

MINSTERLEY PRIMARY SCHOOL

SEND Information Report

2023-2024

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'

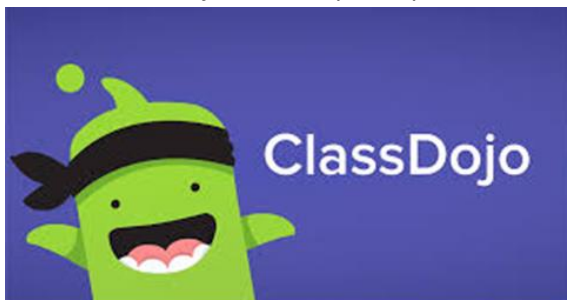
<https://www.shropshire.gov.uk/the-send-local-offer/im-new-to-send/>



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 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. These links were up to date when last checked on 27.09.2023.

Mrs Ward regularly publicises the latest info about many of these organisations on the Class Story section of Mrs Ward's Class Dojo.



The first port of call for any services you can't find and the latest contact details and times will be always the local offer found here:

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

At this time (2023-24), we provide support for our children with the following special educational needs or disability:

- Children with mild, moderate and severe 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, glue ear, cleft palate and other medical conditions.
- We have 3 children in our school with EHCPs.

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. **Not every child with a special need will receive SEN Support if we think that there needs can be met well with normal classroom QFT.**

Likewise, in the lower school, it is our tendency not to place a child on the SEN Register unless they have an EHCP because we give much intervention and differentiation anyway and are generally monitoring with staff and parents to see if their needs are developmental or if they can catch up and we can fill the gaps early on.

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? Our priority is to remove or minimise any barriers that might be stopping your child learning from whole class teaching.

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. We plan our timetables so that children are not removed from normal classroom teaching very often.

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), Woodlands Outreach Service 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 copy class summaries 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. The children have many targets within their apps so will not necessarily be able to remember these targets and it is not a memory test of them.

We'd rather just that parents are working with us as a team so that the child can see that learning matters to you and us. This is when they usually become motivated.

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 and TA 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. Reviews of Intervention Grids feed into 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. The new Intervention Grids are set up ready for the next cycle.
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 and the evidence we track here, proves useful for tracking patterns of behaviour or need and also for referring to specialists.
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 scaffold 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 Talkboost language screener or 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.

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', subitising and number bond and times tables precision grids.

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

Mental Health, Nurture and Wellbeing: 1:1 sessions by our wellbeing Support Worker, Mrs Claire Lonsdale, previous Mental Health Nurse and currently undergoing Educational Psychologist training as an ELSA, working in our special designated ELSA area.

We use visuals and social stories and a programme called, 'Zones of Regulation' for particular individuals who need to learn to regulate their emotions. We also have used 'Socially Speaking' to teach social confidence.

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 in Reception and Y1 or with DCD or in need of core strength or better concentration.

Our Headteacher also is involved in teaching 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 often flexibly 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. Our teaching staff have been trained in strategies to ensure this calm and positive culture.

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 Class teacher, 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.

We now have one child from each class who have been chosen to be Mental Health Leads and meet with the Headteacher. We are fortunate to have, our Wellbeing Worker, from a mental health nursing background, Mrs Lonsdale who delivers specially customised 1:1 wellbeing sessions with individuals is currently being trained as a 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, 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 sometimes 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: Mrs Claire Lonsdale
Job role: SENCO and Specialist Teacher	Job role: Wellbeing Support Worker

<p>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.</p>	<p>Expertise: ELSA work,- training Autumn 23 Previously a mental health nurse Offering carefully planned 1:1 sessions with children</p>
Name: Mrs Middle	Name: Miss Lewis
Job role: Teaching Assistant mainly in Clee, Reception Class	Job role: Teaching Assistant mainly in Stiperstones Class
<p>Expertise: Many years Reception and Y1 experience Elklan Language Training by SALT Teach Speech training and Contrastive Pairs by SALT Neli Programme Coolkids Training Makaton Training Attention and Listening Colourful Semantics</p>	<p>Expertise: Our PE Coach-and with interest in inclusion Coolkids Training by OT. Narrative Training by SALT</p>
<p>All Teaching Staff and TAs Most of our teaching staff and TAs have received Tier 1 Autism Awareness Training from Autism Education Trust Schools Programme and basic first aid training.</p>	<p>Name: Miss Thomas Lawley Class Teacher Expertise: MAPPA training and De-escalation Strategies First Aid</p>
Name: Mrs Leonard	Name: Mrs Jones
Job role: Wrekin Class Teacher	Job role: Teaching Assistant Apprentice- mainly in Clee Class
Expertise: Talkboost Training (Nov22)	<p>Expertise: Talkboost Training (Nov 22) Teaching Assistant Training Speech Therapy training includes: Makaton Colourful Semantics Use of Visuals Contrastive Pairs Attention and Listening</p>
Name: Mrs Speake	Name: Mrs Bromley
Job Role: teaching assistant – mainly in Clee Class	Job Role: teaching assistant- mainly in Long Mynd Class
<p>Expertise: Coolkids, OT training intervention Speech Therapy training includes: Makaton Colourful Semantics</p>	<p>Expertise: First Aid Previous role teaching children with challenging behavior</p>

Use of Visuals Contrastive Pairs Attention and Listening Forest School assistant Training	
Name: Mrs Hill	Name: Mr Jones
Job Role: teaching assistant mainly in Wrekin Class	Job Role: SEN Governor
Expertise: Speech Teach Training from SALT Physio exercises trained by Shropshire Physiotherapy Teacher Assistant Training	Expertise: SEN Governor Training Course
Name: Mrs Simpson	Name: Mr Crippin
Job Role: teaching assistant	Job Role: teaching assistant Apprentice
Expertise: Physio and toilet training for child with EHCP Class TA and Sen Support Runs clubs for children	Expertise: Training to work with child with EHCP And other children on SEN support Physio and toilet training for child with EHCP Coolkids, OT training and physio trained Runs clubs for children Contrastive Pairs- Speech Therapy Training
In addition, we regularly use the services of the following specialists:	
<p>Mrs Merritt, 1:1 support volunteer working with Stiperstones Class children</p> <p>Mrs Preece, lunchtime supervisor gives emotional and physical support at lunchtime for children with EHCPs</p> <p>Sheri Wright, Educational Psychologist</p> <p>Speech and Language Therapy</p> <p>Occupational and Physio Therapy</p> <p>Helen Roberts, Teacher of the Deaf</p> <p>BEE-U</p> <p>BEAM</p> <p>Early Help</p> <p>Qamar of the Multicultural Development Team</p> <p>Targeted Early Help Team</p> <p>Autism West Midlands</p>	
We currently possess the following provisions to assist our pupils with SEND:	
<p>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.</p> <p>We have an ELSA in training ELSA, Mrs Claire Lonsdale, to support children with SEMH needs.</p> <p>Most staff have received autism training.</p> <p>Staff have been trained by Shropshire Speech and Language Therapists to deliver specific intervention and class QFT as required by particular children they work with in their classes.</p> <p>Our Reception Class staff have recently been trained in Makaton, attention and listening, colourful semantics, information carrying words, use of visuals to support our new children with EHCPs and communication and interaction needs in that class.</p> <p>We have 1 Elklan and Neli trained teaching assistant to support children with speech and language difficulties particularly in the early years.</p>	

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, Spelling Shed and many others.

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 with mastery maths approaches and visual 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.

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 and most run after school clubs.

Our ELSA has afternoon sessions from her ELSA base in the breakfast club room or in the enco room.

This year, we will be using our spare classroom for regular NCETM maths intervention carried out by trained staff.

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.

We seek the views of parents through offering phone and face to face meetings throughout the year to inform our work with our children on the SEN Register in the hope of forming a strong team of home and school. We do our best to keep you up to date and to signpost parents to extra events, training and services and to encourage parents to speak to our Senco through Mrs Ward's Class Story on Class Dojo and through your child's PCP, parents' evening and also at their annual review if they have an EHCP.

Every effort is made to ensure a team approach to collaborate to help children with special educational needs. We find that this is very motivating for your child who sees that learning is valued and relevant to real life.

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. Please leave a message for IASS on Citizens Advice Shropshire's answerphone. They aim to respond within 3 working days.

Email: iass@cabshropshire.org.uk

If you email, please include a phone number so they can contact you

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

Website:

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

or

<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 physical disabilities such as 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.
- 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 or particular behaviour concerns.
- 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://www.shropshire.gov.uk/the-send-local-offer/education/education-services/special-educational-needs-sen-team/sen-acronyms/>

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

Shropshire
fam
Information Se

- <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>

Very helpful to see what age a child would be expected to say or understand particular examples of language

<https://speechandlanguage.org.uk/talking-point/childs-progress-checker/>

Then check for advice and videos on how to help your child and refer if needed:

<https://www.shropscommunityhealth.nhs.uk/chslt-speech-language-communication-needs>

- **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>
- Occupational Therapy (OT) Advice Line
- Families and professionals can contact the service, to ask for advice or find out more by contacting our Advice Line:
- Tel: 01743 450800
- Email: shropcom.OT4kids@nhs.net
- SENSORY PROCESSING NEEDS- See this resource by the occupational therapy team packed with advice and strategies: <https://www.shropscommunityhealth.nhs.uk/chot-senses>
- SLEEP GUIDE – <https://cerebra.org.uk/download/sleep-a-guide-for-parents/>
- **Shropshire Council also runs Sleep Clinics from time to time. Phone the parenting team for further advice or ask the Senco who usually advertises these on her Class dojo**
- The Parenting Team is delivering five-week [‘Sleep Tight’ workshops](#). These have been developed by The Sleep Charity, and our parenting practitioners have been trained to deliver these to parents and carers. If you'd like to meet other parents/carers and explore how you can support your children and your family to have quality sleep or to address specific challenges you're experiencing, these workshops are for you.
- **BEHAVIOUR AND PARENTING ADVICE- PARENTING HELP AND SUPPORT LINE** available
Monday to Thursday from 9.30am to 4.30pm
and
Friday 9.30am to 3.30pm
You can contact the Parenting Help and Support Line by calling 01743 250950. You can also arrange to book a 45 mins phone appointment with them to discuss specifics of your child's behaviour issues.
- If you would like to find out about other services the Parenting Team offers please email 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
 and enter the 'access code'
DARWIN18
 To return to the course(s), go to
www.inourplace.co.uk and sign in

For technical support contact
solihull.approach@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

SolihullApproach
www.inourplace.co.uk

@SolihullApproach (WB: 1 7)
www.solihullapproachparenting.com

Parent carer needs assessment

If you are a parent carer of a child with a disability and have parental responsibility, you have the right to request a parent carer needs assessment. Find out how to request a [parent carer needs assessment](#)

- 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>

[Register if you need support for your child or yourself if you are under 25](#)

https://forms.office.com/pages/responsepage.aspx?id=SOAKNBzYq06lpLdJH6ikCJuiCVIXnBtAo_SGVJupzZUQj0MjvNQjUxOE41MFczM0dMVTM2SIJNNSQIQCN0PWcu

If you have any queries, please contact us via Shropshirebeam@childrenssociety.org.uk

You can also find us on instagram @shropshirebeam

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

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 our Parents Helpline on **0808 802 5544**, Monday - Friday 9:30am - 4:00pm.

Alternatively, you can contact us via our [webchat](#) by clicking the chat icon in the bottom right corner of your screen.

Children's Social Services

Compass is the front door for children's social care for receiving **new** enquiries regarding concerns for the welfare or protection of children and young people in Shropshire. Compass promotes the offer of early help to children and families in the first instance, where it's safe to do so.

call our First Point of Contact (FPOC) on 0345 678 9021.

- **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/>

The Telephone Helpline is now open between 9am -1pm, Tuesday –Friday

Call 01462 454986 for support, advice, information and a listening ear.

- **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

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

<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

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

- **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-**

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

- **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/>

- <https://www.empathyforspecialchildren.org/social-sibs>

- 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.

Also online relationship courses to give tips and advice:

<https://www.shropshire.gov.uk/the-send-local-offer/getting-on-better/free-courses-and-workshops/>

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

Shropshire Parent and Carer's Council

<http://www.paccshropshire.org.uk/about-us>

T 07398120311

PACC works to empower Shropshire parent carers of children with any special educational need or disability (SEND) aged 0-25, to enable them to actively contribute to the design and review of the services that they use. We do

this by providing opportunities for parent carers to share their experience and knowledge of what works or doesn't work in the everyday lives of families with children and young people with SEND. <http://www.paccshropshire.org.uk/stories>

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 on to Secondary 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 a range of possible extra sessions 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.

For example in cases of extreme anxiety, Mary Webb has a more personalised transition programme of 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 can 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. We also involve parents when a child with special needs is transferring here so we can devise a more personalised transition programme so the child has more chance to drop in at different sessions to feel more familiar with the environment and our teachers and TAs. The Senco will attend Annual Reviews in the Summer Term of Nursery age children who will be coming here where possible.

In Reception, we run workshops for parents such as reading and phonics ones 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 here: <https://www.shropshire.gov.uk/the-send-local-offer/>

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

1. Speech, Language and Communication Needs How we identify needs, assess and review progress	QFT: How we adapt teaching to ensure access to the curriculum can include:	Intervention: How we provide support and intervention for those with identified needs can include:
<ul style="list-style-type: none"> • Identification is by the class teacher, TA and Senco via observations, speech and language screeners, Neli or talkboost language screener if appropriate age, whole school assessment, pupil tracking, information from transferred schools, parental information, standardised test and in-class assessments. • TA carries out intervention based on Speech Therapy Training with input from the Senco to apply it if needed • Advice or assessment by speech and language therapist, on referral. • If after assessment a program is set in place this is reviewed regularly by the class teacher and Senco • The progress is shared with parents who are asked to support at home to consolidate learning • We ask the child how they feel about their learning and what is working or not at intervals if they are on SEN Support • Not all children with SLCN are on SEN support. This is often the case if the child is accessing short- 	<ul style="list-style-type: none"> • Visual timetables and visual support where possible • Scaffolding and thinking frames • Preteaching of vocab as needed especially topic work • Use of talk partners during whole class and group learning sessions. • Extra processing time • Chunking of instructions when possible • Adult checking understanding • Explicit instruction at 1:1 or flexible group level at times • Explicit teaching of good listening skills • TA support and prompts towards independence • Video and multisensory learning where possible • Consistent routines and expectations where possible • Movement breaks to aid concentration when possible • Reminders of instructions to aid working memory • Cards to show to develop awareness of 'what I have not understood' to develop independent strategies, if useful 	<ul style="list-style-type: none"> • In class support with TA. • Timetabled session to work on speech or language targets 1:1 or small group using speech therapist training such as: <ul style="list-style-type: none"> • Attention and listening • Teach Speech • Contrastive Pairs • Makaton • Information Carrying Words • Working in small groups or 1:1 using blank level questions • Extra 1:1 conversation time with staff • Social stories and Zones of Regulation for children with social communication needs with TA or ELSA • Speech and Language support from therapist in school in exceptional cases • Support children to develop confidence speaking in class, especially through processing time and paired work first • Pre-teaching of words and concepts needed where possible- sometimes using 'Word Aware' strategies • Google class activities set by Senco eg on past tense

<p>term speech therapy for instance.</p>	<ul style="list-style-type: none"> • Talk before writing where possible eg- think it -say it -write it • Live marking where possible 	
<p>2. Autistic Spectrum Disorder/Condition -How we identify needs, assess and review progress</p>	<p>QFT: How we adapt teaching to ensure access to the curriculum can include:</p>	<p>Intervention: How we provide support and intervention for those with identified needs can include:</p>
<ul style="list-style-type: none"> • Identification is by the class teacher, headteacher and Senco and other staff leading to referral by the Senco for formal diagnosis usually through the Educational Psychologist or Woodlands Outreach and then BEE-U Neurodivergent pathway • We closely monitor and record strategies we use with the child to create a trail of evidence of need • Advice and resources are taken from Autism WestMidlands • Assessment by and intervention from specialist outside agencies. • If after assessment a program is set in place this is reviewed regularly by class teacher, Senco 	<ul style="list-style-type: none"> • We remind each other to look for the unmet need behind challenging behaviour • Consistent rules, routines and reasons. • Visual timetables, visual support where possible such as now and next boards • Consistent expectations. • De-escalation strategies are used as part of our normal school behaviour policy • Clear, simple instructions. • Often forced alternatives are given • Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate. 	<ul style="list-style-type: none"> • Most School staff have received Autism Awareness Training. • Small group or 1:1 mentoring sessions with teacher, TA or ELSA working on sometimes 'Socially Speaking Programme' or 'Zones of Regulation' Programme to learn to identify and regulate emotions or on scripts where social skills are taught and practised. • We endeavour to make support staff and supervisors aware of the needs of specific children especially in unstructured times • Sometimes a designated lunchtime supervisor for individuals • Emotional regulation strategy cards

<p>and other staff supporting the children.</p> <ul style="list-style-type: none"> • The teacher and Senco will also devise a person-centred plan in the meantime • The progress is shared every term with parents. • We ask the child how they feel about their learning and what is working or not 	<ul style="list-style-type: none"> • Warnings given before transition times where needed and possible • Trying to observe plan and review for patterns of behaviour and triggers • Allowing child time out if needed to calm down or deregulate with another adult • Direct communication • Thinking frames are being introduced this year 	<ul style="list-style-type: none"> • Appropriate resources, social scripts and social stories are used • Visuals and Now and next boards • Limited choice boards showing pathway of their choice have been used • Play opportunities and talking work with other children to develop friendships • Supervised lunchtimes with a small peer group as needed or chunking of time to prevent overload • Special jobs and special pass to an adult to deregulate
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Cognition and Learning

1. General/Moderate Learning Difficulties How we identify needs, assess and review progress	QFT: How we adapt teaching to ensure access to the curriculum can include:	Intervention: How we provide support and intervention for those with identified needs can include:
<ul style="list-style-type: none"> • 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. • Assessment and SEN Quality First Teaching by class teacher with guidance from SENCO. • 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. 	<ul style="list-style-type: none"> • Sometimes a personalised curriculum is required where a child cannot access age appropriate levels • High quality teaching in Maths at appropriate level eg using White Rose Videos at a foundational level, followed up by concrete and pictorial representations • Multisensory equipment activities given where appropriate to demonstrate concepts. • Sequencing and memory training games. • Teaching the meaning of subject specific 	<ul style="list-style-type: none"> • Small group/1:1 support for children – flexible group such as same day intervention for maths • Individualised phonic reading programme- eg Jelly and Bean with flashcards or using high interest low reading age decodable books, flashcards, multisensory literacy methods and extra reading to an adult • Evidence-based Nessy Personalised Reading and Spelling Programmes for SpLD, using phonics. • Pre-tutoring by a TA in language and concepts before some particular class lessons

<ul style="list-style-type: none"> • The progress is shared every term with parents. • We ask the child how they feel about their learning and what is working or not 	<p>vocabulary and having word banks.</p> <ul style="list-style-type: none"> • Use of ICT and computer programs and games. • Visual time tables/resources around the class. • Differentiated Homework often on apps • Differentiated focus groups for spelling and phonological understanding using Letters and Sounds • Checklists/writing frames/dictionaries/modelling. • Positive feedback, marking related to individual class/PCP targets. • Extra processing time, movement breaks and similar SEN QFT as for SpLD below • Talking before writing and use of scaffolding like thinking and writing frames • Scribing and also online writing and proof reading 	<ul style="list-style-type: none"> • Small group/1:1 support for children to focus on number and place value targets • High quality NCTEM or White Rose Maths Videos used and discussed with TA • Small group/1:1 support for children for precision teaching • 1:1 support for reading by volunteer reading helpers. • Differentiated and small group support in writing/maths and guided writing sessions • Fine motor skills interventions such as Teordescu or cool characters. • Time given to access ipad programmes to practise basic number skills. • Extra reading perhaps with Comprehension support – perhaps narrating their own reading from memory, doing an AR quiz aloud, being taught explicitly to visualise
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<p>2. Specific Learning Difficulties eg Dyslexia, Dyscalculia, Developmental Coordination Disorder How we identify needs, assess and review progress</p>	<p>QFT: How we adapt teaching to ensure access to the curriculum can include:</p>	<p>Intervention: How we provide support and intervention for those with identified needs can include:</p>
<ul style="list-style-type: none"> • 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. • Sometimes ongoing concerns will lead to a dyslexia screener, 	<ul style="list-style-type: none"> • Alternatives to copying where possible such as worksheets or TA scribing • Retrieval work such as quizzes to aid long term memory and chances to overlearn • Alternatives to recording work at times using IT. • Scribing, assistive technology 	<ul style="list-style-type: none"> • Evidence-based Nessy Personalised Reading and Spelling Programmes for SpLD, using phonics. Spelling Shed morphology • Precision grids for GPCs and for subitising, number formation, number bonds, TTRS and overlearning of flashcards • Phonics Essentials and Phonics Tracker

<p>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 using occupational therapy checklists</p> <ul style="list-style-type: none"> • SEN QFT and intervention if needed by class teacher with guidance from SENCO who is a specialist Dyslexia teacher and use of Occupational Therapy Resource Pack activities. • Visual stress assessment • If a child is on SEN support due to SpLD, then their progress is shared every term with parents through their PCP. • If a child is on SEN support due to SpLD, then, we ask the child how they feel about their learning and what is working or not at intervals. • Some children with SpLD are not placed on the SEN Register if we view their needs as not needing additional support that is much different from whole class QFT and intervention • 	<ul style="list-style-type: none"> • Scaffolding and modelling eg using visual representatives in maths • Multisensory activities to provide more pathways for the brain to process using our Multisensory Phonics Resources Cupboard • Multisensory phonics programmes and decodable books for those • Simple verbal/ written instructions. • Given time to process understanding and respond. • Given extra time to complete tasks and tests when appropriate. • Given tasks in small steps/small amount of work at a time to chunk where possible • Awareness to avoid overloading working memory eg Checklists on whiteboard or chrome book to tick off if relevant in some cases • Talking before writing time given where appropriate • Maintain positive and helpful attitude and learning from effort and 'marvellous mistakes' • ACE dyslexia friendly dictionary for some • Sometimes own table for working to focus • Removing distractions on table if needed • Low contrast Smart board where we are able to adapt the board- some apps we are still working on adapting. • Special pen grips, writing slopes, wobble cushions, fidget toys as needed 	<p>Assessment and Intervention</p> <ul style="list-style-type: none"> • Personalised programme of graded decodable phonic books, Jelly and Bean, Alba Books, Talisman where GPCs are introduced slower than needed for the average child • Barrington Stoke Dyslexia Friendly books • Flexible same day maths intervention • Guided reading groups at an appropriate level • 1:1 extra reading • Handwriting interventions where required such as Teordescu and cool characters • Physio exercises as set • Coolkids if opportunity
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	<ul style="list-style-type: none"> • Coloured overlay if appropriate with reading ruler to avoid line skipping • Post-its and retelling reading before AR quizzes if low scores • 	
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Social, Mental and Emotional Health

How we identify needs, assess and review progress	QFT: How we adapt teaching to ensure access to the curriculum can include:	Intervention: How we provide support and intervention for those with identified needs can include:
<ul style="list-style-type: none"> • Identification is by the class teacher, parents, Head Teacher or other staff followed by signposting to advice and specialist agencies such as BEAM as needed or being monitored and seen 1:1 by our wellbeing support worker. • We talk to the child and develop a rapport. Our headteacher will often do this and patterns of behaviour and triggers are observed and explored • Assessment and intervention or QFT strategies by class teacher with guidance 	<ul style="list-style-type: none"> • We remind each other to look for the unmet need behind challenging behaviour • Whole school behaviour policy encourages de-escalation • Some children are given a lunchtime special pass to an adult to help them calm down • Small tasks chunked • Specific praise for effort • Strategies have included: Attention gained and rewarded facially and thumbs up • Traffic lights for emotions • Zones of Regulation check-ins • Worry Time box 	<ul style="list-style-type: none"> • Small group/1:1 work in with ELSA to talk about feelings and provide a listening ear and emotional awareness and self-regulation strategies to help • Referrals on as needed to GP, Early Help, BEAM, Woodlands, Ed Psych... • My Life work with headteacher or ELSA. • 3 positives of the day intervention to encourage a positive outlook • Home school links and phone calls with Senco to discuss strategies where desired • Access to specialist support/agencies if needed

<p>from SENCO/ specialist agencies.</p> <ul style="list-style-type: none"> • If after assessment a PCP is set in place this is reviewed regularly by the class teacher and other staff supporting the children. • The progress is shared with parents regularly as possible • How the child feels about their learning and what is working is discussed one to one with a TA. 	<ul style="list-style-type: none"> • Rewards/dojo points/stickers/celebrating work and effort./Hot Chocolate Fridays for those meeting over and above • Consistent routines/ boundaries and expectations of behaviour. • Special responsibilities given to promote self-esteem and to provide a movement break even eg to give out school books • Wobble cushions and wedges, chews, blu tack in pocket for sensory needs 	<ul style="list-style-type: none"> • We endeavour to make support staff and supervisors aware of the needs of specific children during unstructured time • Personalised programme/targets that pupil and parents are made aware of • Signposting parents to BEAM and parenting advice clinics • 'Understanding Your Child' course for parents • Early Help is offered by SENCO
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Sensory and/or Physical

1. Hearing Impaired How we identify needs, assess and review progress	QFT: How we adapt teaching to ensure access to the curriculum can include:	Intervention: How we provide support and intervention for those with identified needs can include:
<ul style="list-style-type: none"> • Identification is by the class teacher, information from transferred nursery or schools and parental information. • Assessment and QFT strategies by class teacher with guidance from SENCO and specialist agencies such as the hearing impairment team • If after assessment a PCP is set in place this is reviewed regularly by the class teacher and other staff supporting the children. • 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. 	<ul style="list-style-type: none"> • Minimum distance between teacher and child to facilitate lip reading as much as possible • Create optimal hearing environment by using noise dampening materials- eg carpeted areas • Removing child to quiet area for focussed work with an adult at times • Have clear visual aids. • Word banks and precise teaching of subject specific vocabulary. • Face child in every oral communication and don't stand in the bright light. • Have specialised equipment and advice for hearing impaired from the specialist hearing teacher • Awareness of the possibility of intermittent hearing eg for glue ear and need to ensure listening and attention and understanding • Awareness of health and safety issues such as not hearing the fire alarm. 	<ul style="list-style-type: none"> • 1:1 specialist hearing teacher visits and sessions in class or quiet area • Extra phonics intervention • Good home school links. • 1:1 specialist teacher support on vocabulary and speech.

<p>2. Visually Impaired- 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>	QFT: How we adapt teaching to ensure access to the curriculum can include:	Intervention: How we provide support and intervention for those with identified needs can include:
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<ul style="list-style-type: none"> • Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician. • 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. • Pupils will be regularly reviewed and assessed by the sensory inclusion team. • Pupils will be regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and Year 1 phonics. • 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. 	<ul style="list-style-type: none"> • Pupils will be encouraged to sit near the front of the class so that they can clearly see any visual information that is displayed. • 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. • 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. • Providing documents which use a larger font. • Using different coloured paper to print worksheets and tasks. • Using coloured overlays and reading rulers. 	
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3. Physical Difficulties How we identify needs, assess and review progress	QFT: How we adapt teaching to ensure access to the curriculum can include:	Intervention: How we provide support and intervention for those with identified needs can include:
<ul style="list-style-type: none"> • 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 • The class teacher and TA will keep careful track of the child and record any observations. • The Senco will seek advice and coordinate visits with health professionals to access advice, reviews and staff training • 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. • If appropriate a request for an EHCP will be made and additional interventions and strategies are put into place to support the children. • Pupils will be regularly reviewed through internal tracking data, intervention impact, standardised assessment scores and national 	<ul style="list-style-type: none"> • 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 writing slope, fidget toys, chews, seating arrangements an adult to keep on task if needed • Work at a table with other children that is adapted as required either with appropriate seating to offer core support or as prescribed. • Pupils will be provided with resources such as pencil grips, ipads or chromebooks as needed • 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. • Restbreaks will be provided as needed • Assistance to access toilet, wash facilities, lunchtime equipment with an aim to give verbal 	<ul style="list-style-type: none"> • Physio exercises in the school week led by physio trained school TA • Supervised lunchtime if there physical needs require this • Seated areas in the playground for rest times • Adult will scribe for them at times as needed to reduce the writing workload. • Use of an ipad or chromebook to type • Interventions as suggested by the Occupational Therapy team. • Medical training by professionals as needed • Adapted classroom and school eg ramp, seats, table, hand rails, half steps, toilet frames, special seats and walking frames in consultation with occupational therapy and physiotherapy • Extra unrushed time given to access entrance and exits as needed

<p>assessments such as SATs and Year 1 phonics.</p> <ul style="list-style-type: none"> • 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. • If pupils have an Education and Health Care Plan then they will also have yearly annual reviews to review their progress and specialist advice about their needs will be implemented. 	<p>support to make the child independent.</p> <ul style="list-style-type: none"> • TA and support staff will assist with anticipating navigating the corridors and any exit and entrance of classroom with extra time given for this as required whilst moving to encourage independence 	
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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

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

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.
SLCN	Speech, Language and Communication Needs

What do these SEN words mean?

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

All link and contact details in this report have been checked and are accurate as of 27.09.23 BUT:

The first port of call for any services you can't find and the latest contact details and times will be always the local offer found here:

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