth analysis of your child's needs and strategies for home and school. Once received by school, you will be forwarded a copy and offered an opportunity to discuss next steps with school staff.

Targeted Support for 'Some Learners'

For most of the children school, we will be able to meet their additional needs using the resources generally available to all. For a very small number of pupils, the cost of identified targeted or specialist provision may exceed that which is available through the notional SEN budget.

School may request top-up funding from the high-needs block (Element 3) through Graduated Support.

The Graduated Pathway aims to provide a more personalised and holistic approach to meeting the additional needs of children and young people with SEND.

If the request is approved, the Graduated Support Plan (GSP) for the individual sets out details of the funding request, including:

• What identified needs they aim to address.
• Details of the provision they would put in place to meet identified need, including timescales.

• The predicted cost.
• The expected outcomes with identified timeframe and how these are to be monitored and measured.

The review of the GSP is conducted by school with parents/carers and any services involved and the evaluation form completed, showing recommendations. Each year, new outcomes are written for the following year and, if appropriate, GSP funding can continue year on year, or be reduced, increased, or ceased, depending on progress made by the pupil and levels of need.

Higher Needs Provision

For children who reside in England, this is usually provided via an Education, Health and Care Plan (EHCP)

This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching. Usually, your child will also need specialist support in school from an outside professional.

For your child this would mean:

• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.
If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support already being provided in school.

• After the reports have been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the
school to continue with the support at SEN Support.

• The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority, how the support will be used and what strategies will be put into place. It will also have long and short-term goals for your child.

• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

For children who reside in Wales, the local authority (Powys) will decide whether the child has 'Additional Learning Needs' (ALN) and if this decision is made, an Individual Development Plan (IDP) will be written. The process is outlined below:

1. Notification and Evidence Gathering:
The school contacts the LA indicating why they consider a child has ALN and provides robust evidence to support this opinion. This is likely to include at least two cycles of assess, plan, do, review in the form of child centred plans, reports from external assessments.

2. Professional Advice:
An educational psychologist may be consulted, particularly for early years children.

4. Meeting (Optional):
The LA may offer an initial meeting with the child and parent/carer and school SENDCo to discuss the process.

5. Decision and Notification:

After gathering information, the LA will make a decision and notify the parent/carer and school of the decision and the reasons for it. This decision must be made within 12 weeks of referral.

is made aware that a child or young person may have Additional Learning Needs, requiring them to formally decide if the individual has ALN, unless an Individual Development Plan (IDP) is already in place, a previous decision was made and needs haven't changed, or the young person doesn't consent. This process involves collecting evidence, potentially referring to an educational psychologist, and offering the parent/carer and child/young person a meeting to discuss the decision. The local authority is responsible for making these decisions for learners not in maintained schools or those with complex needs, while a school or college typically handles it for learners in maintained settings. The goal is a person-centred approach, ensuring the views and wishes of the child, parent, or young person are central to the process.

5: What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. This can take the form of an informal chat, planned face to face meeting or phone call.

• Parents are notified if we have concerns through a meeting with the class teacher and/or SENDCO.

• Termly planned consultation meetings to discuss Child Centred Plans.

• Each CCP contains a section dedicated to the 'Parents' View' and contains what the parents agree to do to support the child. Similar views are sought as part of the review.

• We offer parents the opportunity to meet with outside professionals in the school setting to discuss finds of assessments and agree ways forward.

• Our SENDCO (Mrs S.A Jones) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

• Our SENDCO (Mrs S. A Jones) is available to provide advice and guidance in accessing any further support for your family.

• All parents are invited into school during the Autumn and Spring Terms for parental consultations evenings. All parents of SEND children will be offered a meeting in addition to parents evening if issues are needed to be discussed further. Parents of children with SEND will be offered an additional meeting during the Summer Term. All children receive an end of year report.

• Parents of children with an Education Health Care Plan or Individual Development Plan are invited to annual review meetings and their views are recorded as part of the meeting.

5:7 How we consult with our SEND pupils?

• Children have a right to receive and make known information, to express an opinion, and to have that opinion considered in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
• Each termly plan (CCP) is based on the child as an individual. They are asked about their likes, strengths, wishes and future targets. These views are recorded as the 'Pupil Voice'.
• We investigate different learning styles and consult with children as to how they feel they learn best.
• Children are encouraged to develop a good understanding of their learning and discussion about progress and next steps forms an important part of class work, individual and group interventions.

• Children are encouraged to be active participants in their assessment and learning. They are encouraged to think about the progress that they have made and what they feel their next steps may be.
• During assessments by outside agencies they are encouraged to share their ideas about the way they learn, these views are often recorded in the follow up report.
• We have a school council where children's voices are heard. This includes SEND pupils.

5:8 How do we support our pupils at times of transition?

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

From Nursery or Pre-School Setting to Reception class:

• Visits made by EYFS teacher/s to main feeder settings to discuss needs and appropriate provision. Additional visits made by the SENDCO to discuss/ observe individuals as appropriate.
• Planned induction meetings/visits during the Summer Term prior to Autumn Term start.
• Planned lunchtime induction to familiarise parents and children with menus, surroundings and routines.
• Additional transition meetings as appropriate for those with an EHCP or those within the ECHNA process.

From class to class within school:

• Children spend a 'Move Up' session in their new classroom with their new teacher during the Summer Term. Extra informal sessions are arranged as necessary.
• All PCPs are made available to all staff working within the class/year group.
• Teachers/TAs liaise to share key information about a child.
• Progress data is shared.

From Chirbury C of E Primary to another school:

• We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that is required to meet their needs.
• SEND records are passed on as soon as possible.

Transfer to secondary school:

• Children will be visited by the Year 7 co-ordinator in our setting.
• Children will have visits to secondary school- extra visits may be arranged and will as far as is reasonably possible be supported by a teaching assistant.
• Secondary SENDCO's are invited to Year 6 EHCP reviews.
• Year 6 teachers, headteacher and SENDCO will meet with the year 7 co-ordinator and secondary SENDCO to share information as required.
• All SEND records are forwarded to secondary settings.

5:9 How do we adapt our learning environment to include pupils with SEND?

Up to date accessibility plan - disabled access, disabled toilet facilities etc.

• Quiet areas/reflection areas in school where children have some time to talk one to one, think quietly or just have some space from others.
• We purchase resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies
• Classrooms are well resourced, and staff can request the SENDCO to order additional equipment or will ask the SENDCO for advice on any products that may be useful.
• Teaching assistants are deployed effectively.

5:10 How do we assess and evaluate the effectiveness of our SEND provision? How do we involve parents, carers, and pupils in this process?

The governing body receive regular reports about SEND. The information from these reports is used to make strategic decisions about the further development of SEND provision including staffing and financial decisions.
• Key elements include:

• Headteacher's reports.
• Reports from the link governor for SEND following school visits.
• Assessment data relating to SEND pupils (anonymised).
• Key SEND documents, reports, and polices considered, edited, and approved by the governing body.
• The headteacher /members of the SLT/subject leads complete 'drop in' observations - these include SEND issues.
• SEND provision and practice is informally monitored by the SENDCO through discussions with teaching staff and teaching assistants.
• Co-ordinator non-contact time provides the opportunity for monitoring progress of individuals, groups, and specific intervention programmes. This includes use of the school data tracker, book monitoring and planned lesson observations.
• Child Centred Plans are regularly monitored by the SENDCO.
• The headteacher, SLT, SENDCO, subject co-ordinators and class teachers analyse pupil tracking data and identify value added data for all pupils including those with SEND.
• SEND is part of our school self- evaluation arrangements.
• SEND is always part of the School Improvement Plan.
• The SENDCO works with the SLT /headteacher to appraise teaching assistants within school.
• We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child.
• Parental Questionnaires.
• Ofsted findings.

5:11 How we ensure access to our facilities for all of our pupils

The building is accessible to children with physical disabilities.

- See accessibility plan.

We purchase equipment to support all children in the school. Equipment used regularly may be stored in classrooms and there are central areas of storage for more specialised resources

5:12 What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

We offer a wide range of extra-curricular activities. These are offered and accessible to all children but in some cases, due to numbers, selected children are invited to attend. Suitable arrangements are made to enable children to access extra-curricular activities, school visits and residentials as far as is reasonable and appropriate.

5:13 What training do our teachers and other staff have to enable them to support SEND pupils effectively?

All teaching staff and SENDCO are involved with further training in line with the School Improvement Plan.

• We have SEND staff meetings. These are related to specific concerns relevant to the needs identified or in ensuring that staff are up to date with information and legislation.

• The SENDCO attends relevant training and disseminates any details as is appropriate.

• There is an induction procedure for early career teachers, new teaching staff and new teaching assistants. SEND procedures are part of this induction.

• Each term the SENDCO delivers training sessions for class teachers and teaching assistants on relevant SEND issues.

• All staff receive appropriate Child Protection training.

• Outside agencies work with key staff as appropriate, offering workable ways forward.

• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

5:14 Who are the other people providing services to children with SEND in our school?

Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We work on a regular basis with the following:

Directly funded by the school:

• Learning Support Advisory Teacher (Outreach Services)
• SEMH/Behaviour Advisory Teacher (Outreach Services)
• Educational Psychologist (Shropshire Council)

Externally provided and paid for by the Local Authority/Health Service:

• Community Speech and Language Team
• SLICC -The Specific Speech and Language Impaired Children's (SSLIC) Team Version 2.9 19
• Sensory Inclusion Services
• Occupational Therapy Services
• Bee-U- Emotional Health and Wellbeing Service (Formerly known as CAMHS)
• Education Welfare Officer
• Compass/Enhance
• School Nurse Services.
• Physiotherapy Services.

5:15 How we support the emotional and social development of our pupils with Special Educational Needs

We have a strong nurturing ethos with close working relationships with our children and our families. All children have independent access to adults within school that they are able to share any emotional concerns they may have.

Mental health concerns are reported to Mrs Claire Morris (Head Teacher). We then implement our assessment system which is based on levels of need to ensure that children get the support they need, either within school with our trained Emotional Literacy Support Assistant (ELSA) or from an external specialist service. Our aim is to put into place interventions as early as possible to prevent problems escalating.

6: Links with other policies

This policy should be read in conjunction with:

• Health and Wellbeing Policy
• Inclusion Policy
• Anti- Bullying Policy
• Behaviour Policy
• LAC and PLAC Policy

7: If you have any questions, concerns or complaints or compliments about our provision for SEN pupils

Please contact the school if you wish to talk to or make an appointment with:

Mrs C. Morris Headteacher – head@shf.shropshire.sch.uk

Mrs S. A Jones SENDCo – sendco@shf.shropshire.sch.uk

Information about our complaint's procedure can be found on the website by using the search function.