



Special Educational Needs and Disabilities (SEND) Policy and Information Report

October 2020

Trinity CE Primary School **SEND Information Report**

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As a Church School, recognising our historic foundation, we will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. We aim to offer a challenging education within a Christian framework. We aim to develop an understanding of the Christian faith based on the life and teaching of Jesus and to have an informed awareness of other world faiths.

Within this, we also aim to equip children in order for them to play their part as citizens in modern, inclusive Britain.

Through the curriculum map involving all subjects, including although by no means limited to spiritual, social, moral and cultural education, teaching will:

- enable children to develop their self-knowledge, self-esteem and self-confidence;
- enable children to distinguish right from wrong and to respect the civil and criminal law;
- encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Opportunities for spiritual growth are developed across all areas of the curriculum. We believe that everyone at our school should have the opportunity to enrich their life with the Christian values of hope, peace, joy, strength and love.

We aim to develop the qualities of independence, self-motivation, self-discipline and self-confidence. By valuing these qualities we encourage children to enjoy learning and have high self-esteem.

We aim to create a community where everyone cares for each other, from the oldest to the youngest. A community built upon our school values.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health, Care Plans, (EHCP), SEND co-ordinators (SENDco) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Zoe Anderson. Miss Anderson may be contacted at school via the school office (01743) 850227.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Mr Anthony Price.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a Disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan, implement and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. The assessment process

5.1 How we consult with parents and carers of children with Special Educational Needs and Disabilities:

The class teacher is regularly available to parents to discuss their child's progress or any concerns they may have and to share information about what is working well at home and school so similar strategies can be used. We ensure that teaching staff are available at the beginning and end of the school day to meet with parents informally.

Parent Partnership Service (PPS) is available to meet with parents to discuss their child's progress or any concerns/worries they may have. There is also the Information, Advice and Support Service (IASS) iass@shcab.cabnet.org.uk

There is a PPS in every local authority. Further details can be obtained from the National Parent Partnership Network website.

All information from outside professionals will be discussed with parents with the person involved directly, or where this is not possible, in a report.

Pupil Centred Plans (PCPs) will be reviewed with your involvement three times a year in October, March and June, to coincide with termly parent meetings in Autumn and Spring Term. However, PCPs are continually reviewed over 6 week periods within school by class teachers.

Homework will be adjusted as needed to match children's individual needs.

A home/school contact book (Links Book) is used to support communication with parents.

5.2 How we consult with our pupils with Special Educational Needs and Disabilities:

The teacher discusses the targets on the Pupil Centred Plan with the children to make them aware of what they need to work on.

The children are encouraged to actively participate on working on their targets during class work in collaboration with teacher and TA. Children who receive support are closely monitored over a period of 6 weeks and recording and monitoring systems are developed to enable this to inform next steps and future intervention.

The children can be present at parents evening with their parents to discuss their next targets and steps of learning.

If the child has an Education Health and Care Plan, then they are asked to have an input into the form for the annual review meeting in which they are invited to attend.

At transition stages, the child in receipt of SEND support, SEND or an Education Health & Care Plan is consulted about what they would expect in the next class or school.

5.3 How we support our pupils at times of transition If a child is moving to another school:

- We will contact the new school's SENDCo and ensure they know about any special arrangements or support that need to be made for children.
- We will make sure that all records about children are passed on as soon as possible.

5.4 When moving classes in school:

- Information, including PCP Targets and Reports or Programmes from referral agencies will be passed on to the new class teacher in advance.
- For children with SEND Support, SEND and EHCPs and more complex needs there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff.

5.5 When moving to secondary school

- The Class teacher and or SENDCo will meet with the SENDCo at the receiving secondary school to discuss the specific needs of children with the SEND.
- Children who might find moving on more difficult will attend a small group in school, to support their understanding of the changes ahead. In addition, the school makes use of support provided by Woodlands to provide additional support for children. Children will be supported in follow-up work to ensure transition is as smooth as possible.
- Where it may be beneficial, children will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

6. How we adapt our curriculum and learning environment to include pupils with Special Educational Needs and Disabilities:

At Trinity, a range of resources will be deployed to meet children's varying learning needs. How these resources are deployed will depend on the child's specific needs. Where appropriate, the school will seek advice from external professionals to ensure the effective deployment of resources.

Resources and strategies include, although are not limited to:

- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards.
- Access to computers.
- Provision of individually tailored visual support packages for specific children including visual timetables and behavioural cue cards.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.
- Small group support work in classrooms from class teacher /TA.
- 1:1 support from allocated TA as appropriate.
- Small group / 1:1 support from voluntary helpers.
- Facilitating access to learning through appropriate differentiation of targets and tasks.
- Provision of specialist equipment or modified resources.
- Extensive use of visual support
- Implementation of specifically tailored support strategies and programmes as devised by Educational Psychologist, Occupational Therapist or Speech and Language Therapy as they are more commonly involved. Contribution of Learning Support Advisory Teacher/SENDCO

7. Our Provision for pupils with SEND: Staff expertise and securing specialist help

7.1 Staff Expertise

Our staff have developed a range of expertise to provide support for children with SEND.

The SENDCo is a specialist, learning support teacher. Through this the school has swift access to:

	Description
Assessment and review	<p>1:1 work with pupil, meeting with staff and parent/carer, report produced for school to share and discuss with family.</p> <p>Small group, max 6 pupils, assessment for Y6 SATs arrangements. Table of scores indicating whether individuals qualify for additional time will be given to school.</p> <p>Small group, max 4 pupils, YR screening. Short individual reports will be written indicating ideas for possible intervention/PCP targets.</p>
1:1 tuition	<p>1:1 work with pupil after discussion with school or based on findings of a previous assessment. A short summary report will be written at the end.</p>

Specialist 1:1 teaching	1:1 work with pupil delivering a specific teaching programme tailored to the individual needs of the learner based on a specialist assessment. A short summary report will be written at the end.
Social, Emotional and Behavioural Difficulties	1:1 observation of a child, discussion with teaching staff, report produced indicating management and intervention strategies. Meeting with Senior Management team / SENDCo to discuss whole school management and policies. ELSA support would be accessed. Woodland support can be accessed.
Autism Diagnostic Observation Schedule (ADOS)	If a child is causing concerns of an Autistic nature this screening can be used as part of the information gathered to assist clinicians make a diagnosis. Videoed assessment, meeting with staff and parents, report produced for school to share and discuss with parent.
Makaton Signing for Babies	For parents, family members, carers or members of professional teams who would like to sign with babies and children in their care and have no previous experience of Makaton. (Taken from Makaton web site).
Makaton Training (staff)	2 programmes available: The Foundation Workshop provides a detailed introduction to the Makaton Vocabulary combining a practical approach with theory and technical information. Signs and symbols from Core Vocabulary Stages 1-4 and Additional are taught during practical sessions. The lecture sessions cover research into sign use, symbols design themes, the use and purpose of Makaton, and an overview of alternative systems of communication. The Enhancement Workshop concentrates on improving and developing participants' own signing skills and translation skills using signs and symbols. Further signs and symbols for Core Vocabulary Stages 5-8 are taught. Practical sessions are supported by lectures that look in-depth at the users' needs, how to adapt communication to suit and how to identify and create opportunities through Makaton for the user to develop his or her communication skills and be better integrated into the community. (Taken from the Makaton web site).
Makaton Training (parents)	2 programmes available: The Beginners' Workshop provides a practical introductory workshop for parents and carers who need to use Makaton in everyday situations.

	<p>Signing instruction is given for Core Vocabulary Stages 1-4 and Additional. Makaton symbols are included and examples of their use are given. Methods for implementing and using Makaton are discussed and developed.</p> <p>The Follow-up Workshop concentrates on improving and developing signing skills and symbols skills and develops everyday use of the Makaton Programme. Further signs and symbols are taught for Core Vocabulary Stages 5-8. (Taken from Makaton web site).</p>
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In addition, a teaching assistant is trained as an Emotional Literacy Support Assistant (ELSA). This position, supervised by the LA Psychology Service, enables the school to swiftly support children with a range of emotional and mental health needs.

A resource base is equipped with additional materials and small groups of children are able to use the Wattlesborough & Yockleton rooms at timetabled slots if appropriate.

There is access to the school for wheelchairs and suitable toilet facilities for disabled children and adults. In addition, there is some facility for children who need particular medical help, which requires seclusion and privacy.

Staff with other specialisms:

Teaching and Support Staff have training in

- Emotional Literacy Support (ELSA)
- Friends 4 Life / Fun Friends
- Speech and Language Support in the Classroom
- Cool Kids

7.2 Securing specialist help

Where children will benefit from specialist help which the school is unable to provide from its own staff, the school will try to make contact with a range of agencies and other professionals to ensure that children receive the specialist help they need.

This might include, although is not limited to

- Assessment by an Educational Psychologist
- YSS (formally EnHance)
- Support from BEE-U (CAMHS)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Sensory Inclusion Service

Where appropriate, the school will liaise closely with external professionals to ensure that children are provided with the most appropriate support

7.3 How children with SEND are enabled to engage in activities with children in the school who do not have SEND

The school has a policy of inclusion and no child is ever prevented from taking part in an activity on the grounds of special educational need or disability.

Reasonable adjustments to situations away from the school site are considered so as to include all pupils based on accessibility or special educational needs. Where appropriate, the school would look to engage parents in discussions at an early stage in order to achieve this.

All activities outside the classroom have a comprehensive risk assessment and where there are concerns for safety and access further thought and consideration is put in place to ensure needs are met. Activities may be adapted for children with physical disabilities or special educational needs and staff liaise closely with parents when planning these activities.

In some cases, financial contributions are made by the school so that pupils are able to participate in activities where cost is a barrier. For more details, please see the school's Charging and Remission policy and Pupil Premium strategy.

7.4 Support for improving social, emotional and mental health (including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying)

We aim to create a community where everyone cares for each other, from the oldest to the youngest. Our teaching staff care about all the children in our school and are trained to provide a high standard of pastoral support. We have a zero tolerance approach to bullying in the school.

Our Behaviour Policy includes guidance on expectations, rewards and consequences, is fully understood and implemented by all staff throughout the school.

Children with SEND each have a one-page profile to enable them to articulate strategies and resources that they find beneficial.

A teaching assistant is trained as an Emotional Literacy Support Assistant (ELSA). This position, supervised by the LA Psychology Service, enables the school to swiftly support children with a range of emotional and mental health needs.

8. Evaluating the effectiveness of the provision made for children with SEND

An annual progress report is produced by the SENDCo for the Headteacher and governing body. Included in this report is an evaluation of SEND provision. The SEND link Governor, Mr Anthony Price, acts as a critical friend and aids the SENDCO in monitoring the effectiveness of the SEND provision.

- Assessing the impact of interventions for children with SEND
- Responding to feedback from pupils, parents and carers
- Taking into account best practice and learning from other schools to improve outcomes for children with SEND
- Undertaking regular performance management of staff to ensure they have the required skills and expertise to support children effectively.

SEND provision and pupils with SEND performance form an integral part of The School Development Plan. In this document, both provision and progress of specific groups of children are extensively evaluated so that clear targets for the next academic year can be set.

The LA also carries out its own monitoring of our provision. OFSTED will also thoroughly evaluate the effectiveness of our SEND provision when the school is inspected. The school regularly evaluates the effectiveness of provision made for children with SEND.

9. How children's needs are identified at Trinity. How teaching might be adapted and how support might be provided.

The following gives an indication of

- How varying needs may be identified and assessed over time.
- How teaching for varying needs might be adapted.
- The support that might be put into place to provide for children.

Clearly, children's needs will vary. As a result, the adaptations and resources that will need to be deployed will also vary.

1) Communication and Interaction Needs

i) Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments.</p> <ul style="list-style-type: none"> · Assessment by and intervention from speech and language therapist, on referral. <p>If after assessment a programme is set in place this is reviewed regularly by class teacher and other staff supporting the children</p> <ul style="list-style-type: none"> · The progress is recorded through the Pupil Centred Plan · Progress is shared every term with parents and pupils 	<p>Differentiated curriculum, planning, tasks, delivery and outcome</p> <ul style="list-style-type: none"> · Simplified timetables · Visual timetables · Consistent routines and expectations · Use of ICT · Use of talk partners during whole class and group learning sessions · Sentence buttons · Circle time · Regular show and tell sections where appropriate · Use of drama and hot seating. 	<p>The class teacher through good/ outstanding teaching and that the curriculum is adapted to meet all pupils needs.</p> <ul style="list-style-type: none"> · In class support with TA/CT · Small group work · Personalised programmes · Speech and Language support from therapist /TA in school · Mid-day and play time supervisors support during unstructured times during day. · Support children to develop confidence in speaking in class

ii) Autistic Spectrum Conditions

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<ul style="list-style-type: none"> · Identification is by the class teacher and other staff leading to referral for formal diagnosis through CAMHS (BEE-U) · Assessment by and intervention from specialist outside agencies through ADOS assessment where appropriate. · If after assessment a programme is set in place this is reviewed regularly by class teacher and other staff supporting the children · The progress is recorded through the Pupil Centred Plan · Progress is shared every term with parents and pupils. 	<ul style="list-style-type: none"> · Consistent rules, routines and reasons · Visual timetables / aids · Consistent expectations · Clear simple instructions · Awareness of sensory distractions: noise, texture, colours, smells in the environment and adaptation of classroom as appropriate. 	<ul style="list-style-type: none"> · Small group mentoring sessions with teacher working on 'Socially Speaking Programme' where social skills are taught. · TA trained to work with children identified on the ASC spectrum. · Visual timetables · Social stories · At unstructured times support staff and supervisors are made aware of the needs of specific children and adjustments made.

2) Cognition and Learning Needs

i) General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments</p> <ul style="list-style-type: none"> · Assessment by and intervention by class teacher with guidance from SENDCo <p>After assessment a PCP is set in place this is reviewed regularly / every term by class teacher and other staff supporting the children.</p> <ul style="list-style-type: none"> · The progress is recorded through the half-termly/6week record sheets · Progress is shared every term with parents and pupils. 	<p>Multisensory equipment/ activities given where appropriate to demonstrate concepts.</p> <ul style="list-style-type: none"> · The provision of non-verbal/verbal reasoning tasks · Sequencing activities · Memory training games · Teaching the meaning of subject specific vocabulary and having word banks. · Use of ICT and computer programs and games. · Visual time tables / resources around the class. · Differentiated homework given in form of phonics games, maths games. · Differentiated focus groups for spelling and phonological understanding using Letters and Sounds. · Checklists/ writing frames/ dictionaries/ modelling · Relevant targets from PCP are written in work books to remind children/support staff the focus for literacy / Numeracy 	<ul style="list-style-type: none"> · Small group / 1:1 support for children by special teacher for phonics. · Small group / 1:1 support for children by special teacher for maths. · 1:1 support for reading by voluntary reading helpers. <p>Small group support in class through individual and guided reading.</p> <ul style="list-style-type: none"> · Differentiated and small group support in writing and guided writing sessions. <p>Differentiated and small group support for maths.</p> <p>Nessy reading and spelling programme for individuals</p>

	<ul style="list-style-type: none">· Rigorous assessment for learning/ positive feedback, marking related to individual class / PCP targets	
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II) Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<ul style="list-style-type: none"> · Identification but not diagnosis is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments leading to referral for formal diagnosis from EP. · Assessment and Intervention by class teacher with guidance from SENDCo/ specialist Dyslexia teacher <p>After assessment, personal targets are set.</p> <ul style="list-style-type: none"> · The progress is recorded through the half-termly/6week record sheets. · Progress is shared every term with parents and pupils. 	<p>Calm, structured orderly environment.</p> <ul style="list-style-type: none"> · Multisensory activities. · ICT programs and games Number shark / Word shark, Number gym / Nessy · Simple verbal/ written instructions · Given time to process understanding and respond · Given extra time to complete tasks and tests. · Given tasks in small steps/ small amount of work at a time. · Have graphic / visual organiser · Maintain positive and helpful attitude and avoid criticisms. · Have sticker charts to encourage positive reinforcement. 	<p>1:1/small group support teacher.</p> <ul style="list-style-type: none"> · Small group /1:1 graded phonic books activities with specialist teacher · Small group work in class with teacher or TA. · Small group / 1:1 on understanding language of maths and concepts. <p>Using coloured overlays / reading rulers.</p>

3) Social, Emotional and Mental Health

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<ul style="list-style-type: none"> · Identification is by the class teacher followed by referral to specialist agencies. · Assessment and Intervention by class teacher with guidance from SENDCo/ specialist agencies. If after assessment a PCP is set in place this is reviewed regularly / every term by class teacher and other staff supporting the children · The progress is recorded through the half-termly/6week record sheets. · Progress is shared every term with parents and pupils. 	<p>Exciting and stimulating classroom and curriculum.</p> <ul style="list-style-type: none"> · Whole school behaviour policy · Rewards/ stars/stickers/ celebrating work · Circle time · Consistent routines / boundaries and expectations of behaviour 	<ul style="list-style-type: none"> - Small group / 1:1 work in class with teacher/ TA. - Access to an Emotional Literacy Support Assistant (ELSA) - Home school links. - Access to specialist support / agencies if needed such as Woodlands Outreach / BEE-U - Unstructured times support staff and supervisors are made aware of the needs of specific children. - Personalised programme/ targets that pupil and parents are aware of. - Specific programmes ('No Worries', 'Friends for Life') - Engagement with Early Help professionals Enhance (Family Support) / Lifelines(Bereavement)

4) Sensory and/or Physical Needs

1) Hearing Impairment

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for an appointment with their doctor.</p> <ul style="list-style-type: none"> · Identification is by the class teacher information from transferred schools, parental information. · Assessment and Intervention by class teacher with guidance from SENDCo / specialist agencies. · The progress is recorded through the half-termly/6week record sheets. · Progress is shared every term with parents and pupils. · 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. 	<ul style="list-style-type: none"> · Minimum distance between teacher and child to facilitate lip reading · Create optimal hearing environment by using noise dampening materials. · Have clear visual aids. · Word banks and precise teaching of subject specific vocabulary. · Face child in every oral communication (with good light i.e. not with window behind speaker) · Have specialised equipment for hearing impaired as advised/supplied by teacher of the deaf. 	<ul style="list-style-type: none"> · Staff made aware of difficulty in school during high noise level activities such as playtime, dinnertimes, PE to ensure safety of the child. <p>Classrooms given curtains / thicker carpets instead of blinds and tile floors.</p> <p>Awareness of health and safety issues such as not hearing the fire alarm.</p>

4)Sensory and/or Physical Needs
ii) Visual Impairment

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician.</p> <ul style="list-style-type: none"> · For pupils with significant impairments a request will be made with the sensory inclusion team. <p>This is usually request by the child's optician or by an optometrist.</p> <ul style="list-style-type: none"> · Pupils will be regularly reviewed and assessed by the sensory inclusion team. · Pupils will be regularly reviewed through internal tracking data, standardised assessments scores and national assessments such as SATs and year 1 phonics. · The progress is recorded through the half-termly/6week record sheets. 	<p>Pupils will be positioned near the front of the class so they can clearly see any visual information that is displayed.</p> <ul style="list-style-type: none"> · Any information that is displayed on the board will be presented as clearly as possible 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, then the teacher will ensure the furniture and resources stay in expected locations so they will be easy to find. <p>Worksheets will be provided in a format for optimal legibility. This might include font size, coloured paper, enlarged/simplified visual information e.g. maps, graphs. The SIS team will be able to offer guidance</p>	<ul style="list-style-type: none"> · Providing documents which use a larger font. · Using different coloured paper to print worksheets and tasks. · Using coloured overlays / reading rulers.

<p>· Progress is shared every term with parents and pupils.</p>		
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5) Physical Difficulties

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>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.</p> <ul style="list-style-type: none"> · The class teacher and TA will keep careful track of the child and record any observations. · If appropriate the Occupational team will give an assessment and additional strategies will be implemented. <p>Parents can also request an assessment with the Occupational therapist by visiting their doctor.</p> <ul style="list-style-type: none"> · If appropriate a request for statutory assessment 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, standardised assessment scores and national assessments such as SATs and year 1 phonics. 	<p>Pupils will be encouraged to sit with the rest of the class or small group to listen to ideas of others.</p> <p>They may be provided with a fidget toy to keep them focussed or an adult to sit near them to keep them on task.</p> <ul style="list-style-type: none"> · Pupils will be provided with resources such as pencil grips, laptops, so they are able to write about their own ideas. Tape recording opportunities to reduce writing · When the pupils are completing physical activities such as P.E. they will be encouraged to participate in the same way as their peers. <p>If this is not possible they will be given different resources and support from an adult.</p> <p>Information about their disabilities will be shared with external P.E staff.</p> <p>Risk Assessments and Personal emergency evacuation plans will be put in place against existing policies and procedures.</p>	<ul style="list-style-type: none"> · Pre-writing skills such as tweezers, using mazes. · Pencil grips / tri-grip pencils · Laptops · Wobble cushions · Writing slopes <p>Specialist furniture – if required</p> <ul style="list-style-type: none"> · Fidget toys · Interventions as suggested by the occupational therapy team.

<ul style="list-style-type: none"> · The progress is recorded through the half-termly/6week record sheets. · Progress is shared every term with parents and pupils. 		
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GLOSSARY OF TERMS

SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
ASC	Autistic Spectrum Condition
ELSA	Emotional Literacy Support Assistant

10. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

11 Contact details of support services for parents of pupils with SEND

Shropshire IASS

Description of service offered:

Shropshire Information, Advice and Support Service (IASS), provides free, confidential and impartial information, advice and support around Special Educational Needs and Disabilities, including health and social care. Support is offered from initial concerns about a possible SEN and disability, through to complex information and advice. Workshops, leaflets, support groups, training and other services are available, as well as 1 to 1 support. Children, young people, and parents / carers of children and young people aged 0 to 25 are supported. Also, Shropshire Information, Advice and Support Service (IASS) can provide an Independent Supporter (an independent person to help you transfer to the new system).

Opening hours:

The referral line is manned Monday to Friday 10 am till 4pm.

Address:

C/o Citizens Advice Shropshire
Fletcher House, 15 College Hill
Shrewsbury
Shropshire
SY1 1LY

Email: iass@shcab.cabnet.org.uk

Telephone: 01743 280019

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

Parent Partnership Services

Description of service offered:

Shropshire, Telford and Wrekin parent Partnership Services is part of a network of [National Parent Partnership Services](#) (PPS). These are statutory services offering information advice and support to parents and carers of children and young people with special educational needs (SEN).

We can:

- offer information and guidance.
- help with paperwork .
- help you put your views to the right people.
- help you to prepare for an education meeting or appeal, and support you if available.
- contact other organisations, with your permission, to get more information.

PPS are also able to put parents in touch with other local and national organisations. All Parent Partnership Services, wherever they are based, are at 'arm's length' from the LA and the services they provide are confidential and impartial.

Services offered:

- Accurate, impartial information and personal support to parents and carers of children with special educational needs
- A positive working relationship between parents, schools, Local Education Authorities (LEAs) and other professionals
- Development of support groups for parents and families
- Parent/carer support worker
- Parent participation worker

Contact: Debbie Gibbons (Parent Partnership Service Manager)

Website: <http://www.parentpartnership-shropshireandtelford.org.uk/>

Email: info@parentpartnership-shropshireandtelford.org.uk

Tel: 01952 457176

The Liz Yates Centre

The Poplars

Lightmoor

Telford

TF4 3QN

12 The local authority local offer

Our local authority's local offer is published here: <https://shropshire.gov.uk/the-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the headteacher and the SENDCO each year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Child Protection
- EYFS