



# SEND Information Report

# Special Educational Needs and Disabilities (SEND) Information Report

## Introduction

Condover CE Primary School treats all pupils as individuals; we therefore refer to all pupils who may need educational provision which is additional to or alternative to their normal timetable, as being a pupil with Special Educational Needs (SEN).

The Governors and staff at Condover CE Primary School recognise the importance of identifying and supporting those pupils who have a Special Educational Need. We have an 'open door' policy for parents, for both behaviour and educational support, where a team approach is necessary to help the pupil make progress. We acknowledge the unique strengths, knowledge and experience that parents can contribute to the shared view of their child's needs and the best way of supporting them.

The range of support deployed will be tailored to individual needs following thorough internal assessments or by external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and/or Physical Needs.

## Information and Guidance

### *Who should I contact to discuss the concerns or needs of my child?*

#### Class teachers

##### Each class teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Monitoring the progress of your child and identifying, planning and delivery of any additional support.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.

#### Special Educational Needs Coordinator (SENDCo)

If you have concerns about your child, you should speak to your child's class teacher. You may then be directed to the SENDCo.

#### *Mrs Stephanie Reid*

SEND time 1 day per week (Tuesday)

Email: [admin@condover.co.uk](mailto:admin@condover.co.uk)

Telephone: 01743 872108

#### Responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.

- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options, and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

### **Headteacher**

***Becky Elvins***

#### **Responsible for:**

- Working with the SENDCo and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- The overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **Governance through the Strategic Task Group**

#### **The STG representatives will:**

- Help to raise awareness of SEND issues at STG meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Strategic Task Group (DHMAT) on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.

### **Curriculum and Teaching Methods (including groupings and interventions)**

#### ***How will teaching be adapted to meet the needs of my child?***

Staff at Condoover CE Primary School provide a broad and balanced curriculum to all pupils. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Monitoring of the quality of teaching and learning takes place at Condoover CE Primary through learning walks and lesson observations. Teachers are skilled at adapting their practice in order to meet the diverse range of needs within their classes. Planning takes into account individual pupil's needs and requirements, whether that is additional equipment such as a writing slope, coloured overlays or a pencil grip or adapted resources or materials.

Adaptations are made in a range of ways to support access and ensure that all pupils can experience success and challenge within their learning.

Additional adults are used flexibly within groups or individually, where pupils are working towards a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

## **Intervention**

### ***What strategies are in place to support my child's learning?***

Strategies/programmes to support speech and language:

- Speech and Language Therapist provides programme to be followed by staff in school
- Specific adaptation or modification of resources e.g. use of symbols (Widgit)
- Pre-teaching vocabulary

Strategies to support/develop literacy, including reading:

- Focused reading time in class, with group or paired reading
- Daily 1:1 reading with a teacher or Teaching Assistant
- Evidence based intervention programmes, e.g. Literacy Gold
- Small group/1:1 intervention programme where required, e.g. reading comprehension, extra phonics, handwriting support, spelling support
- Daily phonics for Key Stage 1 following 'Little Wandle'

Strategies to support/develop numeracy:

- Small group intervention programmes, e.g. Catch-Up Maths
- In class adaptations
- Evidence based intervention programmes

## **Mental health and wellbeing**

### ***What support is there to help my child's mental health and wellbeing?***

- Small group/ 1:1 ELSA (Emotional Literacy Support Assistant) programmes supervised by the Educational Psychology Service. This may help with self-esteem/confidence, social skills, friendships, anger management or anxiety.
- Quiet space available lunch/break time when required
- Year 6 transition support
- Regular contact and liaison with parents as necessary
- Strategies to support/modify behaviour, including reward systems and behaviour support plans set up where appropriate
- External agency support for behaviour (e.g. MATi Outreach service)
- One Page Profiles (Essential information shared with class teachers and support staff) when required.

## **Increasing accessibility – getting about**

### ***What support is there to help my child's occupational /physiotherapy needs?***

- Advice of professionals shared with and followed by all staff
- Use of any recommended equipment
- Specialist equipment as required on an individual basis to access the curriculum

## **Partnerships with External Agencies**

### ***What outside help does the school use to support my child?***

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychologist.
- Emotional Health and Wellbeing Service (Bee U) – formally known as Child and Adolescent Mental Health Services (CAMHS).
- Specialist teachers with a specific SEND qualification for pupils with; impairments, such as visual or hearing (Sensory Inclusion Service).
- Therapists (physio, occupational and speech & language);
- MATi Outreach Service (support for pupils who have learning and behaviour difficulties, and for pupils with neuro-divergent conditions, e.g. ADHD/autism);
- LSAT (Learning Support Advisory Teacher).
- Educational Welfare Service present in school.
- School Nurse available to support school.
- Initial Contact Team and Child in Need Teams.

## **Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports**

### ***How will I know how my child is getting on?***

- Parents' evenings in autumn and spring terms
- Additional meetings as required with class teacher and/or SENDCo
- Discussion about referrals to outside agencies as required
- Pupil Support Plans for children requiring a higher level of support and/or additional funding shared three times a year

## **Transition**

### ***How will the school help my child move to a new class/year group or to a high school?***

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition in the following ways:

When moving to a new class: Information is shared with new staff to ensure continuity and a smooth transition. One Page Profiles will be shared and updated as required. A transition day is timetabled in the summer term for children to meet their new teacher and teaching assistants.

When moving schools (In Year Transfer): Information is gained from the previous school when a child is transferring to Condover CE Primary School. If a child is leaving our school, information will be passed as it is when a child transfers to their chosen high school.

When moving to a high school: We will contact the school SENDCo/other relevant staff and share information about special arrangements and support that has been made to help your child achieve their learning goals. In some cases, more visits to the new school and/or additional visits from the new school can be planned. We will ensure that all records are passed on as soon as possible.

## **Complaints**

### ***What can I do if I am not happy with the support my child is receiving?***

We urge parents/carers with any concerns regarding the SEND policy, or the provision made for their child at Conover CE Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. Although school complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Headteacher. If concerns continue to be unresolved parents may wish to use the Shropshire Information Advice and Support Service (IASS) or engage with the School's Complaints Procedure:

[Shropshire SENDIASS | SEND help shropshire | Shropshire, UK](#)  
[Model complaints procedure](#)