



SEND INFORMATION REPORT

POLICY CONTROL	
Responsible Person:	Sarah Mclaughlin
Responsible Governor Committee:	Standards and Curriculum
Approved by Governors:	Autumn 2022
Review Date:	Autumn 2023

Be Ready
Be Respectful
Be Safe

Our Vision

The Addmore Federation aims to provide all children with a safe, stimulating and inclusive environment, where everyone feels valued, respected and supported. We have worked hard to create a broad, balanced and creative curriculum that provides opportunities for everyone to achieve, succeed and shine. We celebrate the achievements, gifts and cultural diversity of all, irrespective of individual differences (Equality Act 2010). Together we take pride in making a positive contribution to our school and wider community.

What is SEND?

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, and we shorten this to SEND. Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to access their learning, than most children and young people of the same age. These children and young people may need extra or different support with their learning.

The 2015 DFE SEN code of practise sets out the 4 main areas of SEND:

Communicating and interacting – for example where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulties in managing their relationships with other people, are withdrawn, or behave in ways that may hinder theirs and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN/D that covers more than one of these areas. To ensure that ALL children are given the opportunities to reach their full potential, the Addmore Federation adhere to The Equality Act (2010) which requires that schools:

- **Must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
 - **Must** make reasonable adjustments so that disabled children and young people are not disadvantaged.
- We have a duty to make '**reasonable adjustments**' to make sure those pupils with SEN/D are not discriminated against. These changes could include providing additional support, both in and out of the classroom or providing aids such as specialised equipment etc.

What is our teaching approach?

Quality First Teaching

Quality First Teaching (QFT) is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class and on-going formative assessments.

For your child this would mean:

- ✓ That the teacher has the highest possible expectations for your child and all pupils in their class.
- ✓ That all teaching is based on what your child already knows, can do and can understand.
- ✓ Different ways of teaching and learning are in place so that your child is fully involved in learning in class. This includes allowing your child to use a variety of learning styles, such as visual, audio and kinaesthetic.
- ✓ Work is differentiated at the appropriate level, but continues to be challenging enough to ensure that your child makes good progress for them.
- ✓ Work may be scaffolded with writing frames, prompts or use of equipment.
- ✓ Specific strategies (which may be suggested by the SENDco or outside staff) are in place to support your child to learn.
- ✓ Additional resources are available to further support your child's learning i.e. coloured overlays, visual aids, visual timetables.

ALL children in school are entitled to this as a part of excellent classroom practice.

How do staff identify that my child has SEND?

Our federation has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision is key, to support children to make progress.

When your child starts school, information will be reviewed and shared from your child's previous setting. This could be your child's nursery or any other previous school. In the first couple of weeks at school, baseline assessments will take place to allow teachers to identify where your child is with their learning journey. Throughout each academic year, staff will also carry out a range of formal and informal assessments as well as observations of all children. These assessments allow teachers to identify next steps needed to make good progress and any gaps that need to be further supported.

Staff hold termly SEND staff meetings which allows teaching staff to raise concerns and discuss strategies. If a member of staff becomes concerned about a child in their class, they will in the first instance discuss these concerns with the Special Educational Needs and Disabilities Coordinator (SENDco) and complete a 'concerns' form. This information will be shared with parents.

What happens if my child is identified as needing additional support?

At AddMore Federation, we apply a 'Tiered' approach to ensuring all our pupils with SEN/D are given the best opportunities to reach their full potential.

Monitoring

When a member of staff identifies that a child may need some additional support with an aspect of their learning, we put them onto 'Monitoring'. This means that your child's Class Teacher, the SENDCo, the Head Teacher and any support staff that may work with your child, are all aware that they currently need some additional care and support. This support is given in the form of QFT, by making small adjustments to teaching and learning styles and sometimes additional in class support given by an adult. Often on their learning journeys, children will have periods where their academic progress may dip for a variety of reasons, but in most cases with a little extra support, this picks back up after a few weeks and no further action is needed.

Intervention

This is identified when a child fails to make enough progress or their progress decreases in the monitoring stage. If the lack of progress is deemed significant enough, a child may be placed straight onto this tier of support. This will be discussed with parents/carers as necessary, often during parents evening, but this stage does not require a formal SEND meeting with school staff.

Your child will be supported through; continued QFT strategies and in class support as well as through some more targeted interventions, such as additional reading, small group work or more regular support given from the Class Teacher or a member of support staff. Your child's Class Teacher, the SENDCo and the Head Teacher will continue to monitor your child's progress over a set period of time, often a term. If in this time your child's progress is sufficient enough, they will be placed back onto monitoring. If progress is deemed to be insufficient after this stage, your child may complete further cycles of this support or may then be placed on the SEND register. This is always considered on a case by case basis, based on the child's individual areas of need or support.

SEND Register

This is identified when a child's progress continues to be insufficient for them, after **at least** two cycles (half termly) of additional strategies as described above have been put into place. Your child's Class Teacher, the SENDCo and the Head Teacher will formally place your child onto the SEND register. You will be informed of this in writing and will be invited in for a meeting with your child's Class Teacher to discuss their specific needs. Your child will be set specific targets, tailored to their individual needs and these will be shared with both the child and you as parents/ carers. These targets run for a term and will be reviewed by the Class Teacher and SENDCo at this end of this period. At this point, you will also be invited in to share your views on your child's progress. Your child will be supported to achieve these targets through continued QFT strategies and in class support as well as more targeted and specific interventions, tailored to your child's individual needs. These may include some 1:1 work and/or some small group work depending on need. At this point, outside agencies may be contacted to provide more specialised and

specific advice and strategies to support your child. Your child will remain on the SEND register for as long as is deemed necessary and this cycle of Assess, Plan, Do, Review (APDR) will continue. However, the SEND register is fluid and your child can be taken off or put back on as required.

Educational Health Care Plan (EHCP)

If your child’s additional needs are deemed severe enough, the SENDCo and the Head Teacher may wish to apply for an EHCP, or a child may enter the school setting already having secured this level of support. This can only be applied for when significant extra funding is required to enable the best possible support is given to your child and will always be considered on a case by case basis. If successful, the funding provided will be used to help tailor provision more individually for your child.

What do I do if I have concerns about my child’s needs?

We would always encourage parents to share information with us, particularly any changes, and to raise any concerns you have as soon as possible.

In the first instance this should be with you child’s Class Teacher. This may then lead to a meeting with the Class Teacher and the SENDCo to discuss the next steps.

How will staff support my child with SEND?

<u>Type of Need</u>	<u>Support Provided by school</u> Including but not inclusive to:
<p><u>Communication and Interaction</u> Including but not inclusive to: Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> ✓ We use visual timetables when needed to support children to understand what will happen and when it will happen. ✓ We provide areas with reduced distractions and low stimulus when required. ✓ We offer additional support during break and lunch time when appropriate, such as debriefs and end of day activities. ✓ We run small groups focusing on social skills as and when required. ✓ Additional time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety. ✓ We run individual speech and language sessions based on a child’s needs. ✓ We provide additional time within the classroom setting for children who require additional time to respond. ✓ We access the expertise and advice from the LA/NHS Speech, Language and Social Communication team. ✓ We access the expertise and advice of the Special Educational Needs teaching and support service (Woodlands Outreach ASD team and Spectra) to ensure the needs of children are clearly identified.
<p><u>Cognition and Learning Needs</u> Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD) Including but not inclusive to: Dyslexia, Dyscalculia, Global Development Delay.</p>	<ul style="list-style-type: none"> ✓ We access the expertise and advice of the Special Educational Needs teaching and support service (Woodlands Outreach learning team) to ensure the needs of children are clearly identified. ✓ We support referrals to the specialist team at PRH to assess for Meares Irlen Syndrome or visual stress. ✓ We provide small group or 1:1 support with a focus on English or Mathematics skills, depending on need. ✓ We use intervention programmes to improve English or Mathematics skills such as: Toe-by-Toe, Little Wandle, Phonics/Spelling Play, Word Shark, Number Shark, Dyslexia Gold, Pathways to Progress, Plus 1, Power of 2, Speed Up Handwriting etc

	<ul style="list-style-type: none"> ✓ Some of these programmes require group work, whilst some are independent and some require TA or teacher support. ✓ We provide resources to support children with specific needs- e.g. coloured overlays and coloured exercise books, Twist and Write Pencils, Wobble Cushions, Writing Slopes etc.
<p><u>Sensory and Physical Needs</u> Including but not inclusive to: Hearing/Visual Impairment Physical Disabilities Multi- Sensory Impairment Medical Needs</p>	<ul style="list-style-type: none"> ✓ We provide support and practical aids where appropriate to ensure pupils can access the curriculum. ✓ We seek advice and guidance from the School Nurse for pupils with significant medical needs. ✓ We request and act upon advice and guidance from the Hearing Impairment Service, the Occupational Therapy Service (OT) and other expert practitioners as and when required. ✓ We run interventions such as ‘Cool Kids’ to support children with fine motor difficulties and follow resources and advice provided by the OT team. ✓ When it is appropriate, we use ICT to enhance pupil’s access to the curriculum. ✓ When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child.
<p><u>Social, Emotional and Mental Health Needs</u> Including but not inclusive to: Mental Health Condition Social Difficulties Emotional Difficulties</p>	<ul style="list-style-type: none"> ✓ We provide excellent pastoral care for our children. ✓ We deliver comprehensive PHSE and RSE Curriculum, which allows children to manage relationships, emotions and choices. ✓ We run an annual mental health awareness workshop, which may include outside professional visiting our school. ✓ We access the expertise and advice of the Special Educational Needs teaching and support service (Woodlands Outreach behaviour support service) to ensure the needs of children are clearly identified. ✓ We complete risk assessments/behaviour management plans and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities. ✓ Staff have accessed Level one and Level two ‘Attachment Training’ through the virtual school ✓ All staff are trained to use ‘Positive Handling’ techniques. ✓ We can put in place a short term support for children with a specific emotional need, for example, bereavement. ✓ We use the No Worries scheme to deliver small group sessions with a focus on self-esteem and improving confidence. ✓ We have an ELSA (Emotional Literacy Support Assistant) trained member of staff on each school site. ✓ We run small group sessions with a focus on social skills. ✓ We seek the expert advice and support of outside agencies, including the School Nurse and Bee U (formerly CAMHS).

All of our interventions are monitored regularly to ensure that the needs of our children are well met and that any changes needed, are made quickly.

Who are the key staff and how will they support my child with SEND?

Role	Name	Responsibilities
Head Teacher	Stephany Henney	The Head Teacher is in charge of the day to day management of all aspects of the school, which includes support for children with SEN/D. She will delegate responsibility to the SENDCo and Class

supported by the Deputy Head Teacher	Victoria Baillie	<p>Teachers but is still responsible for ensuring that your child's needs are met.</p> <p>The Head Teacher, in consultation with the governing body set the SEND budgets.</p> <p>The Head Teacher monitors progress of all children and discusses with the SENDCo and Class Teachers how interventions are enabling SEN/D children to make progress.</p> <p>The Head Teacher monitors training for staff so they are aware and confident about how to meet the needs of your child and others in the school.</p>
SENDCO	Sarah McLaughlin	<p>The SENDCo coordinates support for children with SEND and develops the schools relevant SEND documentation. This is to make sure all children receive a high quality response to their needs.</p> <p>The SENDCo will liaise with professional bodies who may be coming into school to help support or assesses your child's learning e.g. Speech and Language Therapists or Educational Psychologists.</p> <p>The SENDCo will develop and review the provision that is provided for children in both schools. This is discussed with Senior Leaders and Class Teachers to discover what is working well and what needs to be changed. This ensures provision is effective and timely.</p> <p>The SENDCo offers support and guidance to Class Teachers and Support Staff across both school's so they feel confident to support a range of additional needs.</p> <p>The SENDCo provides support to parents through meetings, phone calls and resources should they wish to discuss any specific areas of concern</p> <p>The SENDCo will liaise with the Head Teacher about future training opportunities for class teachers and other staff.</p>
Class Teachers	<p>Victoria Baillie</p> <p>Sarah McLaughlin</p> <p>Sian Jones</p> <p>Anna Greenway</p> <p>Kimberly Archer</p> <p>Eleanor Rawsthorne</p> <p>Lorraine Barber</p>	<p>The Class Teacher ensures your child has access to good quality teaching (QFT) and that the curriculum is adapted to meet your child's individual needs.</p> <p>They will also regularly assess the progress of your child's learning, plan and deliver and review (APDR) any additional help your child may need. This includes writing and reviewing targets, organising targeted intervention, planning additional adult support and adapting resources.</p> <p>The Class Teacher ensures that all members of staff working with your child in school, are aware of your child's individual needs, what adjustments need to be made and are supported in delivering planned intervention.</p> <p>The Class Teacher will liaise with the SENDCo if they have any concerns about a child in their class and discuss any amendments that may be necessary.</p>
Teaching Assistants	<p>Georgina Jones</p> <p>Gwen Burns</p> <p>Helen Dykes</p> <p>Katie Jones</p> <p>Marlis Arblaster</p> <p>Emma Butler</p> <p>Nicky Von Dinther</p> <p>Karen Thomas</p>	<p>Teaching Assistants and Intervention Leaders, work alongside the Class Teacher and SENDCo to deliver specific interventions in, and outside of the classroom where needed. Full training is provided for all our support staff and the effectiveness of all interventions are monitored regularly by the Class Teacher and SENDCo.</p> <p>Support Staff contribute to observations and ideas to the termly reviews of children's progress. They assist in observing and monitoring the progress of all children within the class. All support</p>

	Lorraine Barber	staff are included in the discussions about assessment and next steps Teaching Assistants support children with their everyday learning within the classroom setting. This includes whole class work, group work and paired work.
Other Support staff	Katie Jones Marlis Arblaster Nicky Von Dinther Ann Tracey Laura Sanders Jean Haywood Helen Mitchell Nicola Hughes Jackie Plant	Other adults such as lunchtime supervisors and admin staff are made aware of the needs of our children and support school staff by taking care of the children, observing behaviours, liaising with class teachers and reporting concerns.
SEND Governor	Jenny Nixon	Our SEND Governor works collaboratively with the SENDCo and Head Teacher to ensure the school's SEN/D documentation is kept up to date. They ensure the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. They make termly visits to understand and monitor the provision offered by the school to children with SEN/D.

What training do the staff within the Addmore Federation have to support my child?

In accordance with the SEND Code of Practice, the SENDco is working towards gaining the NASENCO Award. This is a qualification that all SENDco's are required to have, within 3 years of taking up the position.

The Head Teacher and SENDco continuously monitor opportunities for staff training and take and are proactive with training staff to meet the needs of the children.

The staff have recently accessed training in the following areas

- ✓ ELSA Training (2022)
- ✓ ASD Support Strategies Training (2022)
- ✓ No Worries Training (2022)
- ✓ Speech and Language training (2021)
- ✓ Working towards a Level 5 qualification in Dyslexia (2020)
- ✓ Attachment training (2020)
- ✓ Emotional Regulation- Spectra (2019)
- ✓ Supporting behaviour in the Classroom- Local Authority (2019)
- ✓ Tier 1 Autism training – Woodlands Outreach (2019)

How is additional provision and support funded?

When the school identifies that a child has SEN/D they will receive an identified amount of money within their overall budget after the October Census. This is known as a notional SEN/D budget. This money is used to help us: provide high quality provision, purchase additional resources and interventions, pay for additional adult support and in some cases will be used to purchase time with an outside agency for further advice and support.

When a child's needs cannot be met through the notional budget the SENDCo may decide to apply for Graduated Support Pathway funding (GSP). This is additional funding that schools can apply for and will require evidence and additional information such as reports from other agencies. Some children are identified as needing a higher level of individualised support which cannot be met by either of the above

funding types. In this case, the SENDCo, alongside the Class Teacher and parent will apply for an Educational Health Care assessment. If the assessment suggests that your child is in need of and EHCP the Local Authority will allocate your child an individualised budget. This will help school to purchase additional adults, support from other agencies, additional resources, 1:1 support in or out of the classroom if appropriate. Parents are involved in discussions regarding how this money is spent for their child

How will the parent and child be involved in the process?

Parent- If a child is placed on the SEND Register, you will be informed in writing. Your child's Class Teacher's will then contact you to arrange a suitable date to come in and discuss your child's individual needs and targets that have been set. This may be near the end of the term when review meetings are usually held. Once a child has been identified as having SEND, parents can expect to be involved in termly reviews with the Class Teacher to discuss and review their targets.

Parents are encouraged to contribute to their child's support in school and will be supported with strategies that may be useful to help with learning at home. Parents will be informed of any decisions made about their child's support and will have access to advice and guidance each step of the way. If a child is placed on the 'Monitoring' or 'Intervention' stage of our tiered response, informal discussions may be held with parents and these are likely to be at parent's evenings, whilst discussing your child's overall progress.

Children- We encourage involvement from all our SEN/D children when it comes to their learning journeys. We capture 'Pupil Voice' at our termly review meetings so they have an opportunity to explain what they think is going well with their learning and also contribute to anything different that might be needed. Children also complete an annual 'One Page Pupil Profile' which outlines to all adults who may work with them, what strategies work best for them and what does not work quite so well.

What transition support is in place to support my child's journey through education?

When your child starts school, information will be reviewed and shared from your child's previous setting. Sharing of information is key to early identification of needs, which allows teachers to organise support and provision quickly. As your child progresses into different classes or phases of their primary education, special needs are discussed with receiving members of staff. The previous teacher, alongside the SENDCo, will meet to share information and organise ongoing support.

As your child transitions to secondary school, the Class Teacher and SENDCo will liaise with relevant members of staff, to ensure information is shared. Children with SEN/D have access to additional secondary transition support such as: additional school visits, meet and greets with key members of staff and emotional transition support. Our federation also has access to transition support from the Woodlands Outreach service, where children will be given the opportunity to explore how to navigate maps, timetables, money and friendship support etc.

Outside agencies

This is where the SENDCo makes contact with other professions for additional advice and support with meeting the needs of the child. We work closely with the following agencies:

Woodlands Outreach- This service is accessed through school. Provides integrated support for pupils who present with SEBD (Social, Emotional and Behavioural Difficulties), Autistic Spectrum Disorder (ASD) and Learning Needs across the county. In addition to supporting individual children the service offers qualified, experienced and highly respected staff who can also provide a range of support, materials and training for schools and professionals- <http://www.woodlandscentre.org/woodlands-outreach/>

Speech and Language Team (SLT)- provide assessment and treatment of speech, language, communication and/or swallowing difficulties for children and young people from birth to 16 years old (or to 19 years if in full time education). <https://www.shropscommunityhealth.nhs.uk/childrenspeechlanguagetherapy>

Educational Psychologists- offers training, advice and psychology reports for schools and other settings- <https://www.shropshirelg.net/services/educational-psychology-service>

The Sensory Inclusion Service- The Sensory Inclusion Service (SIS) supports children and young people with hearing and/or visual difficulties and their families. Their aim is to provide a wide range of support to ensure children and young people have a good quality of life, achieve their academic potential and are included in their local community- <https://shropshire.gov.uk/the-send-local-offer/practitioners/sensory-inclusion-service/>

Occupational Therapy Team- Occupational Therapists provide advice for children, families and professions who are caring for someone whose ability to carry out functional skills is compromised- <https://www.shropscommunityhealth.nhs.uk/childrens-occupational-therapy>

BeeU- BeeU is Shropshire, Telford & Wrekin's Children and Families Emotional Health and Wellbeing Service. The service is a partnership between providers that ensure that children, young people and their families get timely and appropriate support for emotional health and wellbeing support. <https://camhs.mpft.nhs.uk/beeu>

The following services can be accessed through school or by parents directly.

Early Help- Early help means taking action to support a child, young person or their family as soon as a problem emerges. It involved the school and the Early Help Team. It can be required at any stage in a child's life, from pre-birth to adulthood, and applies to any problem or need that the family can't deal with alone. Early Help can help families and children to access additional support from other relevant agencies. - <https://shropshire.gov.uk/early-help/>

BEAM- Children and young people of all ages and their parents can access any of The Children Society's drop-in sessions – BEAM, without an appointment or referral. Here they can talk to an experienced practitioner who will listen to and support them with any challenges facing them regarding emotional health and wellbeing. BEAM also offer several workshops focusing on a specific issues. <https://www.childrensociety.org.uk/information/young-people/well-being/services/beam-shropshire-telford-wrekin>

Enhance- Offer a range of services to support children and families with social, emotional and mental health issues. This service is accessed through the early help process- <https://www.yss.org.uk/enhance>

Autism West Midlands- Offer advice and support for professionals and families that support a person with Autism- www.autismwestmidlands.org.uk

Information Advice Support Service (IASS)

Free and impartial support for children and young people aged 0-25 years with special educational needs and disabilities and their parents/carers

T: 01743 280019 (Monday to Friday 10am – 4pm)

E: IASS@cabshropshire.org.uk

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

Shropshire Local Offer

For more information and support on the provision that is available in Shropshire please visit:

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

Who can I talk to if I need support, advice or if I need to make a complaint?

The first point of contact is your child's Class Teacher. They are always happy to discuss any of your concerns or answer any questions.

Alternatively an appointment can be made to see the SENDCo, Miss Sarah McLaughlin or the Head Teacher, Mrs Stephany Henney by contacting either:

Adderley C of E Primary School

Adderley

Market Drayton

Shropshire

TF9 3TF

E: adderleyadmin@addmorefed.shropshire.sch.uk

T: Jackie Plant (School administrator) 01630 653829

Moreton Say C of E Primary School

Moreton Say

Market Drayton

Shropshire

TF9 3RS

E: moretonsayadmin@addmorefed.shropshire.sch.uk

T: Helen Mitchell/ Nicola Hughes (School Administrators) 01630 638465