

# MINSTERLEY PRIMARY SCHOOL

## SEND Information Report

### 2022-2023

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 if you need more information.

The local offer is full of resources, events and info especially prepared for families in Shropshire

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

You might like to start with the page, 'I'm New to SEND'

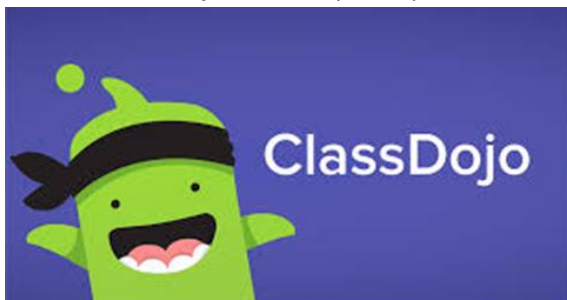
<https://www.shropshire.gov.uk/the-send-local-offer/im-new-to-send/>



And also if you are confused about some of the words and jargon used in SEN or SEND you are definitely not the only one! Plus the words change quite a lot- so this page will help here:

<https://www.shropshire.gov.uk/the-send-local-offer/education/education-services/special-educational-needs-sen-team/sen-acronyms/>

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. [Scroll to Page 12-18 to find useful links to services and websites especially designed to help all Shropshire families- no special needs or diagnosis required to use these links.](#)

**At this time (2022-23), we provide support for our 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, attachment issues, slow processing speed, memory issues, ADHD and 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 welcome and provide an inclusive education for our new children with SEND by making sure that we have the necessary training and expertise required.

**We identify and assess our 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 our children have difficulties that are more complex and long-term.

We will place 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 our pupils with SEND formally by regular discussions between class teacher, teaching assistant, 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 our pupil progress each term compared to their 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 explore 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 you help us to understand the picture of your child at home, we can work together in the child's interest.

We observe your child in class or through one to one sessions to consider what their learning needs are and to identify what extra support could help. Recommended strategies are tried and

the impact measured. Sometimes this will involve referring your 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 your 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 our 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.

Our children, who seem to need SEN Support are monitored in a process called **Assess-Plan-Do-Review (APDR)**. This is also a stage that many external assessors expect us to follow to provide evidence of issues before they see our children anyway, plus it demonstrates that we have tried inhouse strategies and best practice yet further support is still needed. Sometimes this practice means that progress is made and a child doesn't actually need to be referred in the end because the barriers to their learning have been addressed.

Firstly, the teacher and Senco will discuss strategies and interventions to try with our children on SEN Support to close any gaps, keeping records of an individual 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 them**, what the child believes is working or not working for them and what the child believes will motivate or support his or her learning. We have picked up so much from this individual child's eye view that we then 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 QFT** 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 paper copies accessible to all adults working in a class showing in a snapshot the overview of all PCPs in any particular class. The aim is that both teacher and TA can read, reinforce and contribute to these. We have reduced these PCPs to no more than 3 targets so that they are realistic to remember and to focus on for all.

We send out a letter to parents explaining how to read and use these child friendly PCPs and ask them to stick them on their fridge at home and to talk about these targets with their children at home to support their progress towards them. An online SEN file on the server also contains 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 and other adults working with them.

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 and interventions 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 Grids or teacher and TA personalised records, we assess the small important steps of progress in the child's ability before and after intervention. This will often show the effort and progress that our children are making that our standardised assessments do not always show. It also 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 expected for age) or has not made expected progress and then we consider whether any barriers to learning are reducing progress. We compare this with our teacher judgment of what we already see and know about our children and their individual strengths, weaknesses and every day abilities and way of working in class.

#### **What are Standardised scores?**

Standardised scores are based on the performance of a nationally representative sample of at least 1,000 pupils taking a particular test at a particular time, and therefore do not change over time (unlike the raw score required to achieve a scaled score of 100 each year, which is modified by the government).

On a standardised scale, a score of 100 represents the exact average achievement within the standardisation sample – but a wider band is usually given to help schools understand a broader representation of the average. This is usually based on what statisticians refer to as ‘standard deviation’ from the mean average.

6. Standardised tests help teachers to benchmark pupil progress and attainment against a national average, and enable teachers to identify strengths and weaknesses across the curriculum to inform teaching.

(<https://www.risingstars-uk.com/blog/march-2018/7-things-you-need-to-know-about-standardised-score>)

| Below 70           | 70-84         | 85-94       | 95-104  | 105-114      | 115-129       | Above 129          |
|--------------------|---------------|-------------|---------|--------------|---------------|--------------------|
| well below average | below average | low average | average | high average | above average | well above average |

(<https://www.headteacher-update.com/best-practice-article/interpreting-the-outcomes-of-standardised-tests/182940/>)

A range of formal assessments inform our decision making. These often include: NELI language assessment, Phonics Essentials Assessments, The Y1 Phonic Screening Check, NFER Spelling and Grammar and Punctuation Test, Accelerated Reader scores, NTS Reading Comprehension, NTS Maths Tests, Nessy Reading and Spelling Assessments and Dyslexia Screener 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 Governor is Mr Steve Jones. He is also responsible for monitoring progress of children with SEND. The Senco creates a yearly SEN Action Plan based on school needs and carries this out through the year. This is reviewed by 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 is 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 to be ensured. 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.

The Senco works on Mondays and Tuesdays and regularly visits classrooms as another pair of eyes to observe and monitor teaching and learning and to chat to individual children, advising staff as needed to ensure our children’s needs are met as best as we can.



**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 mainly educated in the mainstream class. Often reasonable adjustments to teaching approaches make the curriculum accessible to the child with SEND. For example regular access to a teaching assistant in class to prompt attention or explain and 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 our children with SEND.

Other provision sometimes includes special interventions to target a particular missing 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 recognition and subitising or talking.

If a child is struggling with phonic reading and spelling, the child is likely to receive extra group multisensory focussed phonic intervention such as Phonics Essentials or with a book that introduces new phonemes and graphemes (GPCs, Letter sound correspondences) very slowly such as Jelly and Bean or an older high interest but low reading level programme. Some of our older children might also be given a regular 1:1 intervention called, 'Toe by Toe. They may receive extra time being heard to read, flashcards, personalised strategies and specialised reading material. We often will 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 and carry out speech and language screeners including the Neli early language screener and programme. The child will receive extra support from one of our trained language teaching assistants with input from the Senco and the Speech Therapy Service.

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 and Spelling: Accelerated Reader, 'Nessy Reading and Spelling,' Jelly and Bean' books, Alba or Talisman Books, Project X, Piper Decodable Books, 'Spelling Shed,' 1:1 Toe by Toe and precision teaching.

Talking: Neli, 'Time for Talk', Speech Therapy Intervention Plans, talking groups using blank levels and we are due to receive TalkBoost training this year.

Maths: 'Mathletics,' Maths Shed', 'White Rose Maths extra intervention, same day intervention, 'Times Tables Rock Stars', 1:1 regular intervention books, 'Plus 1' and 'Power of 2'.

Fine motor skills: This has often included: 'Teordescu', 'Cool Characters', 'Dough Disco', other OT recommendations.

Mental Health, Nurture and Wellbeing: Group 'No Worries' and 1:1 ELSA sessions by our Educational Psychologist trained, ELSA, Miss Owen in our special designated ELSA area of the spare classroom.

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

In recent years, we have also involved Beanstalk Readers and volunteers who hear one to one extra reading and even 'Dog Therapy' to encourage pairs of reluctant readers.

At times we have put on the 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, Phonics and English or for individuals who need a boost in confidence.

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

All teachers select interventions based on the needs of their own class. This is usually 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, it is common practice for us to do same day intervention later that same day to address and close any gaps with specific children. This is the Mastery Maths approach. Other interventions targeting specific skills might be planned on a longer basis such as for half a term.

SEN support can be divided into 4 broad areas 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 our children.

**We enable our 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 or carry resources or giving out games equipment at playtime.

We have lunchtime and 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, drumming lessons, 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, skittles and basket ball and hoop help children to have fun interacting or play alongside others regardless of ability.

We teach 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 aim to de-escalate situations and calm children who are distressed.

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 called, 'Understanding Your Child'. Please ask for the free code if you are interested.

The Senco, Mel Ward, regularly uses her class dojo classroom to post articles and to signpost parents to family activities, events and mental health wellbeing services in Shropshire such as West Midlands Autism Advice and Events sessions, Sleep clinics, parenting advice sessions etc. Parents of children with SEND or who have other concerns are invited to the Senco's Class Dojo page. This is another way that parents' views can be sought, relationships built and advice can be personalised through messages with the Senco. Please ask to be invited to her Class Dojo if you are not already.

One of our teaching assistants, Miss Owen has been trained by the Educational Psychology team as an Emotional Literacy Specialist Assistant (ELSA) to deliver 'No Worries' a special evidence-based intervention to help children with anxiety and many other 1:1 programmes including lego therapy and emotional regulation. Our headteacher, Senco, ELSA or a familiar 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. Some children work on strategies to hold on to their worries so that they can focus on their learning until their designated worry time with an adult.

Children usually feel able to talk about personal issues of concern to them with their class teacher, a teaching assistant, the Senco, ELSA, 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 often support them with visual prompts and sometimes use 'Zones of Regulation' to help children discuss their feelings. This way they can become aware of their own triggers so that they can develop independent 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 drop-in centre. 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.

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

Listed below are the names of staff members possessing expertise related to SEND and who work with your children with SEND:

|   |  |
|---|--|
| Name: Mrs Melanie Ward  | Name: Miss Owen  |
| Job role: SENCO and Specialist Teacher  | Job role: ELSA and Teaching Assistant  |
| Expertise:<br>Specialist Teacher of Specific Learning Difficulties. PGCE SpLD (Dyslexia), AMBDA CPD in Psychometric Assessment and National Senco Award by Nasen Provider, MMU. | Expertise:<br>ELSA work, 'No Worries' Training Programme<br>Physio exercises- trained by Physiotherapy |

|  |   |
|--|---|
| Tier 2 Autism Trained.<br>EAL trained in Effective Interventions by MDT.<br>Regularly attends Shropshire Council Senco Network for training and updates.<br>Early Help training and hub updates.   |   |
| Name: Mrs Middle   | Name: Miss Lewis  |
| Job role: Teaching Assistant   | Job role: Teaching Assistant  |
| Expertise:<br>Elklan Language Training by SALT<br>Teach Speech training and Contrastive Pairs by SALT<br>Neli Programme<br>Coolkids Training<br>Makaton Training   | Expertise:<br>Our PE Coach-and with interest in inclusion<br>Coolkids Training by OT.<br>Narrative Training by SALT |
| All Teaching Staff and TAs<br>Most of our teaching staff and TAs have received Tier 1 Autism Awareness Training from Autism Education Trust Schools Programme and basic first aid training.  | Name: Miss Thomas<br>Lawley Class Teacher<br>Expertise:<br>MAPPA training and De-escalation Strategies<br>First Aid |
| Name: Mrs Leonard  | Name: Mrs Jones   |
| Job role: Teacher  | Job role: Teaching Assistant Apprentice   |
| Expertise: Talkboost Training (Nov22)  | Expertise: Talkboost Training (Nov 22)<br>Teaching Assistant Training   |
| Name: Mrs Hill   | Name: Mr Jones  |
| Job Role: teaching assistant   | Job Role: SEN Governor  |
| Expertise:<br>Speech Teach Training from SALT<br>Physio exercises trained by Shropshire Physiotherapy<br>Teacher Assistant Training  | Expertise:<br>SEN Governor Training Course  |
| Name: Mrs Simpson  | Name: Mr Crippins   |
| Job Role: teaching assistant   | Job Role: teaching assistant Apprentice   |
| Expertise:<br>Physio and toilet training for child with EHCP<br>Class TA and Sen Support   | Expertise:<br>Training to work with child with EHCP<br>And other children on SEN support                            |
| <b>In addition, we regularly use the services of the following specialists:</b>  |   |
| Mrs Merritt, 1:1 support volunteer<br>Mrs Preece gives emotional and physical support at lunchtime for child with an EHCP<br>Sheri Wright, Educational Psychologist<br>Elaine Latham, Speech and Language Therapist<br>Occupational Therapy<br>BEE-U<br>BEAM<br>Early Help<br>David Lord and Qamar of the Multicultural Development Team |   |

Targeted Early Help Team  
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 advises on strategies and interventions in the school and offers support to parents. **Checked up to here 08.11.22- To be continued and on website by end of week**

We have a trained ELSA, Sue Owen, to support children with SEMH needs.

Most staff have received autism training.

We have 1 Elklan and Neli trained teaching assistant to support children with speech and language difficulties particularly in the early years. We are being trained in Talk Boost too this Autumn 22.

We have 2 Coolkidsteaching 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 do not have easy access to technology at home can use them at lunch time if they wish under the supervision of our Deputy Headteacher, Mrs Holloway. We also are able to loan some of our ipads where there is a great need.

Class teaching assistants regularly support 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 and discuss their reading in school whether by the teacher or teaching assistant. Our teaching staff deliver high quality maths teaching using the latest researched methods such as bar model representations alongside apparatus which usually benefits children with SEN.

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. All children in KS 1 have access to an individual ipad and all children in KS 2 have access to a chrome book. Teachers set work on Google Classroom that is accessed during the school day so all children become proficient with technology as a normal way of working. Handwritten work is carried out too. 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 often find that children who struggle to write are motivated by being able to type, word process and proof read their own professional looking presentation.

The Senco Google Classroom was used during lockdown to target interventions to specific children. 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

Past Tense activities for children with EAL.

A few of these resources have been continued after lockdown.

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

Mrs Ward has been SENCo since Easter 2017. She works Mondays and Tuesdays. She is currently working from her office or can meet virtually or by phone too. Our Class TAs have specialisms that they bring to the school. Our ELSA has afternoon sessions from her ELSA base in the spare classroom.

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

Our SENCo 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 can also offer phone and video appointments. Parents can also discuss concerns with the class teacher in the first instance.

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 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

<https://www.facebook.com/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. They have started to offer free video training covering a range of needs by invitation to parents and staff.
- 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 the BEE-U 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.
- Shropshire Parenting Advice 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 or has heard another language in their early development, 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 sometimes used to offer advice with children with possible ADHD or ASD.
- 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. Please arrange a hearing test if your child has issues with listening and attention, speech or phonics.
- **SPEECH CONCERNS**-Speech and Language Therapy Advice Line number: **01743 450800 (option 4)**  
The Speech and Language Therapy Advice Line is available to parents and carers of children currently on our caseloads, those referred and those not known to the service. <https://www.shropscommunityhealth.nhs.uk/childrenspeechlanguagetherapy>  
Online advice for parents on all speech and language needs including urgent and serious ones here: <https://www.shropscommunityhealth.nhs.uk/chslt-speech-language-communication-needs#onthispage1>

### Urgent Referral

For Children with high risk eating, drinking and swallowing needs, cleft lip and palate, and early years complex needs complete an [Early Years referral](#) or a [School Age referral](#). If you are unsure call the **Advice Line on 01743 450800 (option 4)**. Also look at the information on this site.

- **PHYSICAL FUNCTION CONCERNS**- If you have concerns about your child's physical development have a look at this timeline to see what is expected at each stage:  
<https://www.nhsggc.org.uk/kids/child-development/interactive-child-development-timeline/>

- 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. The mainstream team provide a service for children aged 5 and above that attend mainstream school and who have functional difficulties relating to self-care, classroom activities and leisure that are having an impact on their ability to manage in their daily lives. These difficulties cannot be attributed to significant physical difficulty or general delay.
- <https://www.shropscommunityhealth.nhs.uk/childrens-occupational-therapy>
- **SENSORY PROCESSING NEEDS-** See this resource by the occupational therapy team packed with advice and strategies:  
  
<https://www.shropscommunityhealth.nhs.uk/chot-sense-information#onthispage1>
- **SLEEP GUIDE -**  
<https://cerebra.org.uk/download/sleep-a-guide-for-parents/>
- **BEHAVIOUR AND PARENTING ADVICE-** Parenting Clinic Helpline-01743 250950 to arrange a phone appointment for any parenting advice from The Parenting Team. Call Tuesdays and Thursdays 9am to 12.30pm. If you would like to find out about other services the Parenting Team offers please email [Parenting.team@shropshire.gov.uk](mailto:Parenting.team@shropshire.gov.uk)
- See the website here: <https://shropshire.gov.uk/the-send-local-offer/early-help/the-parenting-team/>
- **PARENTING COURSES-** 'Understanding your Child' face to face course with a small group of other parents to get to know other families in the same boat can be found at the same website-
- Also 'Understanding your Child' online Course with free code for Shropshire Parents at above same website. It's available on [the 'In our place' website](#) and the code parents need is DARWIN18.

**UNDERSTANDING YOUR CHILD**  
SOLIHULL APPROACH

**ourplace**

**NHS**

**ONLINE course for residents of SHROPSHIRE**  
**Register Online and gain FREE (prepaid) access\***  
\*where eligible

Part of the Solihull Approach series  
14 Modules  
Available 24/7

Go to:  
[www.inourplace.co.uk](http://www.inourplace.co.uk)  
and enter the 'access code'  
**DARWIN18**

To return to the course(s), go to  
[www.inourplace.co.uk](http://www.inourplace.co.uk) and sign in

For technical support contact  
[solihullapproach@heartofengland.nhs.uk](mailto:solihullapproach@heartofengland.nhs.uk)  
or 0121 296 4448 Mon-Fri 9am-5pm

**Understanding your child with additional needs**  
For everyone around the child:  
Mums, Dads, Grandparents,  
friends and relations

**f** SolihullApproach  
[www.inourplace.co.uk](http://www.inourplace.co.uk)

**t** @SolihullApproach (NB: 1 2 1)  
[www.solihullapproachparenting.com](http://www.solihullapproachparenting.com)

- **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.childrensociety.org.uk//beamshropshire>
- <https://www.childrensociety.org.uk/information/young-people/well-being/services/beam-shropshire-telford-wrekin>

**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.childrensociety.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@childrensociety.org.uk](mailto:shropshirebeam@childrensociety.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/>

[Call our Parents Helpline for detailed advice, emotional support and signposting about a child or young person up to the age of 25.](#)

[You can call us for free on 0808 802 5544 from 9:30am - 4pm, Monday - Friday.](#)



- **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 email: <https://dyspraxiafoundation.org.uk/helpline/>
- **DYSLEXIA CONCERNS**-British Dyslexia Association- You can call us on 0333 405 4555, Mon-Fri 9-5pm
- You can also email your enquiries on the form at: <https://www.bdadyslexia.org.uk/contact>
- <https://www.bdadyslexia.org.uk/advice/children>
- Shropshire Dyslexia Association- <https://shropshiredyslexia.org.uk/>

For a range of services including Saturday clubs. Email: [info@shropshiredyslexia.org.uk](mailto:info@shropshiredyslexia.org.uk)  
**Call us:** 01939 233141

- **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. **Phone: 020 8952 2800**  
e-mail: [info@addiss.co.uk](mailto: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, zoom online sessions and face to face 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  
Articles, Info and Resources: <https://autismwestmidlands.org.uk/information-resources-index/>

Email: [info@autismwestmidlands.org.uk](mailto:info@autismwestmidlands.org.uk)

Events in Shropshire:

[https://autismwestmidlands.org.uk/events/?tribe\\_paged=1&tribe\\_event\\_display=list&tribe-bar-date=2022-11-08&tribe-bar-search=shropshire](https://autismwestmidlands.org.uk/events/?tribe_paged=1&tribe_event_display=list&tribe-bar-date=2022-11-08&tribe-bar-search=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/parentscarers/reducing-parental-conflict/> - further good advice and links here.

*1 in 4 women in the UK will experience domestic abuse at some point in their lives.* If at any time you feel unsafe or experience or fear domestic abuse you can contact, in confidence, the following agencies:

- [West Mercia Women's Aid](#)  
[0800 783 1359 \(24hour phone line\)](#)
- [Shropshire Domestic Abuse Service](#) 0300 303 1191

#### **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 a 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.

The Senco and Personalised Learning and Transition Manager at Mary Webb meet with our Senco throughout the year to discuss needs of Y6 and to exchange ideas. We both visit each other's schools. 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 and the SENCo. During Covid lockdown, these activities were carried out virtually and through activities sent to Y6 children in school.

We have close links with Minsterley Nursery next door. The children and nursery staff visit our Reception Class for small group sessions in listening, music and other prepared activities so that they can get used to school expectations and we can get to know the new children. In the Summer Term, they also visit for a play session with their parents involved.

The Reception Class Teachers and Senco liaise with the Nursery Manager to coordinate referrals as necessary and understand the needs of our new children for a smooth transition. Sometimes, we involve parents especially if a child does not seem ready to transfer. In this case, we would also take advice from Shropshire Council Early Years SEN Team.

In Reception, we run phonic workshops for parents explaining what to expect and how to support our children at home.

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 aim 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, TA and Senco via observations, speech and language screeners, Neli language screener if appropriate age, whole school assessment, pupil tracking, information from transferred schools, parental information, standardised test and in-class assessments.</li> <li>• TA carries out intervention based on Speech Therapy Training and adapted by Senco</li> <li>• Advice or assessment by 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 Senco</li> <li>• The progress is shared with parents who are asked to support at home to consolidate learning</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>• Visual timetables and visual support where possible</li> <li>• Use of video too</li> <li>• Consistent routines and expectations where possible</li> <li>• Preteaching of vocab as needed especially for topic work</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 when possible</li> <li>• Reminders of instructions to aid working memory</li> <li>• Cards to show to develop awareness of 'what I have not understood' to develop independent strategies</li> <li>• Talk before writing where possible eg- think it -say it -write it</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 or 1:1 using blank levels.</li> <li>• Extra 1:1 conversation time with staff</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, especially through processing time and paired work first</li> <li>• Pre-teaching of words and concepts needed where possible- sometimes using 'Word Aware' strategies</li> <li>• Google class activities set by Senco eg on past tense</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, headteacher and Senco and other staff leading to referral by the Senco for</li> </ul>   | <ul style="list-style-type: none"> <li>• We remind each other to look for the unmet need behind challenging behaviour</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</li> </ul>   |

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| <p>formal diagnosis usually through the Educational Psychologist or Woodlands Outreach and then BEE-U autism pathway</p> <ul style="list-style-type: none"> <li>• We closely monitor and record strategies we use with the child to create a trail of evidence of need</li> <li>• Advice and resources are taken from Autism West Midlands</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, Senco 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>• Consistent rules, routines and reasons.</li> <li>• Visual timetables, visual support where possible such as now and next boards</li> <li>• Consistent expectations.</li> <li>• De-escalation strategies are used as part of our normal school behaviour policy</li> <li>• Clear, simple instructions.</li> <li>• Often forced alternatives are given</li> <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>teacher, TA or ELSA working on 'Socially Speaking Programme' or 'Zones of Regulation' Programme to learn to identify and regulate emotions or on social scripts where social skills are taught and practised.</p> <ul style="list-style-type: none"> <li>• We endeavour to make support staff and supervisors aware of the needs of specific children especially in unstructured times</li> <li>• Sometimes a designated lunchtime supervisor for individuals</li> <li>• Emotional regulation strategy cards</li> <li>• Appropriate resources, social scripts and social stories are used</li> <li>• Now and next boards</li> <li>• Limited choice boards showing pathway of their choice</li> <li>• Play opportunities and talking work with other children to develop friendships</li> </ul> |
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## Cognition and Learning

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|---|--|---|
| <p><b>1. General/Moderate Learning Difficulties</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 is by the class teacher and Senco 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 learning and what is working or not</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 eg using White Rose Videos at a foundational level, 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> <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>• 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> <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>• Typing programme set for homework for life long adult skills</li> <li>• Growth Mindset intervention</li> </ul> |
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| <b>2. Specific Learning Difficulties</b><br><b>eg Dyslexia, Dyscalculia,</b><br><b>Developmental Coordination</b><br><b>Disorder</b> How we identify needs,<br>assess and review<br>progress  | How we adapt teaching to ensure<br>access to the curriculum can<br>include   | How we provide support and<br>intervention for those with<br>identified needs can include   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Identification but not diagnosis is by the class teacher via observations, whole school assessment, screeners, 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. For DCD concerns a referral for a formal diagnosis is made to occupational therapy.</li> <li>• SEN QFT and intervention if needed by class teacher with guidance from SENCO who is a specialist Dyslexia teacher.</li> <li>• Visual stress assessment</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>• Alternatives to copying where possible such as iPad photo of instructions or worksheets or TA scribing</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> <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>• 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>• ACE dyslexia friendly dictionary</li> <li>• Sometimes own table for working to focus</li> <li>• Removing distractions on table</li> <li>• Low contrast Smart board</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence-based Nessy Personalised Reading and Spelling Programmes for SpLD, using phonics. Spelling Shed morphology</li> <li>• Precision grids and overlearning of flashcards</li> <li>• Phonics Essentials Assessment and Intervention</li> <li>• Visual discrimination exercises</li> <li>• Multisensory Phonics Resources Cupboard</li> <li>• Personalised programme of graded decodable phonic books, Jelly and Bean, Alba Books, Talisman where GPCs are introduced slower than needed for the average child</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> <li>• Post-its and retelling reading before AR quizzes</li> <li>• Comprehension bookmarks to develop reading for meaning</li> <li>• Handwriting interventions where required such as Teordescu and cool characters</li> <li>• Checklists on whiteboard to tick off</li> <li>• Physio exercises as set</li> <li>• Coolkids if opportunity</li> <li>• Special pen grips, writing slopes, wobble cushions, fidget toys as needed</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:   |
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| <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 working is discussed one to one with a TA.</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 encourages de-escalation</li> <li>• Small tasks chunked</li> <li>• Specific praise for effort</li> <li>• Attention gained and rewarded facially and thumbs up</li> <li>• Traffic lights for emotions</li> <li>• Zones of Regulation check-ins</li> <li>• Worry Time box</li> <li>• Rewards/dojo points/stickers/celebrating work and effort./Hot Chocolate Fridays for those meeting over and above eg in effort/class dojo messages home</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 with ELSA to talk about feelings and provide a listening ear and strategies to help</li> <li>• Referrals on as needed to GP, Early Help, BEAM, Woodlands, Ed Psych...</li> <li>• My Life work with headteacher or ELSA.</li> <li>• Person centred voice work</li> <li>• No Worries group with ELSA here 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 pupil and parents are made aware of</li> <li>• Signposting parents to BEAM and parenting advice clinics</li> </ul> |



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|  |  | <ul style="list-style-type: none"><li>• 'Understanding Your Child' course for parents</li><li>• Early Help is offered by SENCO</li></ul> |
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## Sensory and/or Physical

| <b>1. Hearing Impaired</b><br>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  |
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| <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- eg carpeted areas</li> <li>• Removing child to quiet area for focussed work with an adult as needed</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 and advice for hearing impaired from the specialist hearing teacher</li> </ul> | <ul style="list-style-type: none"> <li>• 1:1 specialist hearing teacher visits and sessions in class or quiet area</li> <li>• Extra phonics intervention</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> |

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| <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> |
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| <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 by the child's optician or optometrist.</li> <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> | <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 smart board will be presented clearly using large fonts. If this is not possible then pupils will be given a copy of the work on display.</li> <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> | <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> |
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| <p><b>3. Physical Difficulties</b></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> |
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| <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 with the Senco coordinating this</li> <li>• The class teacher and TA will keep careful track of the child and record any observations.</li> <li>• The Senco will seek advice and coordinate visits with health professionals to access advice, reviews and staff training</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 Occupational therapist by visiting their doctor.</li> <li>• If appropriate a request for an EHCP 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, intervention impact, 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</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils will be encouraged to sit with the rest of the class or small group and to be included in all mainstream teaching as much as possible – appropriate adaptations will be made eg fidget toys, seating arrangements an adult to keep on task if needed</li> <li>• Work at a table with other children that is adapted as required either with appropriate seating to offer core support or as prescribed.</li> <li>• Pupils will be provided with resources such as pencil grips, ipads or chromebooks as needed</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. The PE coach and TA are there to adapt the language and the task eg. they will be given greater space to move, shorter distances, different resources, such as larger equipment and support from an adult or to carry out the task with another peer.</li> <li>• Restbreaks will be provided as needed</li> <li>• Assistance to access toilet, wash facilities, lunchtime equipment with an aim to give verbal support to make the child independent.</li> <li>• TA and support staff will assist with anticipating navigating the corridors and any exit and entrance</li> </ul> | <ul style="list-style-type: none"> <li>• Teodorescu resources</li> <li>• Pencil grips/tri-grip pencils.</li> <li>• Wobble cushions.</li> <li>• Fidget toys.</li> <li>• Writing slope</li> <li>• Adult will scribe for them at times as needed to reduce the writing workload.</li> <li>• Use of an ipad or chromebook to type</li> <li>• Interventions as suggested by the Occupational Therapy team.</li> <li>• Coolkids if appropriate</li> <li>• Medical training by professionals as needed</li> <li>• Exercise programmes from physiotherapy</li> <li>• Adapted classroom and school eg ramp, seats, table, hand rails, half steps, toilet frames in consultation with occupational therapy</li> <li>• Extra unrushed time given to access entrance and exits as needed</li> </ul> |
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| <p>working is discussed one to one with a TA.</p> <ul style="list-style-type: none"> <li>• If pupils have an Education and Health Care Plan then they will also have yearly annual reviews to review their progress.</li> </ul> | <p>of classroom with extra time given for this</p> |  |
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**ASSISTIVE TECHNOLOGY**

We are excited that now, each child in KS1 has 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**

|                      |   |
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| PCP                  | Person Centred Plan   |
| SEN Code of Practice | The legal document that sets our the requirements for SEN.                              |
| 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   |

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|---------|---|
| 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  |

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| <p>The SEND Local Offer</p> | <p>The resources and services provided by a local authority for children with SEN and their parents/carers. See link to this website.</p>  |
| <p>SEN Support</p>          | <p>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.</p> |

What do these SEN words mean?

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

[All link and contact details in this report have been checked and are accurate as of 08.11.2022](#)