

# MINSTERLEY PRIMARY SCHOOL

## SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require Minsterley Primary School to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At Minsterley Primary School, we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

<p><b>We provide support for the following SEND:</b></p>
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<p>Currently, we provide for children with mild learning difficulties, specific learning difficulties (SpLD) such as dyslexic tendencies, developmental coordination disorder (DCD) and maths difficulties. We also provide for children facing other barriers to learning such as speech and language difficulties, social emotional and mental health problems (SEMH), autism, sensory processing disorder (SPD), attachment issues, slow processing speed, memory issues, ADHD and physical needs such as diabetes and asthma.</p>
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<p>However, we have taught children with other special needs in the past and would always endeavour to provide an inclusive education for other needs that we might meet in our school in the future by making sure that we have the necessary training and expertise required.</p>
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<p><b>We identify and assess pupils with SEND (Special Educational Needs and Disability) using the following methods:</b></p>
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<p>A child has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. We identify pupils with SEND by regular discussions between class teacher, head teacher and Senco (SEND Coordinator) at our termly Pupil Progress review meetings. At Pupil Progress Meetings, we compare any observations with our tracking data to see pupil progress each term compared to peers and also compared to the child's starting point at the beginning of the year. We do this for all of our children and it becomes clear very quickly if a child is not making expected progress. This always alerts us to the need to investigate further.</p>
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<p>Identifying a child with SEN also happens informally when the parent, teacher or teaching assistant (TA) has observed anything of concern regarding individual children and calls a meeting with the SENCO.</p>
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<p><b>On this note, please feel free to ask at the office for an appointment with the Senco, Mel Ward on a Monday or Tuesday, if you want to raise concerns about your child.</b> Sometimes a child's strange or challenging behaviour can be because of an unmet special need or mental health concern, other times it can be a short-term issue that is easily addressed. We find that if we know the picture of your child at home, we can work together in the child's interest.</p>
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The SENCO will then observe the child in class or withdraw them for several one to one sessions to consider what extra support could help and whether referral to an external agency for a specialist assessment would be best for the child at this stage.

The Senco usually gives advice on evidence-based strategies that the teacher can use to address the child's needs in class through inclusive teaching. We call this quality first teaching (QFT). Studies have found that what works for children with SEN usually is good practice for other children in class, too. For example, a child with language difficulties would need some visual support or more gesture from the teacher. Far from slowing down other children's learning, by using this general approach in class it would also act as a memory aid for any other child, too and so strengthen their learning as well. This is one reason why inclusive teaching ( including children with SEN in the normal classroom activities) benefits everyone. Often withdrawing a child is not necessary unless working on a particular focus in a group or one to one basis. We call this 'intervention' and it can take place in class with the child's teacher or TA or outside the class with a specialist.

The child, who appears to need SEN Support would be monitored in a process called Assess-Plan-Do-Review. This is a stage that external assessors expect us to follow before they are willing to see a child anyway, because it demonstrates that we have tried inhouse strategies with the child and still need further support or advice. Sometimes this practice means that problems are sorted, progress is made and the child doesn't need to be referred.

Firstly, the teacher and Senco will discuss strategies and interventions to try with the child to close any gaps, keeping records of the child's response to what has been provided for 2 cycles of Assess- Plan-Do-Review. If further concerns have been raised, or these quality first teaching strategies or interventions do not make substantial improvements, then the SENCO, with the parent/carer's consent refers the child to a specialist such as an occupational therapist (OT), speech and language therapist (SALT) or educational psychologist (EP). If it is considered more of a social, emotional and mental health problem, the SENCO will recommend targeted Early Help or signposting to a Parent and Child drop-in Service called BEAM or possibly BEE-U (once known as CAMHS, Children's Mental Health Service).

Each child receiving SEN Support will have a one page pupil profile and a person centred plan (PCP). The Senco holds a one to one session with the child listening to what is important to the child, what the child believes is working or not working for them and what the child believes will support his or her learning. This is part of our person-centred approach and recorded in the one page profile and also in the PCP, alongside the targets and strategies recommended by the Senco or external specialist.

The PCP is discussed with the child, parent/carer, class teacher and SENCO so that everyone is working towards the same short term targets and it is adapted according to needs. The views of parents and carers are sought at parent's evenings and in letters for comments and also during other informal meetings. Where these are known, they may well form part of the person centered plan.

Each class will have an orange file containing the PCPs for that class. This can be accessed by the teacher and teaching assistants working with the child, so that everyone is aware of the personalised approach required for that child.

The child's progress towards the targets on the PCP is noted by staff working with that child and these comments are reviewed by the Senco on a termly basis. At this stage quality first teaching strategies are also reviewed and adapted if necessary.

If the school believes it cannot meet the needs of a child with SEN support due to the complexity of the need, the challenge of the behaviour or the funding needs for further specialist agency work with the child, the SENCO will, with the consent of the parent/carer request the local authority consider the child for an EHCP assessment. (Educational Health Care Plan) or more likely for funding from the Graduated Support Pathway (GSP). This is funding that the SENCo can request from Shropshire Council for a child with SEN support in need of funding that exceeds the funds normally available to school. It is provided to support a particular intervention plan of school provision that would be costly for the school, where the child does not require an EHCP, but does need delivery of a timely, efficient and effective intervention.

#### **We evaluate the effectiveness of our SEND provision in the following ways:**

We evaluate the effectiveness of our SEND provision in 4 main ways

1. Using our Intervention Impact Charts, where we assess the child's ability before an intervention has started and again after it. This will show us whether the intervention is working or not. Here we record next steps and evaluations of the intervention for that child. If there has been no improvement, then we would endeavour to change either our teaching approaches, the nature of the intervention or the timing of it.
2. Using our Pupil Progress Charts. We monitor pupil progress on a termly basis from key stage to key stage and year to year using tracking data made up of their test performance and teacher judgment. After discussion with the SENCo and Headteacher at a Pupil Progress Meeting, recommended QFT strategies or additional interventions are put in place to address any gaps in SEN provision. These will take place as a whole class or in small groups or 1:1 sessions with either teacher, teaching assistant or specialist teacher.
3. Using our PCP/Assess-Plan-Do-Review sheets. Observations and comments about how strategies are working with individuals are recorded on the PCPs on an ongoing basis and then monitored by the Senco. Changes are made if the provision is not working well enough.
4. Interventions and strategies are reviewed and researched for effectiveness by the Senco.

We use standardised scores where possible to see where a child is below average or has not made expected progress and then we consider whether any barriers to learning are reducing progress. A range of formal assessments inform our decision making. These include: The Y1 Phonic Screening Check, NFER Spelling and Grammar and Punctuation Test, Accelerated Reader scores, PIRA Reading Comprehension, Puma Maths Tests. These take place at stages through the school year half termly and termly or with Accelerated Reader quizzes as a reading book is completed.

Our Special Needs Governors are Mrs Tulk and Mr Jones. They are also responsible for monitoring progress of children with SEND. The School Development Plan is devised and monitored by the Head teacher, Miss Wilcox and the Deputy Teacher, Mrs Holloway.

<b>Our arrangements for reviewing the progress of pupils with SEND are as follows:</b>
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<p>The Headteacher and Deputy Teacher monitor pupil progress and tracking data on a regular basis and take into account barriers to learning as they do so. The Headteacher is responsible for ensuring progress is on track. Subject leaders do regular book looks and observations of teaching to check that pupils needs are met in lessons and that quality first teaching strategies are in place. Performance Management meetings also highlight any targets for improvement.</p>
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<p>Each class has a Pupil Progress Meeting with the Headteacher and Senco on a termly basis. This is when progress of all children are reviewed including the needs of the children with SEND. It is often another opportunity to change provision and discuss training needs of staff to carry out intervention. Intervention impact records and PCPs are looked at in detail by the SENCO to review whether changes are needed for progress. Parents and children are talked to about progress and are given opportunity to contribute to the PCPs.</p>
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**Our approach to teaching pupils with SEND includes:**

Our approach to SEND is inclusive and our first response is quality first teaching. This means that the child will normally be educated in the mainstream class. Often it is only a case of reasonable adjustments to teaching approaches to make the curriculum accessible to the child with SEND. For example regular access to a teaching assistant in class to support learning, additional time given to complete tasks, the opportunity to have work scribed at times or for some of the work to be recorded orally to relieve the writing burden for particular children with developmental coordination disorder are a few quality first strategies that might be employed in one class or another.

The table to be found at the end of this information report shows the kind of strategies a class teacher might use to ensure that barriers to learning are reduced for a child with SEND. As previously stated, we often find that what is helpful for such a child is often helpful for the whole class and also for other children where there are mild concerns about barriers to learning.

Other provision includes special interventions to target a particular foundational skill that could make a big difference to the child. For instance, shortly after starting school and after teacher observation, children are provided with an early special intervention carried out by teacher or teaching assistant if they have any difficulties in acquiring letters and sounds, oral segmenting and blending, fine motor skills, number or talking.

If there are any phonic reading difficulties, the SENCO, who is a Specialist Teacher of Specific learning difficulties (dyslexia) will carry out informal assessments in Year 1 and beyond to pinpoint particular difficulties and to intervene early with a specialist multisensory synthetic phonic programme and targeted strategies. This is monitored by the Senco but often carried out by other school staff. Sometimes, this will mean that the child can catch up and not have many difficulties in this area later. If time allows, the Senco will also endeavour to provide them with a one to one session from time to time.

Where there are early language difficulties, the child will receive extra support from one of our specialist language teaching assistants usually with input from the Senco and a Speech therapist.

In Reception, the intervention will usually be carried out by the child's familiar class teacher or teaching assistant in a small group or one to one.

In every school year, interventions take place in class or in another room in the school if quiet concentration is needed. Children are used to being in different groups for all sorts of activities and usually enjoy the chance of having adult attention within a smaller group.

Current interventions, some of which are used by all children in school include ones for Reading such as Accelerated Reader and 'Nessy Reading,' ones for Spelling such as 'Nessy Spelling,' for language development, such as 'Time for Talk', for Phonics, such as Jelly and Bean Phonics, for Maths, 'Mathletics' and 'Times Tables Rock Stars', for grammar and Writing (Shape Coding), for fine motor skills, 'Teordescu' and 'Dough Disco', for Anxiety, 'No Worries' Programme by our Educational Psychologist trained TA, Mrs Fleet. We have a Mindfulness club run by Miss Lacy. We also have an Occupational Therapy devised and trained programme called 'Coolkids' for children with DCD or in need of core strength or better concentration. This is run by Mrs Hollins and by Mrs Speake. We have 'Socially

Speaking' for children who need confidence with social skills. We have Beanstalk Readers and volunteers who hear one to one extra reading and we even have 'Dog Therapy' to encourage pairs of reluctant readers. Our Headteacher even runs booster groups for focus groups of children to close the gaps in Maths and English.

**We adapt the curriculum for pupils with SEND in the following ways:**

All teachers select different interventions based on the needs of their own class. Sometimes particularly in KS 2, some interventions will be more fluid. For example if a particular topic in Maths is not understood well after that morning's teaching, an intervention group will be formed later that day to address and close any gaps. This is the Mastery Maths approach. Other interventions targeting specific skills might be planned on a longer basis such as for a term.

SEN support can be divided into 4 broad area of need:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and Physical.

The table of provision for the above four needs is found at the end of this information report and shows the ways that we endeavour to provide for children in our school.

**We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:**

We engage pupils with SEND in school activities just as with any child, but sometimes a child with SEND will be given an additional job in class to provide a movement break and also to encourage confidence and self-esteem. Examples of this would include hearing younger readers read, helping the teacher prepare resources, giving out games equipment at playtime.

We have after school activities that are particularly helpful to children with SEND so that they can build skills in areas outside of academic life. We have found that often our ball skills club, MD Warriors, Active Literacy, Football and Singing Club have proved popular and helped with physical development.

Our PE Governor, Mrs Natalie Hollins teaches playground activities to older children in school in order for them to then share them with younger ones. This is another opportunity for a child with SEND to engage outside of formal written work and have confidence in teaching others. She also takes a lunchtime club called 'Active Literacy', where children carry out team work and drama to explore a story. This is another confidence-building activity. Cookery Club with Miss Thomas and Forest Fun using activities set up by Forest School Leader, Judy are other areas in which our children with SEND often excel and enjoy.

With school trips, we always endeavour to ensure that it is risk-assessed and suitable for a child with SEND. As needed extra adult support from our teaching assistants is given.

**The following emotional, mental and social support is available for pupils with SEND:**

We are very keen to support children with SEMH difficulties and to catch this early as far as possible. It is common for the Senco, Mel Ward or the Headteacher, Katie Wilcox to try to see parents to hear their views and to get the whole picture of the child's life and worries. Sometimes parents will mention home factors that could be affecting this like another child in their family with severe special needs or a family separation or bereavement. At other times, the anxiety is only expressed in school or vice versa at home. There is no intention to check up and judge families or parenting. Most of us are parents and know how difficult the job is. We are just trying to listen and get some insight to understand life from the child's point of view. The Senco, Mel Ward and the headteacher, Katie Wilcox spend time listening to parents and offering them a service called Early Help which tries to address these kind of issues from a whole family point of view.

We have a dedicated TA, Deb Fleet, who is trained by the Educational Psychology team to deliver 'No Worries' and it is well-loved and relied on. She will also carry out 'My Life' work with the child on a one to one basis to give them an opportunity to express their feelings and thoughts to a sympathetic ear. This can then inform next steps to help or face anxiety little by little.

Children usually feel able to talk to Mrs Fleet or their class teacher, a teaching assistant, the Senco, or the Headteacher about personal issues and we encourage this by being available and approachable.

For identified social, emotional or mental needs, we use a resource called 'Socially Speaking' to support children who find greater difficulty in making friends and social interaction. We have also use 'Zones of Regulation' and 'Superflex Academy' to help children discuss their feelings and to be aware of their own triggers so that they can develop an awareness of independent preventative strategies to help them to keep calm, control anger, anxiety and impulsiveness.

We are also able to access help from the Emotional Health and Wellbeing Service (formerly CAMHS) and now known as BEE-U. We encourage parents to take their child to BEAM, a Thursday afternoon drop-in centre and which is part of this service and run by trained staff at the Children's Society.

<b>Our SEND co-ordinator (SENCO) is: Mrs Melanie Ward</b>	
Listed below are the names of staff members possessing expertise related to SEND:	
Name: Melanie Ward	Name: Mrs Debbie Fleet
Job role: SENCo and Specialist Teacher	Job role: Teaching Assistant
Expertise: Specialist Teacher of Specific Learning Difficulties. PGCE SpLD (Dyslexia) CPD in Psychometric Assessment and National Senco Award by Nasen Provider, MMU. Tier 2 Autism Trained. EAL trained in Effective Interventions by MDT. Regularly attends Shropshire Council Senco Network for training and updates. Early Help training and hub updates.	Expertise: 'No Worries' Training Programme, Elklan Language Training Higher Level Teaching Assistant Training
Name: Mrs Kerry Middle	Name: Mrs Mel Speake
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: Elklan Language Training by SALT	Expertise: Coolkids Training by OT.
All Teaching Staff and TAs Most of our teaching staff and TAs have received Tier 1 Autism Awareness Training from Autism Education Trust Schools Programme.	Name: Miss Thomas Reception and Year 1 Teacher Expertise: MAPPA training.
Name: Mrs Mandy Jones	
Job role: Teaching Assistant	
Expertise: Diabetes Training and Lead. Autism Training. EAL interventions.	
<b>In addition, we use the services of the following specialists:</b>	
Sheri Wright, Educational Psychologist Elaine Latham, Speech and Language Therapist SALTA, Cherry Howell SSLIC, Alison Carr Dog Therapist Occupational Therapy CAMHS BEAM Early Help Beanstalk Reading Volunteers David Lord and Qamar of the Multicultural Development Team Rob Clayton, Early Help Hub. Autism West Midlands	



**We currently possess the following provisions to assist our pupils with SEND:**

Our Senco, Mel Ward is a specialist teacher who specialises in Specific Learning Difficulties and runs and advises on strategies and interventions in the school.

We have a trained 'No Worries' teaching assistant, Deb Fleet to support children with SEMH.

We have 2 Elklan trained teaching assistants to support children with language difficulties. Booster classes in Year 2 and 6.

We have many ipads in each classroom and use apps on these to help learning such as Mathletics, Number Gym, Times Table Rockstars, Nessy, Accelerated Reader, BBC Dance Mat (touch typing programme).

Children that don't have access to these at home can use them at lunch time under our Deputy Headteacher, Mrs Holloway's supervision.

Many of our pupil premium children are also targeted by our Beanstalk Reading Volunteers.

We use wobble cushions, weighted lappads, fidgets, writing slopes, special pencils, pen grips, coloured overlays with children who have a particular need for these. We also allow some children to dictate their work to a scribe or to type up work on an ipad with full-size keyboard if this will be beneficial.

**Our confirmed plans for SEND provision in the future:**

Mrs Ward is our specialist teacher and has been SENCo since Easter 2017. She will continue to work Mondays and Tuesdays from September 2019 and will be sharing knowledge and training with other staff and especially liaising with Deb Fleet who is doing HLTA training, Breakfast Club and No Worries in the school.

**Our arrangements for ensuring the necessary involvement of parents are as follows:**

Our SENCo, Mrs Ward, works Monday to Tuesday in the school and is always keen to talk to parents about any concerns or suggestions about their child in relation to any type of SEND. Please make an appointment with her by contacting the school office. Parents can also discuss concerns with the class teacher and headteacher, Miss Wilcox.

When specialist assessment is needed from external agencies, such as from Occupational Therapy or Educational Psychology, Mrs Ward always arranges a meeting with the parent/carer to gain a full picture of the issues facing the child that have been observed either at home or in school. This gives chance for the parent to share their own concerns with the service when Mrs Ward completes the referral paperwork. She will then keep the parent up to date with the stages of the process and with any findings.

At parents' evening, there is often opportunity given for the parent to meet with the Senco if the child is receiving any SEN Support and the parent is shown and given a copy of the one page profile and PCP by their child's teacher. Parents are given chance to add their comments about any strategies that would be helpful. They can fill in the sheet to add any observations they have noticed at home ready to be discussed either at Parents' Evening or a specially arranged appointment. Every effort is made to ensure a team approach to collaborate to help children with special educational needs.

**Our arrangements regarding SEND related complaints from parents are as follows:**

In the first instance, any complaints should be discussed with the class teacher and then the head teacher if needed. The SENCo can also be involved if this is needed. We would direct parents to The Information, Advice and Support Service (IASS) which provides free, confidential and impartial information, advice and support around Special Educational Needs and Disabilities, including matters relating to education, health and social care. Welfare benefits, finance, independent living, employment, debt and money management advice are all available. They can help you to understand education paperwork and education processes. They can help to prepare for an education meeting, and will occasionally even attend it. They can help to mediate with school or the Local Authority and help to put your views forward to the right people. They offer support by telephone, email, meeting by appointment and support groups. They can also put you in touch with other organisations who may be able to help you.

To contact IASS:

**Telephone:** 01743 280019. (Referral line is open: Monday to Friday 10:00am to 4:00pm)

**Email:** [iassadmin@shcab.cabnet.org.uk](mailto:iassadmin@shcab.cabnet.org.uk).

**Visit us at:** Fletcher House, 15 College Hill, Shrewsbury, SY1 1LY

<http://www.cabshropshire.org.uk/shropshire-iass/> [www.facebook.com/IASSShropshire](https://www.facebook.com/IASSShropshire)

**We work with the following bodies to ensure the best possible provision for pupils with SEND:**

Advisory Teachers from Woodlands Outreach to assess children, when we are concerned about lack of progress or to explore any concerns about barriers to learning. We have also used this service for assessments and advice for children who appear to have autistic spectrum conditions or behavioural concerns.

Woodlands Outreach Transition Programme to support children moving to Mary Webb Secondary School with any anxiety or organisation issues.

Occupational Therapy- for assessments and to explore concerns that might relate to Developmental Coordination Disorder, Tracking difficulties and problems with fine or gross motor skills.

Speech and Language Therapy- where there is a concern about speech difficulties or problems understanding or expressing language.

Educational Psychology- to assess children when the issues seem complex or when this is the first step in requesting an EHCP or a referral to BEE-U (Child and Adolescent Mental Health Service).

COMPASS- to signpost us to help with mental health, ASD or ADHD concerns.

Early Help Central Hub based in Shrewsbury- a specialist team that carries out specific specialist work with a child and can support the whole family too with a range of issues including housing, employment, money, children in need, physical and mental health needs.

CAMHS- now known as: BEE-U. It is delivered through a partnership of organisations and exists to help children and young people to be resilient and to have a positive sense of emotional health and wellbeing.

BEAM- Drop in service to discuss concerns about mental health for parent and child.

Parenting Clinic Phoneline

Autism West Midlands- events, helpline, advice for children with or without a diagnosis.

Early Help- where the concern is part of a social, emotional, family or wider problem.

Multicultural Development Team (If a child has English as a Second Language, this is not a SEND issue, but sometimes, we have needed to access this service, where a child has EAL and SEN, so that we can discriminate where the difficulty is).

Social Services- We work closely with social workers when for example a looked after child has SEN support.

Please find further help on the Send Local Offer for Shropshire:

<http://shropshire.gov.uk/the-send-local-offer/>

**Parents of children with SEND may find the following additional services helpful:**

These support services with their contact details are ones that the SENCo often recommends to parents:

- BEAM-a multi-disciplinary team made up of therapists, youth workers and wellbeing volunteers. Our aim is to provide children and young people under 25, their parents and professionals, with advice, signposting and support with any concerns relating to mental and emotional wellbeing. Beam drop-ins are held as follows:
  - Monday: 9 Market Square, Wellington, Telford TF1 1BP from Midday – 7pm
  - Tuesday: 9 Market Square, Wellington, Telford TF1 1BP from Midday – 7pm
  - First and third Wednesday of every month: Ludlow Youth Centre, Lower Galdeford, Ludlow, SY8 1RT from 3.30pm - 7pm
  - Thursday: Upstairs at Palmer's Café, Claremont Street, Shrewsbury SY1 1QG from 2pm – 7pm
  - Saturday: 9 Market Square, Wellington, Telford TF1 1BP from 11am – 4pm
- <https://beeu.org.uk> A great website of resources from BEE-U
- Shropshire Family Information Directory- This website gives contact information about a massive range of local support services, including many of the ones suggested below:
- Dyspraxia Foundation- local coordinator for Shropshire and North Wales is Jayne Evans, who is herself a specialist teacher. For all instances of help or for general advice: **01462 454986. helpline is open Monday to Friday between 9am and 1pm.** <https://dyspraxiafoundation.org.uk/about-dyspraxia>
- British Dyslexia Association- The BDA Helpline (0333 405 4567) is completely free and confidential for all dyslexia related calls and emails. Due to the confidential nature of the calls we receive we do not record calls.

The Helpline is manned by a small number of staff and a team of trained volunteers. All information, advice and signposting is completely impartial.  
<http://www.bdadyslexia.org.uk/parent>
- ADDISS- The National Attention Deficit Disorder Information and Support Service. ADHD is a medical diagnosis, so if there are concerns it is recommended that you discuss this with your GP. However 'ADDISS offers a service to talk about concerns and offers advice. Tel: 02089 522 800

<http://www.addiss.co.uk/index.html>

- Autism West Midlands provides a wealth of free and low-cost training for parents, activities for children, support groups, advice appointments and drop-in coffee mornings. This is available for any child with concerns about SEND. They do not need to have a diagnosis.  
Autism West Midlands: [www.autismwestmidlands.org.uk/shropshire](http://www.autismwestmidlands.org.uk/shropshire)  
Tel: 03030 300 111. Email: [shropshire@autismwestmidlands.org.uk](mailto:shropshire@autismwestmidlands.org.uk)
- Kooth free online counselling for children. This service is recommended by COMPASS and used by the NHS. Kooth is one of the partners of the new Emotional Health and Well being Service.  
Website: <https://kooth.com>
- Jigsaw Family Group- for parents and carers to chat over a cuppa & cake. A friendly, non-judgemental ear is provided and they also run activities for children and are especially helpful to families where the nature of SEND difficulties could cause a family to feel alone or judged whether it is a mental health issue, ADHD or any other neurological issue.  
Tel: 07540 140 525. Email: [jigsawfamilygroup@hotmail.com](mailto:jigsawfamilygroup@hotmail.com)
- It is recommended that children have a free yearly eye test with an optician. This is available to any child and glasses can be provided free on the NHS. If there are concerns about tracking of the eyes or visual perception, it is recommended that the parent asks the optician or GP to refer them to the NHS optometrist at the hospital, where these difficulties can be properly assessed. Sometimes a coloured overlay used over text can help these problems and many of our children have needed to use these.
- Concerns about hearing should be discussed with your GP who can arrange for a hearing test.

**Our transitional arrangements for pupils with SEND include:**

When a child moves up to the next class, the file of strategies that have worked with the child, PCPs and advice moves up with the child too. Along with school tracking data, and discussions with the previous teacher, teaching assistants and SENCo, the new teacher is able to develop a good picture of the child's interests and needs to prepare for their own teaching and to share with the teaching assistants who will be working with the child.

When a child moves school, we pass on PCPs, one page profiles, recommendations that have worked for us in this school and advice from specialists alongside any referral paperwork if a child is in the middle of a referral to an external agency.

Pupils with SEND take part in the usual preparation for every Minsterley child starting their secondary school education. Most of our children transfer to the Mary Webb Secondary School, where they look round the school, meet staff and experience some lessons to allay their fears about the transition to the next stage. However, they also have an extra day at Mary Webb Secondary School, where they get to meet the support staff who will work with them and get to go in the Personalised Learning Centre and have more time to ask questions.

If their problems are anxiety related or they would struggle with a change of routine, we can access the Woodlands Transition Programme for them. This would mean a more personalised service and would include activities such as a bag packing session, practice timetable and follow-up in the first term at school to check that the child is settled.

Many of our children take part in the Science Club that Mary Webb runs for children in Year 6 and this is another good and exciting way to ease them into the change ahead.

During the Summer Term, the SENCo and support staff from Mary Webb visit all of the children in Year 6 to talk to them about what it is like there, answering any questions.

The Mary Webb SENCo and Support Staff meet with our SENCo and Y6 class teacher to discuss particular needs of children who have SEN Support. Where there are any other concerns, these will also be discussed. Paperwork concerning the children, person centred plans and tracking data involving the children and strategies that we have found work well with that child are all passed on to the Mary Webb SENCo.

For more information regarding the school's SEND provision, please contact Mel Ward or Katie Wilcox, the Headteacher on 01743 791398.

Our school is just one part of Shropshire's local offer for children with Special Educational Needs. All resources, services, support and advice provided by Shropshire Local Authority is available for parents and carers to read about and to access and is known as 'the local offer'. Please find out about it and use it. It is there to support you and your child. The local offer for Shropshire can be found using the following link:

<http://shropshire.gov.uk/the-send-local-offer/>

## Our Provision for pupils with SEND

### Communication and Interaction

<b>1. Speech, Language and Communication Needs</b> 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
<ul style="list-style-type: none"> <li>• Identification is by the class teacher via whole school assessment, pupil tracking, information from transferred schools, parental information, standardised test and in-class assessments.</li> <li>• Assessment by and intervention from speech and language therapist, on referral.</li> <li>• If after assessment a program is set in place this is reviewed regularly by the class teacher and other staff supporting the children.</li> <li>• The progress is shared every term with parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum, planning, tasks, delivery and outcome.</li> <li>• Simplified time-tables.</li> <li>• Visual timetables.</li> <li>• Consistent routines and expectations.</li> <li>• Use of IT.</li> <li>• Use of talk partners during whole class and group learning sessions.</li> <li>• Circle time.</li> <li>• Regular show and tell sessions where appropriate.</li> <li>• Use of drama and hot seating.</li> <li>• Pre-teaching of words and concepts needed where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• The class teacher through good and outstanding teaching and that the curriculum is adapted to meet all pupils' needs.</li> <li>• In class support with TA.</li> <li>• Working in small groups.</li> <li>• 'Socially Speaking Programme.'</li> <li>• Personalised programmes.</li> <li>• Speech and Language support from therapist/specialist TA in school.</li> <li>• Mid day and play time supervisors support during unstructured times during day.</li> <li>• Support children to develop confidence speaking in class.</li> </ul>
<b>2. Autistic Spectrum Disorder/Condition</b> 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
<ul style="list-style-type: none"> <li>• Identification is by the class teacher and other staff leading to referral for formal diagnosis.</li> <li>• Assessment by and intervention from specialist outside agencies.</li> <li>• If after assessment a program is set in place this is reviewed regularly by class teacher and other staff supporting the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent rules, routines and reasons.</li> <li>• Visual timetables and aids.</li> <li>• Consistent expectations.</li> <li>• Clear, simple instructions.</li> <li>• Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group or 1:1 mentoring sessions with teacher working on 'Socially Speaking Programme' or 'Superflex Academy' Programme where social skills are taught.</li> <li>• Specialist TA trained to work with children identified on the ASD spectrum.</li> <li>• At unstructured times support staff and</li> </ul>

<ul style="list-style-type: none"> <li>The progress is shared every term with parents and pupils.</li> </ul>		supervisors are made aware of the needs of specific children.
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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
<ul style="list-style-type: none"> <li>Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments.</li> <li>Assessment and intervention by class teacher with guidance from SENCO.</li> <li>After assessment a provision map is set in place which is reviewed regularly by the class teacher and other staff supporting the children.</li> <li>Progress is shared every term with parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Multisensory equipment activities given where appropriate to demonstrate concepts.</li> <li>Given non-verbal/verbal reasoning tasks.</li> <li>Sequencing activities.</li> <li>Memory training games.</li> <li>Teaching the meaning of subject specific vocabulary and having word banks.</li> <li>Use of ICT and computer programs and games.</li> <li>Visual time tables/resources around the class.</li> <li>Differentiated Homework.</li> <li>Differentiated focus groups for spelling and phonological understanding using Letters and Sounds</li> <li>Checklists/writing frames/dictionaries/modelling.</li> <li>Relevant targets from PCP are written in work books/ class file to remind children and support staff of the focus for literacy and numeracy.</li> <li>Rigorous assessment for learning/positive feedback, marking related to individual class/PCP targets.</li> </ul>	<ul style="list-style-type: none"> <li>Small group/1:1 support for children by special teacher for phonics. Often using Jelly and Bean programme and Hickey Multisensory Method.</li> <li>Small group/1:1 support for children by special teacher for maths to focus on number and place value.</li> <li>Small group/1:1 support for children by special teacher using ‘shape coding’ approach to writing.</li> <li>1:1 support for reading by volunteer reading helpers.</li> <li>Small group support in class through individual and guided reading.</li> <li>Differentiated and small group support in writing/maths and guided writing sessions</li> <li>Comprehension support narrating their own reading from memory.</li> <li>Fine motor skills interventions such as ‘Dough disco’.</li> <li>Time given to access ipad programmes like Mathletics and Number Gym to practise basic number skills.</li> </ul>



<b>2. Specific Learning Difficulties eg Dyslexia, Dyscalculia</b> 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
<ul style="list-style-type: none"> <li>• Identification but not diagnosis is by the class teacher via whole school assessment, pupil tracking, information from transferred schools, parental information, standardised test and in-class assessments leading to referral for a formal diagnosis.</li> <li>• Assessment and intervention by class teacher with guidance from SENCO/ specialist Dyslexia teacher.</li> <li>• After assessment personal targets are set in place this is reviewed regularly/every term by class teacher and other staff supporting the children. The progress is shared every term with parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Calm, structured orderly environment.</li> <li>• Multisensory activities.</li> <li>• IT programmes and games Number shark/ Word shark, Number Gym/Mathletics/ Espresso</li> <li>• Simple verbal/ written instructions.</li> <li>• Given time to process understanding and respond.</li> <li>• Given extra time to complete tasks and tests.</li> <li>• Given tasks in small steps/small amount of work at a time.</li> <li>• Have graphic/visual organiser.</li> <li>• Maintain positive and helpful attitude and avoid criticisms.</li> <li>• Have sticker charts/class dojos to encourage positive reinforcement and praise for effort.</li> <li>• Reducing copying where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 multisensory Hickey programme with specialist teacher for reading and spelling.</li> <li>• Nessy individualised programme for Reading and Spelling</li> <li>• Phonic Library of Multisensory Resources</li> <li>• Small group/1:1 graded phonic books Piper Books, Jelly and Bean, Alba Books, Alpha to Omega activities with specialist teacher.</li> <li>• Small group work in class with teacher or TA.</li> <li>• Small group/1:1 with Learning Specialist Teacher on understanding language of maths and concepts.</li> <li>• Shape coding intervention to help understand grammar and sentence punctuation.</li> </ul>

## 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
<ul style="list-style-type: none"> <li>• Identification is by the class teacher followed by referral to specialist agencies.</li> <li>• Assessment and intervention by class teacher with guidance from SENCO/ specialist agencies.</li> <li>• If after assessment a PCP is set in place this is</li> </ul>	<ul style="list-style-type: none"> <li>• Exciting and stimulating classroom and curriculum.</li> <li>• Whole school behaviour policy.</li> <li>• Rewards/stars/stickers/c elebrating work.</li> <li>• Circle time.</li> <li>• Consistent routines/ boundaries and</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/1:1 work in class with Teacher/TA.</li> <li>• My Life work</li> <li>• Person centred voice work</li> <li>• No Worries group with specialist</li> <li>• Action for Happiness Resources</li> <li>• Home school links.</li> <li>• Access to specialist support/agencies if needed</li> </ul>

<p>reviewed regularly by the class teacher and other staff supporting the children.</p> <ul style="list-style-type: none"> <li>• Progress is shared every term with parents and pupils.</li> </ul>	<p>expectations of behaviour.</p> <ul style="list-style-type: none"> <li>• Jobs given to promote self-esteem and to provide a movement break.</li> </ul>	<p>such as Woodlands Outreach.</p> <ul style="list-style-type: none"> <li>• Unstructured times support staff and supervisors are made aware of the needs of specific children.</li> <li>• Personalised programme/targets that pupil and parents are aware of such as 'Superflex Academy', 'Zones of Regulation' and 'Socially Speaking'.</li> </ul>
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## Sensory and/or Physical

<b>1. Hearing Impaired</b> 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
<ul style="list-style-type: none"> <li>• Identification is by the class teacher, information from transferred schools and parental information.</li> <li>• Assessment and intervention by class teacher with guidance from SENCO and specialist agencies.</li> <li>• If after assessment a PCP is set in place this is reviewed regularly by the class teacher and other staff supporting the children.</li> <li>• Progress is shared every term with parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum distance between teacher and child to facilitate lip reading.</li> <li>• Create optimal hearing environment by using noise dampening materials.</li> <li>• Have clear visual aids.</li> <li>• Word banks and precise teaching of subject specific vocabulary.</li> <li>• Face child in every oral communication and don't stand in the bright light.</li> <li>• Have specialised equipment for hearing impaired.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 specialist teacher in class.</li> <li>• Good home school links.</li> <li>• 1:1 specialist teacher support on vocabulary and speech.</li> <li>• All staff made aware of difficulty in school during high noise level activities such as playtime, dinner times, PE to ensure safety of the child.</li> <li>• Classrooms given curtains/thicker carpets instead of blinds and tiled floors.</li> <li>• 1:1 support with specialist teacher when on school trips.</li> <li>• Awareness of health and safety issues such as not hearing the fire alarm.</li> </ul>

<b>2. Visually Impaired-</b> At present we do not have any experience of children who are visually impaired but if we do we would endeavour to provide the following provision.  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
<ul style="list-style-type: none"> <li>• Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician.</li> <li>• For pupils with significant impairments a request will be made with the sensory inclusion team. This is usually requested</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be encouraged to sit near the front of the class so that they can clearly see any visual information that is displayed.</li> <li>• Any information that is displayed on the wipe board will be presented clearly using large fonts. If this is not possible then pupils will be given a</li> </ul>	<ul style="list-style-type: none"> <li>• Providing documents which use a larger font.</li> <li>• Using different coloured paper to print worksheets and tasks.</li> <li>• Using coloured overlays and reading rulers.</li> </ul>

<p>by the child's optician or optometrist.</p> <ul style="list-style-type: none"> <li>Pupils will be regularly reviewed and assessed by the sensory inclusion team.</li> <li>Pupils will be regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and Year 1 phonics.</li> </ul>	<p>copy of the work on display.</p> <ul style="list-style-type: none"> <li>If pupils have a significant visual Impairment the teacher will ensure the furniture and resources stay in expected locations so they will be easy to find.</li> </ul>	
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<b>3. Physical Difficulties</b>		
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
<ul style="list-style-type: none"> <li>Parents are best placed to advise us about the specific physical needs of the child. We would therefore rely on good communication between home and school to ensure that concerns about the child are addressed promptly.</li> <li>The class teacher and TA will keep careful track of the child and record any observations.</li> <li>If the child continues to be a concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as an Occupational Therapy team.</li> <li>If appropriate the Occupational Therapy team will give an assessment and additional strategies will be implemented. Parents can also request an assessment with the</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be encouraged to sit with the rest of the class or small group to listen to the ideas of others. They will either have a fidget toy to keep them focussed or an adult to sit near them to keep them on task.</li> <li>Pupils will be provided with resources such as pencil grips, laptops, so they are able to write about their own ideas.</li> <li>When the pupils are completing physical activities such as P.E. they will be encouraged to participate in the same way as their peers. If this is not possible they will be given different resources such as larger balls and support from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Teodorescu resources</li> <li>Pencil grips/tri-grip pencils.</li> <li>Laptops.</li> <li>Wobble cushions.</li> <li>Fidget toys.</li> <li>Writing slope</li> <li>Dough Disco finger exercises.</li> <li>BBC Dance Mat typing programme to learn to touchtype.</li> <li>Adult will scribe for them at times as needed to reduce the writing workload.</li> <li>Interventions as suggested by the Occupational Therapy team.</li> <li>Coolkids</li> <li>BBC Dance Math touch-typing skills</li> </ul>

<p>Occupational therapist by visiting their doctor.</p> <ul style="list-style-type: none"> <li>• If appropriate a request for statutory assessment will be made and additional interventions and strategies are put into place to support the children.</li> <li>• Pupils will be regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and Year 1 phonics.</li> <li>• If pupils have an Education and Health Care Plan then they have yearly annual reviews to review their progress.</li> </ul>		
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## GLOSSARY OF TERMS

PCP	Person Centred Plan
SEN Code of Practice	The legal document that sets out the requirements for SEN.
EHCP	Education and Health Care Plan
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Co-ordinator (also known as SENCo for short).
SALT	Speech and Language Therapist
SALTA	Speech and Language Teaching Assistant
SSLIC	Supports children with specific speech and language impairment

CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
ASD/ASC	Autistic Spectrum Disorder or also referred to as Autistic Spectrum Condition
DCD	Developmental Coordination Disorder ( sometimes known as dyspraxia)
ADHD	Attention Deficit Hyperactive Disorder
LSAT	Learning Support Advisory Teacher
GSP	Graduated Support Pathway
HLTA	Higher Level Teaching Assistant
BEE-U	Emotional Health and Wellbeing Service (formerly known as CAMHS).
TA	Teaching Assistant
IASS	Information, Advice and Support Service
SpLD	Specific Learning Difficulties
The SEND Local Offer	The resources and services provided by a local authority for children with SEN and their parents/carers. See link to this website.
SEN Support	A child has SEN Support when their learning difficulty or disability calls for SEN provision that is different or additional to that normally provided to children of the same age.
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