

# MINSTERLEY PRIMARY SCHOOL

## SEND Information Report

### 2020-2021

Here you can see what we try hard to provide for pupils with special educational needs and disabilities (SEND) at Minsterley Primary School. We hope parents and carers of current and past pupils find the following information helpful. Feel free to contact the SENCO, Mel Ward for more information.

**Towards the end of this report are useful links to services and websites especially designed to help parents in Shropshire with their children. If you don't read anything else below, be sure not to miss being added to my Class Dojo and also these excellent resources:**

Please find further help on most of these links and more- especially prepared for families in Shropshire- found @ the Send Local Offer for Shropshire:

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



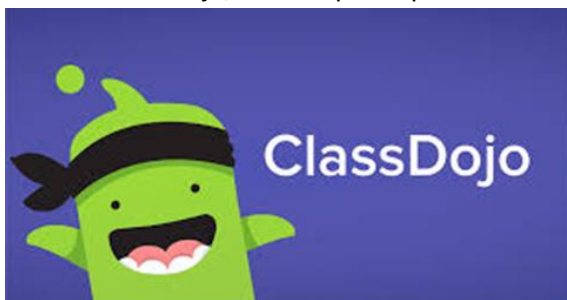
You might like to start with I'm New to SEND

<https://shropshire.gov.uk/the-send-local-offer/im-new-to-send/>

What do the SEN words mean?

<https://shropshire.gov.uk/the-send-local-offer/im-new-to-send/sen-vocabulary-explained/>

Don't miss out if your child in our school has difficulties and you would like to be added to Mrs Wards's Class Dojo, where I post tips and local events of interest from time to time. Many parents



like to check in with me this way by private message,too.

Here is my email if your child is in our school and you'd like me to add you:

[ward.m@minsterley.shropshire.sch.uk](mailto:ward.m@minsterley.shropshire.sch.uk) I will be glad to hear from you, but only work in school

Mondays and Tuesdays, so you won't always get an immediate response. If it is urgent, please ring the school office to speak to someone else.

**At this time (2020-21), we provide support for children with the following special educational needs or disability:**

- Children with mild and moderate learning difficulties, specific learning difficulties (SpLD) such as dyslexic tendencies, developmental coordination disorder (DCD) and maths difficulties
- Children facing other barriers to learning such as speech and language difficulties, social emotional and mental health problems (SEMH) autistic traits, sensory processing disorder (SPD), attachment issues, slow processing speed, memory issues, ADHD traits
- Children with physical needs such as asthma, cerebral palsy and other medical conditions.

However, we have taught children with various special needs in the past and would always endeavour to provide an inclusive education for new children with SEND by making sure that we have the necessary training and expertise required.

**We identify and assess pupils with SEND (Special Educational Needs and Disability) in these ways:**

Special Educational Needs (SEN) means that your child has a difficulty in learning or has emotional, behavioural, sensory or physical problems, or has problems with communication. For many, the difficulties are temporary but a small number of children have difficulties that are more complex and long-term.

We will put a child on **SEN Support** when 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 formally 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 alerts us to the need to investigate further.

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.

**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.** 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.

We observe the child in class or through one to one sessions to consider what the learning need is and what extra support could help. Recommended strategies are tried and the impact measured. Sometimes this will involve referring the child to an external agency for a specialist assessment.

Mostly, the Senco 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 or ('SEN QFT')**. Did you know that studies have found that what works for children with SEN is usually 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, to strengthen their learning too. 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 an '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 also a stage that external assessors expect us to follow to provide evidence of issues before they see a child anyway, plus it demonstrates that we have tried inhouse strategies with the child and support is still needed. 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 would often refer 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 **Pupil Voice Profile** and a **Person-centred Plan (PCP)**. The TA or sometimes 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. We have picked up so much from this individual child's eye view that we try to use to improve the learning experience for the child. This is part of our person-centred approach and is recorded in the Pupil Voice Profile and also in the PCP, alongside the **targets and strategies** recommended by the Senco or external specialist.

The PCP is reviewed with the 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 by phone or virtually. Where these are known, they may well form part of the person-centered plan.

Each class will have an SEN folder on the server containing the Pupil Voice Profile and PCPs for children in that class. There are hard copies in an SEN class folder that both teacher and TA can read and contribute to. The digital folders contain a library of SEN QFT resources appropriate to the child and stocked by the SENCO. This can be accessed by the teacher working with the child, so that the personalised approach required for that child can be identified and also shared with future teachers.

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 due to the complexity of the need, the challenge of the behaviour or the cost of further specialist agency work with the child, the SENCO will, with the consent of the parent/carer request the local authority to consider the child for an EHCP assessment (Educational Health Care Plan) or for funding from the Graduated Support Pathway (GSP). The Senco can apply to Shropshire Council for GSP funding from Shropshire Council if the child's needs exceeds the funds normally available to school. It can support a particular intervention plan of school provision that would be costly for the school, where the child does not require an EHCP.

**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 or teacher and TA personalised records, we assess the child's ability before and after intervention. This shows us whether the intervention is working or not. 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, teacher and Headteacher at a Pupil Progress Meeting, recommended QFT strategies or additional interventions are put in place to address any gaps in SEN provision.
3. Using our PCP/Assess-Plan-Do-Review sheets, observations and comments regarding how strategies are working are recorded on the child's 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.

Standardised scores are often used 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, Nessy Reading and Spelling Assessments for some children. 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 Mr Jones and Mrs Hill. They are also responsible for monitoring progress of children with SEND. The SEN Action Plan is devised by the SENCO and monitored by the SENCO and also the Head teacher, Miss Wilcox.

**Our arrangements for reviewing the progress of pupils with SEND are as follows:**

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.

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 by the SENCO to review whether

changes are needed for progress. A TA will carry out pupil voice work with children to find out about their learning experience and parents are also given opportunity to contribute to the PCPs.



**EQUALITY**  
Treating everyone the same



**EQUITABLY**  
Special treatment for some to give them a chance to see

<https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4>

#### **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.

Other provision sometimes 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 a child is struggling with phonic reading and spelling, the child is likely to receive extra group multisensory focussed phonic intervention, extra time being heard to read, flashcards, personalised strategies and specialised reading material. We often purchase subscription to a personalised Reading and Spelling Programme for the child called 'Nessy'. This often means that the child can catch up and not have many difficulties in this area later.

Where there are early language difficulties, we refer to speech and language therapy as soon as possible. The child will receive extra support from one of our specialist language teaching assistants usually with input from the Senco and a Speech therapist.

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 intervention group. Sometimes the intervention will be face to face, sometimes personalised on an app, delivered on google classroom using videos and links or delivered remotely.

Some of our interventions, some of which are used by all children in school include:

Reading: Accelerated Reader, 'Nessy Reading and Spelling,' Jelly and Bean' books, Piper Decodable Books, 'Spelling Shed,'

Talking: 'Time for Talk', Speech Therapy Intervention Plans, talking groups using blank levels.

Maths: 'Mathletics,' Maths Shed', 'White Rose Maths extra intervention, same day intervention, 'Times Tables Rock Stars'

Fine motor skills: 'Teordescu' and 'Dough Disco',

Mental Health and Wellbeing: 'No Worries' Programme by our Educational Psychologist trained TA, Miss Owen. Mindfulness Club has been run by Miss Lacy

We have 'Socially Speaking' for children who need confidence with social skills.

In recent years, 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.

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.

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. This is often with the advice of the SENCO. Sometimes 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 same 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:**

It is common for us to place children in mixed ability groups or with talking partners for many subjects so that they can learn from shared experiences and discussion with each other. We engage pupils with SEND in the same school activities as other children, but sometimes activities or strategies will be adapted. For instance, a child with SEND might be given an additional job in class to provide a movement break to help concentration, whilst also building confidence and self-esteem. Examples of this might include hearing younger children read, helping the teacher prepare resources or giving out games equipment at playtime.

We have after school activities that are particularly helpful to children with SEND so that they can also build confidence and skills in areas outside of academic life. These clubs have included: ball skills, MD Warriors, Active Literacy, Football, Multi Sports, Tennis, Cookery Club and Singing Club.

The regular use of playground equipment at playtime like space hoppers, skipping ropes, bats and balls, help children to have fun interacting or play alongside others regardless of ability.

Our previous PE Governor, Mrs Natalie Hollins has taught 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.

Our children with SEND often excel and enjoy Forest Fun, which uses activities set up by our Forest School Advisor, Judy Ellis and now carried out by our TAs.

We always endeavour to ensure that our school trips are risk-assessed as suitable for a child with SEND. Where needed extra adult support from our teaching assistants is given.

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

We try to provide consistency, reliability and a sense of fun to all our children so that they feel safe and happy.

We are very keen to support children with social emotional and mental health (SEMH) difficulties and to catch this early as far as possible. We aim to find the need beneath a child's challenging behaviour. 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 such as a sibling with severe special needs or a family separation or bereavement. At other times, the anxiety is only expressed by the child 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 so that we can form a team on the same side to help the child. 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 do often signpost our parents to a free and well-regarded parenting course based on the Solihull approach and made available in Shropshire.

One of our teaching assistants, Sue Owen has been trained by the Educational Psychology team to deliver 'No Worries' a special evidence-based intervention to help children with anxiety. Our headteacher, Senco or a TA will sometimes carry out 'My Life' work with a 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 their anxiety little by little.

Children usually feel able to talk about personal issues of concern to them with their class teacher, a teaching assistant, the Senco, Deputy, Jo Holloway or the Headteacher and we encourage this by being available and approachable.

Children who find it difficult to make friends or need confidence interacting with their peers are often offered intervention in a social skills group, such as 'Socially Speaking'.

For children who need to learn to better regulate their emotions, we sometimes 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 independent strategies to help them to keep calm, control anger, anxiety and impulsiveness.

Miss Lacy has also run a lunchtime mindfulness club which was very well attended.

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 drop-in centre, now running virtually during the covid crisis. BEAM is part of BEE-U service and run by the Children's Society. It uses a team of highly qualified specialists in this field and can also signpost a child on to targeted specialist services where the need is identified.

Parents of children with SEND or other concerns are invited to the Senco's class dojo page where she often posts mental health advice, articles and news of events. This is another way that parents' views can be sought, relationships built and advice can be personalised through messages with the Senco.

**Our SEND co-ordinator (SENCO) is:** Mrs Melanie Ward

Listed below are the names of staff members possessing expertise related to SEND:

Name: Melanie Ward	Name: Miss Sue Owen
Job role: SENCO and Specialist Teacher	Job role: Teaching Assistant
Expertise: Specialist Teacher of Specific Learning Difficulties. PGCE SpLD (Dyslexia), AMBDA 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
Name: Mrs Kerry Middle	Name: Mrs Mel Speake and Miss Tia Lewis
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: Elklan Language Training by SALT Coolkids Training	Expertise: Coolkids Training by OT. Sports
All Teaching Staff and TAs Most of our teaching staff and TAs have received Tier 1 Autism Awareness Training	Name: Miss Thomas Lawley Class Teacher Expertise: MAPPA training.



from Autism Education Trust Schools Programme.	
Name: Mrs Mandy Jones	Name: Mrs Sue Jones
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: Diabetes Training and Lead. Autism Training. EAL interventions.	Expertise: Diabetes Training. EAL interventions.
Name: Mrs Hill	Name: Mr Jones
Job Role: Sen Governor and teaching assistant	Job Role: SEN Governor

**In addition, we regularly use the services of the following specialists:**

Sheri Wright, Educational Psychologist  
 Elaine Latham, Speech and Language Therapist  
 SALTA, Cherry Howell  
 SSLIC, Alison Carr  
 Dog Therapist  
 Occupational Therapy  
 BEE-U  
 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 with a National Senco Award, 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, Sue Owen, to support children with SEMH needs.

Mandy Jones has autism training and carries out a social skills group.

We have 2 Elklan trained teaching assistants to support children with speech and language difficulties.

We have 3 Coolkids teaching assistants trained by the occupational therapy service to deliver Coolkids for children who need help in coordination and balance.

We regularly subscribe to many apps to aid and personalise learning such as Nessy Reading and Spelling, Mathletics, Numbots, Times Table Rockstars, Accelerated Reader and Spelling Shed. Children that don't have access to technology at home can use them at lunch time under the supervision of our Deputy Headteacher, Mrs Holloway.

Class teaching assistants regularly support and pre-tutor children and aim to get them to become independent. If reading is a problem, we aim to give them more opportunity to be heard to read in school whether by the teacher or teaching assistant or by Beanstalk Reading Volunteers.

Earlier White Rose Maths videos are used by teaching assistants to deliver high quality maths teaching using the latest researched methods such as bar model representations alongside apparatus.

Some children with moderate learning difficulties receive a daily bespoke personalised curriculum delivered by teaching assistants and devised by the Senco or class teacher.

We order apparatus such as wobble cushions, weighted lappads, fidget toys, 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 by using an app or a scribe or to type up work on an ipad with full-size keyboard if this will be beneficial.

We regularly use Google Classroom and the Senco has her own one to target interventions to specific children. This was started during lockdown. These have included:

Action for Happiness activities  
Friendship Skills videos and discussions  
Growth Mindset videos and discussions  
Memory strengthening  
Thinking Outside the Box assignments  
Nature activity badges

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

Mrs Ward has been SENCo since Easter 2017. She continues to work Mondays and Tuesdays from September 2019 and will be sharing knowledge and training with other staff. She is currently working from her office and making regular use of Microsoft teams virtual meetings.

**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 phoning the school office or contacting her on class dojo. She will be offering phone and video appointments. Parents can also discuss concerns with the class teacher and headteacher, Miss Wilcox by phone or class dojo.

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 when 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 findings and recommendations.

Usually before parents' evening/afternoon, the parent is sent the one page profile and PCP. Parents are given chance to collaborate and add their comments about any strategies that would be helpful and add any observations they have noticed at home ready to be discussed either at Parents' Evening with the class teacher or a specially arranged appointment with the Senco. 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:** [iass@cabshropshire.org.uk](mailto:iass@cabshropshire.org.uk)

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

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

or find on FACEBOOK [IASSShropshire](#)

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

- Occupational Therapy- for assessments and to explore concerns that might relate to Developmental Coordination Disorder, sensory processing, 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.
- 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, KOOTH and the ACCESS Team are all services of BEE-U.
- Educational Psychology- to assess children when the issues seem complex or when there is a close bereavement or when this is the first step in requesting an EHCP or a referral to Child and Adolescent Mental Health Service (CAMHS) now known as the Access Team.
- COMPASS- to signpost us to help with mental health, ASD or ADHD concerns.
- Early Help- where the concern is part of a social, emotional, family or wider problem.
- 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.
- BEAM- Drop in and online service to discuss concerns about mental health for parent and child.
- Parenting Clinic Phonenumber
- Autism West Midlands- events, helpline, advice for children with or without a diagnosis.
- 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).
- Woodlands Outreach Transition Programme sometimes used to support children moving to Mary Webb Secondary School with any anxiety or particular special need and self-organisation issues.
- Social Services- We work closely with social workers when for example a looked after child has SEN support.

Please find further help on most of these links and more- especially prepared for families in Shropshire- found @ the Send Local Offer for Shropshire:

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



You might like to start with I'm New to SEND

<https://shropshire.gov.uk/the-send-local-offer/im-new-to-send/>

What do the SEN words mean?

<https://shropshire.gov.uk/the-send-local-offer/im-new-to-send/sen-vocabulary-explained/>

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

Here are contact details/links to the support services above and ones that the SENCo often recommends to parents:

- **CURRENT-FAMILY LEISURE ACTIVITIES AND SUPPORT- LOCALLY AND VIRTUALLY-**

## Shropshire Family Information Directory



- <http://search3.openobjects.com/kb5/shropshire/fid/home.page>

Shropshire Family Information Directory- This searchable website gives calendar and contact information about a massive range of local support services, and local leisure activities for families; including many of the ones suggested below:

- **FREE EYE TESTS**-It is highly 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.
- **FREE HEARING TESTS**-Concerns about hearing should be discussed with your GP who can arrange for a hearing test.
- **SPEECH CONCERNS**-A concerned parent can self-refer to speech therapy if you have concerns about your child's speech or language development. 'Parents can call our main office at Coral House on 01743 450800 and will then be asked a series of questions by our administrators. One of the Speech and Language Therapy Team may call you back to understand more about your concerns.'  
<https://www.shropscommunityhealth.nhs.uk/childrenspeechlanguagetherapy>
- **PHYSICAL FUNCTION CONCERNS**- A concerned parent can self-refer to occupational therapy if you have concerns that your child is not able to function physically like other children and it is having an impact on their day to day lives.  
<https://www.shropscommunityhealth.nhs.uk/childrens-occupational-therapy>
- **BEHAVIOUR AND PARENTING ADVICE**- Parenting Clinic Helpline-01743 250950 to arrange a phone appointment for advice from The Parenting Team. See the website here:  
<https://shropshire.gov.uk/the-send-local-offer/early-help/the-parenting-team/>
- **PARENTING COURSES**- 'Understanding your Child with SEND' can be found at the same website-
- Also 'Understanding your Child' Course with free code for Shropshire Parents at above same website.

- **BEHAVIOUR, EMOTIONAL OR MENTAL HEALTH CONCERNS-BEAM**-a LOCAL 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.
- We now have a simplified process for accessing support! Parents/carers and Young People can request support via our new registration system at <https://www.childrenssociety.org.uk//beamshropshire>

**Beam** Emotional wellbeing support for under 25's

There is a new way to request support from Shropshire, Telford & Wrekin Beam & Ludlow Beam!

If you are a young person or parent/carer, follow these 3 easy steps to request support:

1. Go to our website: <https://www.childrenssociety.org.uk//beamshropshire>
2. Scroll down the page, click 'register with us' and complete your details
3. An appointment will be sent to you by email by a member of the team

For queries or further information, please contact us via our new email address: [shropshirebeam@childrenssociety.org.uk](mailto:shropshirebeam@childrenssociety.org.uk)

Follow us on Instagram: [@shropshirebeam](https://www.instagram.com/shropshirebeam)

The Children's Society

ALSO NATIONAL **PARENTAL HELPLINE IF WORRIED ABOUT YOUR CHILD'S MENTAL HEALTH.**

Contact the Young Minds' Parents Helpline for free, confidential advice via the phone, email or webchat. Find out how on this link: <https://youngminds.org.uk/find-help/for-parents/parents-helpline/>

- **DYPRAXIA (DEVELOPMENTAL COORDINATION CONCERNS) (GROSS/FINE MOTOR, BALANCE AND COORDINATION OR SENSORY CONCERNS)** 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 ring the national helpline: **01462 454986. helpline is open Monday to Friday between 9am and 5pm**
- <https://dyspraxiafoundation.org.uk/>
- **DYSLEXIA CONCERNS**-British Dyslexia Association- The BDA Helpline (0333 405 4567) <https://www.bdadyslexia.org.uk/advice/children>
- Shropshire Dyslexia Association- range of services including Saturday clubs. Helpline: 01939 233141 email: [info@thesda.org.uk](mailto:info@thesda.org.uk)

- **ADHD/CHALLENGING BEHAVIOUR CONCERNS**-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: 020 8952 2800 or email: info@addiss.co.uk  
<http://www.addiss.co.uk/>
- **AUTISM, CHALLENGING BEHAVIOUR OR SENSORY CONCERNS**-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 any diagnosis.  
Autism West Midlands: <http://www.autismwestmidlands.org.uk> helpline: 0121 450 7575

Shropshire local Autism West Midlands branch Tel: 01734 236 193.

<https://www.autismwestmidlands.org.uk/what-we-do/community-support-services/shropshire/>

- **FREE ONLINE COUNSELLING FOR CHILDREN**-Kooth free online counselling for children of age 11+. 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>
- **FAMILILES FEELING ISOLATED**-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. It is also for families who have separated and gives a lot of advice.  
Tel: 07540 140 525. Email: [jigsawfamilygroup@hotmail.com](mailto:jigsawfamilygroup@hotmail.com)- not sure if this is correct- Please can any of the parents who mentioned this one to me tell me if this is still operating?
- **SIBLINGS**- Shropshire Support Group called Empathy run a support group called Social Sibs for children to understand the special needs of their brothers and sisters and to cope with the differences it can bring to their own lives, too: <https://www.empathyforspecialchildren.org/>
- Also-advice for parents in how to balance competing needs for attention of brothers and sisters where one has special needs on this website: <https://www.sibs.org.uk/>
- **PARENTAL CONFLICT OR RELATIONSHIP ADVICE and how it has an impact on children.**  
<https://www.relate.org.uk/>  
- Relate-Excellent range of articles, advice and free counselling for families and how to help the children caught up in this.  
<https://shropshire.gov.uk/early-help/parents-carers/reducing-parental-conflict/> - further good advice and links here.

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

When a child moves up to the next class, the file of strategies that have worked well with the child, PCPs and advice moves up ahead of the child. 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. This helps the new teacher to prepare for 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. During Covid, this happened through a video tour and introductions by Mary Webb staff.

In cases of extreme anxiety, 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. Transition is arranged so well by Mrs Mould at Mary Webb that we no longer find this programme needed.

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. During Covid lockdown, this was carried out successfully virtually. 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 Head of Personalised Learning and transition/SENCo, Mrs Mould. During Covid lockdown, these activities were carried out virtually and through activities sent to Y6 children in school.

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 link above.

**Continue below to see the specific provision we try to provide at Minsterley Primary School**

# Our Common Provision for pupils with SEND by area of need:

## 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 can include:	How we provide support and intervention for those with identified needs can include:
<ul style="list-style-type: none"> <li>• Identification is by the class teacher via observations, 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 with parents.</li> <li>• We ask the child how they feel about their learning and what is working or not</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum, planning, tasks, delivery and outcome where appropriate and possible</li> <li>• Visual timetables and visual support where possible</li> <li>• Consistent routines and expectations where possible</li> <li>• Use of talk partners during whole class and group learning sessions.</li> <li>• Regular show and tell sessions where appropriate.</li> <li>• Extra processing time</li> <li>• Chunking of instructions when possible</li> <li>• Movement breaks to aid concentration</li> <li>• Reminders of instructions to aid working memory</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 using blank levels.</li> <li>• 'Socially Speaking Programme for social communication issues.</li> <li>• Personalised programmes.</li> <li>• Speech and Language support from therapist/specialist TA in school.</li> <li>• Support children to develop confidence speaking in class.</li> <li>• Pre-teaching of words and concepts needed where possible- sometimes using 'Word Aware' strategies</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 can include:	How we provide support and intervention for those with identified needs can include:
<ul style="list-style-type: none"> <li>• Identification is by the class teacher and other staff leading to referral by the Senco for formal diagnosis usually through the Educational Psychologist and then BEE-U autism pathway</li> <li>• Advice and resources are taken from Autism WestMidlands</li> <li>• Assessment by and intervention from</li> </ul>	<ul style="list-style-type: none"> <li>• We remind each other to look for the unmet need behind challenging behaviour</li> <li>• Consistent rules, routines and reasons.</li> <li>• Visual timetables, visual support where possible.</li> <li>• Consistent expectations.</li> <li>• Clear, simple instructions.</li> <li>• Often forced alternatives are given</li> </ul>	<ul style="list-style-type: none"> <li>• Most School staff have received Autism Awareness Training.</li> <li>• Small group or 1:1 mentoring sessions with teacher working on 'Socially Speaking Programme' or 'Superflex Academy' Programme or social scripts where social skills are taught.</li> <li>• We endeavour to make support staff and</li> </ul>



<p>specialist outside agencies.</p> <ul style="list-style-type: none"> <li>• If after assessment a program is set in place this is reviewed regularly by class teacher and other staff supporting the children.</li> <li>• The teacher and Senco will also devise a person-centred plan in the meantime</li> <li>• The progress is shared every term with parents.</li> <li>• We ask the child how they feel about their learning and what is working or not</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate.</li> <li>• Warnings given before transition times where needed and possible</li> </ul>	<p>supervisors aware of the needs of specific children especially in unstructured times</p> <ul style="list-style-type: none"> <li>• Emotional regulation activities such as mindfulness and action for happiness resources can be used at times</li> <li>• Appropriate resources, social scripts and social stories are used</li> </ul>
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## Cognition and Learning

<b>1. General/Moderate Learning Difficulties</b> How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum can include:	How we provide support and intervention for those with identified needs can include:
<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 SEN Quality First Teaching by class teacher with guidance from SENCO.</li> <li>• After assessment a person-centred plan is set in place which is reviewed regularly by the class teacher, parents and other staff supporting the children.</li> <li>• The progress is shared every term with parents.</li> <li>• We ask the child how they feel about their</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes a personalised curriculum is required where a child cannot access age appropriate levels</li> <li>• High quality teaching in Maths at appropriate level using White Rose Videos, followed up by concrete and pictorial representations</li> <li>• Multisensory equipment activities given where appropriate to demonstrate concepts.</li> <li>• Sequencing and 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> </ul>	<ul style="list-style-type: none"> <li>• Small group/1:1 support for children often devised by Senco or class teacher.</li> <li>• Individualised phonic reading programme- using high interest low reading age decodable books, flashcards, multisensory literacy methods and extra reading to an adult</li> <li>• Evidence-based Nessy Personalised Reading and Spelling Programmes for SpLD, using phonics.</li> <li>• Pre-tutoring by a TA in language and concepts before some particular class lessons</li> <li>• Small group/1:1 support for children to focus on number and place value targets</li> </ul>

<p>learning and what is working or not</p>	<ul style="list-style-type: none"> <li>• Visual time tables/resources around the class.</li> <li>• Differentiated Homework often on apps</li> <li>• Differentiated focus groups for spelling and phonological understanding using Letters and Sounds</li> <li>• Checklists/writing frames/dictionaries/modelling.</li> <li>• Positive feedback, marking related to individual class/PCP targets.</li> <li>• Extra processing time, movement breaks and similar SEN QFT as for SpLD below</li> <li>• Talking before writing and use of thinking and writing frames</li> </ul>	<ul style="list-style-type: none"> <li>• High quality White Rose Maths Videos used and discussed with TA</li> <li>• Small group/1:1 support for children for precision teaching</li> <li>• 1:1 support for reading by volunteer reading helpers.</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 Teordescu or cool characters. Use of sky-ground handwriting paper</li> <li>• Time given to access ipad programmes to practise basic number skills.</li> <li>• BBC Dance Mat Touch Typing for life long adult skills</li> <li>• Growth Mindset intervention</li> </ul>
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<p><b>2. Specific Learning Difficulties eg Dyslexia, Dyscalculia, Developmental Coordination Disorder</b> How we identify needs, assess and review progress</p>	<p>How we adapt teaching to ensure access to the curriculum can include</p>	<p>How we provide support and intervention for those with identified needs can include</p>
<ul style="list-style-type: none"> <li>• Identification but not diagnosis is by the class teacher via observations, whole school assessment, pupil tracking, information from transferred schools, parental information, standardised test and in-class assessments.</li> <li>• Sometimes ongoing concerns will lead to a dyslexia screener, dyscalculia screener, optician and optometrist referral and tailored advice from the SENCO.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternatives to copying where possible such as ipad photo of instructions</li> <li>• Alternatives to recording work at times using IT.</li> <li>• Scribing, assistive technology</li> <li>• Multisensory activities to provide more pathways for the brain to process.</li> <li>• Multisensory phonics programmes and decodable books</li> <li>• Simple verbal/ written instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based Nessy Personalised Reading and Spelling Programmes for SpLD, using phonics.</li> <li>• Multisensory Phonics Resources Cupboard</li> <li>• Personalised programme of graded decodable phonic books Piper Books, Jelly and Bean, Alba Books,</li> <li>• Barrington Stoke Dyslexia Friendly books</li> <li>• Small group work in class with teacher or TA.</li> <li>• Small group/1:1</li> <li>• Coloured overlay if appropriate</li> </ul>

<p>For DCD concerns a referral for a formal diagnosis is made to occupational therapy.</p> <ul style="list-style-type: none"> <li>• SEN QFT and intervention if needed by class teacher with guidance from SENCO who is a 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.</li> <li>• The progress is shared every term with parents.</li> <li>• We ask the child how they feel about their learning and what is working or not</li> </ul>	<ul style="list-style-type: none"> <li>• Given time to process understanding and respond.</li> <li>• Given extra time to complete tasks and tests when appropriate.</li> <li>• Given tasks in small steps/small amount of work at a time.</li> <li>• Awareness to avoid overloading working memory</li> <li>• Talking before writing time given where appropriate</li> <li>• Use of thinking and writing frames as possible</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> </ul>	<ul style="list-style-type: none"> <li>• Handwriting interventions where required such as Teordescu and cool characters</li> </ul>
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### Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum can include:	How we provide support and intervention for those with identified needs can include:
<ul style="list-style-type: none"> <li>• Identification is by the class teacher, parents or other staff followed by signposting to advice and specialist agencies such as BEAM as needed.</li> <li>• Assessment and intervention or QFT strategies by class teacher with guidance from SENCO/ 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>• The progress is shared every term with parents.</li> <li>• How the child feels about their learning and what is</li> </ul>	<ul style="list-style-type: none"> <li>• We remind each other to look for the unmet need behind challenging behaviour</li> <li>• Whole school behaviour policy.</li> <li>• Rewards/dojo points/stickers/celebrating work and effort.</li> <li>• Consistent routines/ boundaries and expectations of behaviour.</li> <li>• Special responsibilities given to promote self-esteem and to provide a movement break.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/1:1 work in class with Teacher/TA.</li> <li>• My Life work with headteacher or TA.</li> <li>• Person centred voice work</li> <li>• No Worries group with specialist where possible</li> <li>• Action for Happiness Resources</li> <li>• Growth Mindset videos and discussions</li> <li>• Home school links.</li> <li>• Access to specialist support/agencies if needed</li> <li>• We endeavour to make support staff and supervisors aware of the needs of specific children during unstructured time</li> <li>• Personalised programme/targets that</li> </ul>

working is discussed one to one with a TA.		pupil and parents are made aware of
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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 can include	How we provide support and intervention for those with identified needs can include
<ul style="list-style-type: none"> <li>• Identification is by the class teacher, information from transferred nursery or schools and parental information.</li> <li>• Assessment and QFT strategies 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>• The progress is shared every term with parents.</li> <li>• How the child feels about their learning and what is working is discussed one to one with a TA.</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>

<p><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.</p> <p>How we identify needs, assess and review progress</p>	<p>How we adapt teaching to ensure access to the curriculum can include:</p>	<p>How we provide support and intervention for those with identified needs can include:</p>
<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> <li>• The progress is shared every term with parents.</li> <li>• How the child feels about their learning and what is working is discussed one to one with a TA.</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 can include:	How we provide support and intervention for those with identified needs can include:
<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</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</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>• 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>• Medical training by professionals as needed</li> </ul>

<p>team will give an assessment and additional strategies will be implemented. Parents can also request an assessment with the 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>• The progress is shared every term with parents. How the child feels about their learning and what is working is discussed one to one with a TA.</li> <li>• If pupils have an Education and Health Care Plan then they have yearly annual reviews to review their progress.</li> </ul>	<p>balls and support from an adult.</p>	
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### **ASSISTIVE TECHNOLOGY**

**We are excited that as of this year, in school, our children in KS1 all have access to an ipad and in KS2 each child has a Google Chrome book. This means that we are now exploring exciting features like google voice typing and text to speech software to support our children. More importantly, they are learning to be independent with these devices.**

### **GLOSSARY OF TERMS**

<p>PCP</p> <p>SEN Code of Practice</p>	<p>Person Centred Plan</p> <p>The legal document that sets our the requirements for SEN.</p>
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EHCP	Education and Health Care Plan
QFT	Quality First Teaching Strategies to remove barriers to learning for children with SEND
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
MLD	Moderate 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.

What do these SEN words mean?

<https://shropshire.gov.uk/the-send-local-offer/im-new-to-send/sen-vocabulary-explained/>