



SEND Information Report

September 2026

**Member of staff
responsible**

Steph Reid - SENDCo

Governor responsible

Laura Clarke – Chair

Date next review due

September 2027

Special Educational Needs and Disabilities (SEND) Information Report

Introduction

At Condover CE Primary School, we are committed to providing an inclusive education in which every child is valued as an individual and is supported to achieve their potential.

A child has special educational needs (SEN) where they have a learning difficulty or disability which calls for special educational provision to be made for them. We recognise the importance of identifying needs early, removing barriers to learning and participation, and providing appropriate support to enable all children to develop as confident, resilient and increasingly independent learners.

We value working in partnership with parents and carers and recognise the important knowledge and experience they have of their child. We have an open-door approach and encourage parents to speak to us if they have concerns about any aspect of their child's learning, development or wellbeing.

We also believe that children should be involved in decisions about their education and the support they receive. Their views are gathered and taken into account in ways appropriate to their age, development and communication needs.

The four broad areas of need identified within the SEND Code of Practice are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

Children may have needs across more than one area, and support is planned according to the individual child rather than simply according to a diagnosis or category of need.

This Information Report explains how our SEND Policy is implemented in practice and is reviewed annually. The statutory framework continues to include the SEND Code of Practice and the Special Educational Needs and Disability Regulations 2014.

Who should I contact if I have concerns about my child?

Class Teacher

Your child's class teacher should normally be your first point of contact if you have concerns about their progress, development or wellbeing.

Each class teacher is responsible for:

- Providing high-quality teaching which is adapted to meet the strengths and needs of all pupils.
- Monitoring each child's progress and identifying possible barriers to learning.
- Planning and delivering appropriate classroom support and adaptations.
- Working closely with teaching assistants and specialist staff to plan and assess the impact of additional support and interventions.
- Ensuring that additional support is linked to and supports classroom learning wherever appropriate.
- Working with the SENDCo to review pupils' progress and development and decide whether changes to provision are needed.
- Working in partnership with parents/carers and involving pupils in decisions regarding their learning and support.

Special Educational Needs Coordinator (SENDCo)

If you have concerns about your child, please initially speak to your child's class teacher. Where appropriate, they may involve or direct you to the SENDCo.

SENDCo: Mrs Stephanie Reid

SENDCo time: Monday

Email: admin@condover.dhmat.org.uk

Telephone: 01743 872108

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Coordinating provision for children with SEND.
- Supporting staff to identify and understand pupils' needs.
- Advising staff on the graduated approach to SEND support.
- Supporting teachers to plan, implement and review appropriate provision.
- Advising on the deployment of the school's delegated resources to meet pupils' needs effectively.
- Liaising with parents/carers of pupils with SEND.
- Liaising with early years providers, other schools and relevant education, health and social care professionals.
- Acting as a key point of contact with external agencies and local authority support services.
- Liaising with future education providers to support effective transition.
- Working with the Executive Headteacher and those responsible for governance to ensure the school meets its responsibilities under the Equality Act 2010, including reasonable adjustments and accessibility.

- Ensuring that appropriate records for pupils with SEND are maintained and kept up to date.
- Monitoring SEND provision and its effectiveness across the school

Executive Headteacher

Miss Rebecca Elvins

The Executive Headteacher is responsible for:

- Working with the SENDCo and those responsible for SEND governance to determine the strategic development of SEND policy and provision within the school.
- Having overall responsibility for the provision made for pupils with SEND and their progress.
- Promoting an inclusive whole-school approach in which SEND is understood as everyone's responsibility.

Governance and Oversight of SEND

Governance oversight of SEND is provided through the Local Governing Board (LGB) within the school's governance structure.

Representatives will:

- Champion the needs and interests of pupils with SEND.
- Raise awareness and understanding of SEND at STG meetings.
- Monitor the quality and effectiveness of SEND provision within school and report through the appropriate governance structure.
- Work with the Executive Headteacher and SENDCo in relation to the strategic development of SEND policy and provision.
- Provide appropriate support and challenge to school leaders regarding outcomes and experiences for pupils with SEND.

Identifying Special Educational Needs

How will the school know if my child may have SEND?

Children's progress and development are monitored closely by their teachers.

A child may be identified as requiring additional consideration or support for a number of reasons, including concerns regarding:

- communication and interaction;
- learning and progress;
- literacy or numeracy;
- attention and concentration;
- social and emotional development;

- mental health and wellbeing;
- sensory processing;
- physical development;
- independence; or
- access to learning.

Where there are concerns about a child's progress or development, the class teacher will consider what may be creating barriers to learning and will discuss these concerns with parents/carers.

Where appropriate, the SENDCo will become involved.

Information considered may include:

- teacher assessment;
- observations;
- progress and attainment information;
- pupil voice;
- information provided by parents/carers;
- previous educational information;
- screening or assessment information; and
- advice or assessment from external professionals, where appropriate.

Identification of SEND is not based on a single test, assessment or diagnosis. The school considers the individual child, their strengths, needs, progress and the barriers they may be experiencing.

The Graduated Approach

How will my child's needs be supported and reviewed?

Where a child requires SEND support, the school follows the graduated approach:

Assess

Information is gathered to develop a clear understanding of the child's strengths, needs and barriers to learning.

Plan

Appropriate support, adaptations, interventions and outcomes are agreed. Parents/carers and the child are involved wherever appropriate.

Do

The class teacher remains responsible for the child's education and for ensuring agreed support is implemented effectively, including where interventions or additional support are delivered by another member of staff.

Review

The impact of the support is reviewed. The child's progress, views and ongoing needs are considered alongside feedback from parents/carers and staff.

Where provision is not having the intended impact, it will be reviewed and adapted. Advice from external professionals may also be sought where appropriate. Children requiring a higher level of support and/or additional funding may have a **Individual Learning Plan**, which is shared and reviewed with parents/carers three times each year.

Pupil Voice

How will my child be involved in decisions?

We believe that children should be involved in decisions about their learning and support.

Children's views are gathered in ways which are appropriate to their age, development and communication needs.

Children are encouraged to identify:

- their strengths and interests;
- what they enjoy;
- things they find difficult;
- things that may make them worried or anxious;
- strategies and adaptations that help them; and
- things they would like to achieve.

Their views contribute to Pupil Support Plans, One Page Profiles and review discussions where appropriate.

Curriculum and Teaching

How will teaching be adapted to meet my child's needs?

Staff at Condover CE Primary School provide a broad and balanced curriculum for all pupils.

High-quality teaching, adapted to respond to individual strengths and needs, is the first step in supporting pupils who have or may have SEND.

Teachers make appropriate adaptations to remove barriers and enable children to participate successfully in learning.

These may include:

- adapting the presentation or amount of information;
- breaking instructions or activities into smaller steps;
- additional modelling and examples;
- pre-teaching vocabulary or concepts;
- visual prompts and supports;
- adapted resources and materials;
- changes to recording expectations;

- additional processing or thinking time;
- appropriate seating or positioning;
- sensory or movement opportunities;
- specialist or adapted equipment, where required; and
- additional adult support where appropriate.

This may also include equipment such as writing slopes, pencil grips or other resources according to individual need.

Additional adults are used flexibly to support pupils while maintaining a clear long-term focus on developing independence. Provision is monitored to ensure that pupils do not become unnecessarily reliant on adult support.

Additional Support and Intervention

What strategies are available to support my child's learning?

Support is based on individual need and therefore not every strategy or intervention will be appropriate for every child.

Communication and Interaction

Support may include:

- Speech and Language Therapy advice or programmes implemented by school staff where appropriate.
- Visual prompts and symbols, including Widgit resources.
- Pre-teaching of vocabulary.
- Adapted language and instructions.
- Opportunities to develop communication and interaction skills.
- Additional processing time.
- Support recommended by external professionals.

Cognition and Learning

Support may include:

- Focused reading support.
- Group or paired reading.
- Individual reading support where appropriate.
- Evidence-informed literacy interventions, including Literacy Gold where appropriate.
- Additional phonics support.
- Reading comprehension support.
- Handwriting or spelling intervention.
- Daily phonics in Key Stage 1 following Little Wandle.
- Mathematics interventions such as Catch-Up Maths where appropriate.
- Adapted classroom teaching, resources and tasks.
- Intervention is planned around assessed need and its impact is reviewed.

Social, Emotional and Mental Health

Support may include:

- Individual or small-group ELSA support, supervised through the Educational Psychology Service.
- Support for areas such as confidence, self-esteem, friendships, emotional regulation, social skills and anxiety.
- Access to a quieter space during break or lunchtime when appropriate.
- Transition support.
- Regular communication with parents/carers.
- Individual strategies and support plans.
- One Page Profiles where appropriate.
- Advice from appropriate external professionals or services.

Sensory and/or Physical Needs

Support may include:

- Advice provided by occupational therapists, physiotherapists, sensory specialists or other relevant professionals.
- Recommended specialist equipment.
- Adaptations to classroom resources or the environment.
- Appropriate movement or sensory opportunities.
- Individual arrangements to support access to the curriculum and wider school environment.

Mental Health and Wellbeing

What support is available for my child's emotional wellbeing?

We recognise that emotional wellbeing can have a significant impact on children's learning and participation in school.

Support is matched to individual need and may include:

- support from the class teacher;
- ELSA intervention;
- opportunities to talk with a trusted adult;
- individual emotional regulation strategies;
- quieter spaces where appropriate;
- support with friendships and social situations;
- transition support;
- One Page Profiles;
- regular liaison with parents/carers; and
- referral to external services or professionals when appropriate.

Accessibility and Reasonable Adjustments

How will my child be supported to access school?

Condoover CE Primary School is committed to ensuring that pupils with disabilities and SEND can access the curriculum, school environment, information and wider opportunities.

Reasonable adjustments are considered according to individual need. These might include changes to:

teaching approaches;

- resources;
- equipment;
- communication;
- classroom organisation;
- routines;
- the physical environment; or
- arrangements for particular activities.

Advice from relevant professionals is followed where appropriate.

Further information about accessibility is available in the school's Accessibility Plan.

Inclusion in Wider School Life

Can my child participate in trips, clubs and other school activities?

We are committed to enabling pupils with SEND to participate fully in school life.

This includes, wherever appropriate:

- educational visits;
- residential visits;
- clubs;
- sporting activities;
- performances;
- school events; and
- other enrichment opportunities.

Reasonable adjustments are considered where necessary, and individual needs are taken into account when activities are planned.

Staff Expertise and Training

What training and expertise do staff have?

Staff receive ongoing training and professional development to develop their understanding of SEND and their ability to meet pupils' needs within the classroom.

Training is planned in response to the needs of pupils within the school and may be provided by the SENDCo, other school or trust staff, or external professionals.

Where a pupil requires expertise beyond that currently available within school, advice, support or training may be sought from relevant specialist services.

Working with External Agencies

What outside help can the school access?

The school works with a range of external agencies and professionals to seek specialist advice and support where this is appropriate to a child's needs.

These may include:

- Educational Psychology Service.
- Emotional Health and Wellbeing services, including CAMHS
- Sensory Inclusion Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- MATi Outreach Service.
- Learning Support Advisory Teacher (LSAT).
- Educational Welfare Service.
- School Nursing Service.
- Children's social care services and relevant support teams.

Which professionals or services become involved will depend upon the individual child's needs and the relevant referral criteria.

Parents/carers will normally be involved in discussions regarding referrals to external professionals.

Working with Parents and Carers

How will I know how my child is getting on?

Parents and carers are important partners in supporting children with SEND.

Opportunities to discuss children's progress include:

- Parents' evenings in the autumn and spring terms.
- Additional meetings with the class teacher and/or SENDCo when required.
- Discussion of proposed referrals to external professionals.
- Meetings to review SEND provision and individual outcomes.
- Pupil Support Plan reviews for pupils requiring higher levels of support and/or additional funding, normally three times each year.

Parents are encouraged to contact the school if they have concerns rather than waiting for a formal review or parents' evening.

Evaluating the Effectiveness of SEND Provision

The impact of SEND provision is evaluated in a range of ways, which may include:

- pupil progress and attainment;
- progress towards individual outcomes;
- teacher assessment and observation;
- review of interventions;
- pupil voice;
- parent/carer feedback; and
- advice and information from relevant professionals.

The SENDCo works with teachers and senior leaders to monitor provision and its impact.

Where support is not having the intended impact, provision will be reviewed and adaptations or alternative approaches considered.

Transition

How will the school support my child when they move class or school?

We recognise that transition can be particularly challenging for some children with SEND. Transition arrangements are therefore adapted according to individual need.

Moving to a New Class or Year Group

Information is shared with new staff to promote continuity and a smooth transition.

One Page Profiles and relevant SEND information are shared and updated as appropriate.

Children have opportunities to meet their new teacher, including transition arrangements during the summer term. Additional transition support can be provided where needed.

Joining or Leaving Condover CE Primary School

When a child transfers to Condover CE Primary School, relevant information is obtained from their previous setting wherever possible.

When a child leaves the school, relevant SEND records and information are transferred securely to the receiving school to support continuity of provision.

Transition to Secondary School

We liaise with the receiving school's SENDCo and/or other relevant staff to share information about a child's strengths, needs, provision and successful strategies.

Where appropriate, additional transition arrangements may include:

- additional visits;
- meetings with secondary staff;
- visits from secondary school staff;
- transition activities or resources; and
- meetings involving parents/carers and professionals.

Relevant records will be transferred securely to the receiving school.

Looked-After and Previously Looked-After Children with SEND

The SENDCo works closely with the school's Designated Teacher for Looked-After and Previously Looked-After Children to ensure that any SEND needs are appropriately identified, planned for and supported.

Where relevant, SEND provision will be coordinated with other plans and support surrounding the child.

Shropshire SEND Local Offer

The Shropshire SEND Local Offer provides information for children and young people with SEND and their families about the services, support and provision available locally.

Our school SEND Information Report forms part of our contribution to the Local Offer.

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

Complaints and Concerns

What can I do if I am unhappy with the support my child is receiving?

We encourage parents and carers who have concerns about SEND provision or the support provided for their child to speak to us as soon as possible.

In the first instance, please speak to your child's class teacher.

If further discussion is required, parents/carers can speak to the SENDCo.

We aim to resolve concerns through open communication and partnership with families wherever possible.

If parents/carers feel that their child's needs are still not being met, they should make an appointment to speak to the Executive Headteacher.

If concerns remain unresolved, parents/carers may use the school's formal Complaints Procedure.

Independent information, advice and support is also available from Shropshire SEND Information, Advice and Support Service (SENDIASS).

Shropshire SENDIASS:

<https://www.shropshiresendiass.com/>

School Complaints Procedure:

[Model complaints procedure](#)

Review of This Information Report

This SEND Information Report will be reviewed and updated at least annually, and relevant changes during the year will be reflected as appropriate. This is consistent with the statutory requirements applying to school SEN Information Reports.

The school will continue to review its SEND provision and will update this Information Report in response to changes in legislation, statutory guidance and the implementation of national SEND reforms.