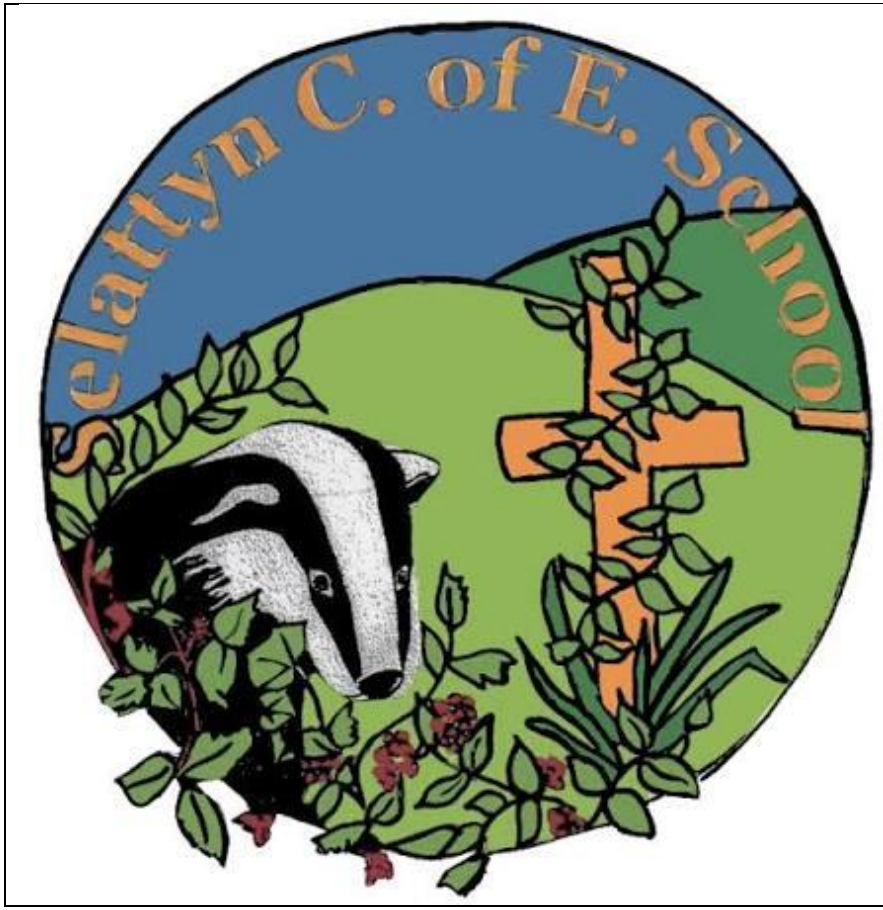
SELATTYN CHURCH OF ENGLAND PRIMARY SCHOOL



SEND POLICY
&
INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS AND / OR DISABILITY

SEPTEMBER 2026

REVIEW SEPTEMBER 2027

Reviewed: September 2026

SELATTYN CHURCH OF ENGLAND PRIMARY SCHOOL



MISSION STATEMENT

Selattyn Church of England Primary School takes pride in being a small, special, successful family with an overriding, caring Christian ethos.

Christian values run as a thread through our learning and teaching and collective worship forms an important part of our daily life.

We nurture and utilise our unique rural environment and draw from and contribute to our local community and church.

We believe in the realisation of each individual's true potential regardless of their ability or social background through their personalised learning and spiritual journey with an onus on making education exciting and fun.

Headteacher's vision statement for 2026 / 2027

SELATTYN C.E. PRIMARY SCHOOL takes pride in being a small, special, successful, family learning environment with an overriding, caring Christian ethos.

- is a place where Christian values are woven as a thread through all our learning and teaching and are linked to defined British values.
- is a place where we aim for all children and stakeholders to feel safe, happy and valued.
  develops and fosters strong relationships between children, staff and the community, based on our primary school rules of respect in everything we do.
- is fully inclusive.
- is a place where everyone is equal and we all have the right to be heard and listened to.
- is a learning environment committed to nurturing and supporting each individual, in their cognitive development and their social/emotional development and mental well-being.
- is committed to healthy lifestyles for all.
- encourages and supports all children in becoming independent, self-motivated learners, who are challenged to meet high expectations, have high expectations of themselves and make excellent progress.
- is a place where challenging academic progress and attainment runs hand in hand with mental well-being and development of spirituality and character.
- believes in the realisation of everyone's true potential through their personalised learning and spiritual journey.
  has a broad, balanced and creative curriculum focussed on making education exciting, stimulating and fun.
- is a place where children make use of outside and inside space, nurturing and utilising our unique rural environment for learning experiences.
- draws from and contributes to our local community and church.
- reflects on wider global issues through PSRHE, Collective Worship, Local Curriculum sessions and visitors to the school throughout the school year.

- is a place where children and staff have a strong, developing sense of social responsibility, locally, nationally and globally.
- is a great place to grow as individuals and learn to be the best that we can be.

This policy outlines how we identify and manage Special Educational Needs and Disability in our school to ensure that pupils requiring SEND support achieve their full potential. This policy is supported further by Selattyn CE Primary School's SEND Information Report, Medical Needs Policy and Equal Opportunities Policy.

SELATTYN CHURCH OF ENGLAND PRIMARY SCHOOL SEND POLICY

PRINCIPLES

We endeavour to:

- Monitor the progress of all pupils.
- Work closely with pupils and parents / carers and listen to their views.
- Ensure equal opportunities and commit to meeting the needs of all our pupils.
- Fully integrate pupils with SEND into the life of the school.
- Ensure we are offering an inclusive curriculum where the needs of all learners are catered for.

In order to properly support children with SEND, with regard to the principles set out in the Code of Practice (2015), we believe in the importance of:

- The participation of children and their parents in decision making.
- The early identification of pupils' needs and early intervention to support them.
- Greater choice for pupils and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of pupils with SEND.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for key transitions, including starting school and moving to secondary education.

Identification of Pupils with SEND

The Code of Practice (2015) states that:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Pupils with SEND may:

- make significantly slower progress than their peers
- fail to meet their own previous rate of progress
- fail to close the gap in attainment
- widen the gap in attainment

The four areas of Special Educational Need and Disability:

1. Cognition and Learning. Needs may include: Specific learning difficulties (SpLD), Moderate learning Difficulties (MLD), Severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD).

2. Social, Emotional and Mental Health Difficulties. Needs may include: Attention disorder(ADD), Attention deficit hyperactive disorder (ADHD) and Attachment disorder.

3. Communication and Interaction Needs. Needs may include: Speech, language and communication needs (SLCN), Autism (Including Asperger syndrome).

4. Sensory and/or physical needs. Needs may include: Visual impairment (VI), Hearing impairment (HI), Multisensory impairment (MSI), Physical disability (PD).

How we support pupils with these specific needs can be found in our SEND Information Report.

We are committed to the early identification and support of pupils. When a child is identified as requiring additional support, a Pupil Centred Plan (PCP) is created, with support recorded under the Wave System. In accordance with a graduated approach (Assess, Plan, Do, Review), targets are reviewed termly and interventions and support can be monitored and adapted to suit the individual needs of the child.

The Graduated Response

At Selattyn Church of England Primary, we operate a four tier Wave System in alignment with Trust guidance to monitor and deliver support.

Wave 1 - Quality First Teaching (QFT) and Adaptations. High quality, fully inclusive teaching tailored to the needs of all children. This includes standard classroom adaptations, such as visual timetables, writing slopes, or specialized seating cushions.
Wave 2 - Targeted Catch-Up Interventions: Where a pupil requires a short-term boost to bridge minor gaps in learning (e.g., a targeted booster group for spelling or phonics). These are time-limited, internal school interventions designed to accelerate progress back to age-related expectations.
Wave 3 – SEN Support & The SEND Register: If a pupil does not make expected progress despite Wave 2 interventions, or exhibits persistent learning barriers, a special educational need is identified. Parents are formally notified, and the pupil is placed on the school's SEND Register at the SEN Support level. A Pupil Centred Plan (PCP) is co-produced with parents and the SENCO, using the statutory Graduated Approach (Assess, Plan, Do, Review) to establish heavily tailored 1:1 or small-group provision. Specialist advice from external agencies may be sought at this stage.
Wave 4 – Education, Health and Care Plans (EHCP): For pupils with complex, long-term needs who require significant additional statutory funding and provision beyond what the school's standard budget can provide.

Management of SEND

• Parents/carers will be kept informed of any additional or different provision being given and are invited to contribute to and attend any review meetings about their child.

• Person Centred Plans (PCP's) will be created by class teachers and monitored by the SENCo.

• Pupils with SEND will have carefully differentiated learning challenges.

• Pupils with SEND will be carefully monitored through the Graduated Response (Assess, Plan, Do, Review) whereby staff and parents/carers revisit and refine previous targets and decisions to enable a growing understanding of the techniques and methods that enable the pupil to make progress and secure outcomes.

Role of the SENCo:

THE SENCo at our school is Ms April Hughes, who has over 20 years experience as a class teacher and is currently undertaking the National Professional Qualification for Special Educational Needs Co-ordinators (NPQ SENCO), with completion expected in 2027.

The SENCo is responsible for:-

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' 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, The Marches Academy Trust and 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) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Role of the Governing Body

The SEND Governor with responsibility for oversight is Mrs Helena Parrot. Mrs Parrot is actively involved with developing and monitoring the SEND Policy and SEND information Report. The SEND Governor meets regularly with the SENCO throughout the academic year to review strategic data, monitor the effectiveness of provision, and ensure statutory compliance. SEND provision is an integral, strategic part of our School Development Plan.

Admissions

We welcome pupils with special educational needs and disabilities and will work with families and relevant professionals to identify and meet their needs. Admissions will be managed in accordance with the applicable statutory requirements, including the Equality Act 2010, the School Admissions Code and the statutory requirements relating to Education, Health and Care Plans (EHCPs).

Review Date: September 2027

SELATTYN C. E. PRIMARY SCHOOL INFORMATION REPORT FOR SPECIAL

EDUCATIONAL NEEDS AND/OR DISABILITIES

SEPTEMBER 2026

Selattyn C. E. Primary School is small, rural Church of England School, with pupils ranging from 4 to 11.

There are currently four classes within our school:

Class 1 – Reception and Year 1 Pupils
Class 2 – Year 2 and Year 3 Pupils
Class 3 – Year 4 Pupils
Class 4 – Year 5 and Year 6 Pupils

"Selattyn Church of England School takes pride in being a small, special, successful family with an overriding, caring Christian ethos. Christian values run as a thread through our learning and teaching and collective worship forms an important part of our daily life. We nurture and utilise our unique rural environment and draw from and contribute to our local community and church. We believe in the realisation of each individual's true potential, regardless of their ability or social background, through their personalised learning and spiritual journey with an onus on making education exciting and fun. We aim to develop a culture of true inclusion and diversity where all individuals are proud of their identity and are able to participate fully in school life."

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states: SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

We may offer the following range of provision to support children with SEND

Class teachers are responsible for:-

- Ensuring that all children have access to Quality First Teaching (QFT) and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary.

- Writing Person Centred Plans (PCP's), setting personalised targets and reviewing each term in line with the Graduated Response process of Assess, Plan, Do, Review.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

  Contacted by: arranging an appointment by telephoning the school.

The Special Educational Needs Co-ordinator (SENCo) is responsible for:-

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that as parents you are:

  - involved in supporting your child's learning
  - kept informed about the support your child is receiving
  - involved in reviewing their progress
  - involved in planning of your child's next steps of learning.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

- Supporting your child's class teacher to write Person Centred Plans (PCP's), incorporating the targets set for your child to achieve.

  Contacted by: telephoning the school to make an appointment.

Teaching Assistant / Learning Support Assistant will be responsible for:-

- Supporting children as directed by class teachers or SENCo and carrying out targeted support or interventions as directed.

The Headteacher is responsible for:-

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that each child's needs are met. This includes overseeing the co-ordination of support for children with special needs and/or disabilities. The monitoring of the support each child is receiving. The liaison by others of additional professional support involved in each child's learning e.g. Speech and Language Therapy, Educational Psychology etc. as necessary.

- Monitoring training for staff so they are aware and confident about how to meet the needs of individual children.

- Providing specialist support for teachers and support staff in school so they can help pupils with SEND within the school to achieve their potential.

- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

Contacted by: telephoning the school for an appointment

The SEND Governor is responsible for:-

- Making sure that the school has an up to date SEND Policy and Information Report.

- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

- Reporting to Governors on the success of SEND provision within the school.

Contacted by: Emailing or writing to the SEN Governor via the school office.

HOW WE CONSULT WITH PARENTS AND CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies may be used.

Shropshire SEND Information, Advice and Support Service (SENDIASS) provides free, confidential and impartial information, advice and support to parents and carers of children and young people with special educational needs and disabilities (SEND). If you have concerns about your child's progress, special educational needs or the support they receive in school, SENDIASS can help you understand your options, rights and responsibilities. The service is independent of individual schools and academy trusts.

For further information, visit the Shropshire SENDIASS website or contact the service on **01743 280019** or **iass@cabshropshire.org.uk**.

• Information from outside professionals will be discussed with you, either with the professional directly or with the SENCO. This can take place in the school setting or as a written report.

• Person Centred Plans (PCP's) will be reviewed each term and discussed at termly meetings. Parent / carers views are recorded within the plans.

• Homework will be adjusted as needed to meet your child's individual needs.

• A home / school book may be used to support communication with you if this would be useful.

• We hold an 'open door' policy so all parents / carers can talk to staff about concerns or worries, progress or next steps.

HOW WE CONSULT WITH OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Class teachers and / or SENCO discuss the targets on the PCP with the children to make them aware of what they need to work on. Children's views are recorded where appropriate.

• We investigate different learning styles and consult with the children, if appropriate, as to how they feel they learn best.

• If a child receives an EHCP, he or she will have an input into the form for the annual review meeting.

• We have a School Council where children's voices are heard.

• We have a strong Christian, family, caring whole school Ethos and a well embedded RSHE programme.

HOW WE SUPPORT OUR PUPILS AT TIMES OF TRANSITION

IF YOUR CHILD IS MOVING TO ANOTHER SCHOOL:

- We will contact the new school's SENCO and ensure they have necessary details regarding support and organisation.
- We will transfer all appropriate records about your child to the new school as soon as possible.

WHEN MOVING CLASSES IN SCHOOL:

- Information regarding Learning Targets, class organisation and general information will be shared with the new class teacher.
- All pupils have a 'taster' half day in their new classes; extra sessions may be arranged if appropriate.
- For pupils who have an EHCP or who have more complex needs specific training, planning or preparation will be discussed by previous class teacher, SENCO and new class teacher.
- Weekly staff meeting agenda includes time to discuss SEN pupils' progress and well-being.

WHEN MOVING TO SECONDARY SCHOOL:

- At transition stage to Secondary school, all pupils are consulted about their expectations, concerns or worries regarding their next school and close contact is established with staff and key workers from their new staff if necessary.
- SENCo / Class teacher meets with parents, secondary school SENCO and key workers to discuss the specific needs of any child on the SEN register or who is vulnerable or has barriers to learning.
- Year 7 co-ordinators visit our school to speak to all pupils in an informal session.
- Year 7 co-ordinators and secondary SENCOs are invited to all Annual Reviews.
- Additional sessions are organised for visits to the new setting for familiarisation should this be appropriate.

HOW WE ADAPT OUR CURRICULUM AND LEARNING ENVIRONMENT TO INCLUDE PUPILS WITH SPECIAL EDUCATIONAL NEEDS:

An access plan highlights the current facilities which include:

- Two all-access toilets; one for each site.
- Access for disabled/wheel-chaired parents, carers or pupils via the rear of the school.
- Flexible teaching allocation to classrooms to allow for any disabled pupil to remain in the top site of the school.
- Resources are purchased where necessary to facilitate inclusion, progress and well-being.
- Advice is taken from outside agencies and our considerable experience is drawn upon to generate specifically tailored support strategies and programmes.
- Provision of specialist equipment or modified resources is made within budget if needed.
- Teaching Assistants support pupils with SEN as directed by class teachers / SENCo. This may be on a one to one basis, two to one basis, small group basis or larger group basis.
- Access to learning is facilitated through appropriate differentiation of targets and tasks.
- Use of interactive whiteboards and computers in all classes.
- Flexible mixed-aged classes and quality first teaching provides pupils with access to other classes for sessions in order to meet individual needs.

OUR PROVISION FOR PUPILS WITH SEND

COMMUNICATION AND INTERACTION

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• Pre-School transition meeting / information. • Identification is by whole staff review of whole school assessment pupil tracking	• Quality first teaching strategies • Differentiated curriculum, planning, tasks, delivery and outcome. • Simplified, individual timetables • Consistent routines and expectations	• Teaching and curriculum is adapted to meet the needs of all pupils within a positive, family based Christian Ethos. • In class support

SPEECH, LANGUAGE AND COMMUNICATION NEEDS

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• class teacher / staff observations, SENCo observations, parental information, information received from other schools, outside agency information and referrals, on-going in class assessment. • Following assessment any programmes set in place are regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • more frequent progress meetings may be set up between class teacher and parent or SENCo and parent if necessary.	• Quality first teaching strategies • Use of ICT • Use of support in class sessions • Celebration Assembly • Use of drama, art, music	• Small group and individual work • One to one tuition sessions • Some to one tuition sessions • Personalised programmes • Speech and Language advice and support to Class Teachers • Educational Psychologist advice and support to class teachers • Behaviour support advice to Class Teachers • Play time and lunch time supervision support

AUTISTIC SPECTRUM DISORDER / CONDITION

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• Pre – School transition meeting / information. • Identification is by the class Teacher / SENCo/support staff, leading to referral to formal diagnosis. • Assessment by and intervention from specialist outside agencies. • Following assessment any programmes set in place are regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCo and parent if necessary.	• Quality first teaching strategies • Small, nurturing school with emphasis on self-worth and true inclusion. • In class support; one to one or small group. • Assess preferred learning type and adapt task with support. • Consistent rules, routines and reasons • Visual timetables and aids to learning and structure of the day. • Consistent expectations. • Clear simple instructions. • Awareness of sensory distractions; noise, texture, colour, smell, space. • Adapt classroom and environment as appropriate.	• One to one sessions where appropriate to work on social stories, social acceptance, social skills and strategies. • SENCo experienced in working with ASD pupils. • Individual programmes tailored for pupils both in class time and in unstructured times. • Support staff deployed in unstructured times if necessary. • Networking advice through The Marches Academy Trust providing support for parents, pupils and staff. • CAMHs advice • Educational Psychologist advice. • Regular support meetings with parents if necessary.

COGNITION AND LEARNING

GENERAL / MODERATE LEARNING DIFFICULTIES

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• Pre – School transition meeting / information. • Identification is by whole staff review of whole school assessment pupil tracking, class teacher / staff observations, SENCO observations, parental information, information received from other schools, outside agency information and referrals, on-going in class assessment. • Assessment by and intervention from specialist outside agencies. • Following assessment an PCP is set in place, this is regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCo and parent if necessary.	• Quality first teaching strategies • Flexible mixed-aged classes and teaching provides pupils with access to other classes for sessions in order to meet individual needs. • Adapting teaching to maximise children's learning styles. • Using multi-sensory equipment / activities where appropriate. • Differentiating work and outcomes. • Providing support within class; one to one, two to one or small group support. • One to one tuition sessions. • Teaching subject specific vocabulary in advance. • Use of ICT and computer programmes. • Visual timetables and resources. • Check lists, frameworks, modelling. • Relevant targets linked to PCP's for personalised learning journeys.	• One to one tuition sessions. • Some to one tuition sessions. • One to one in class support. • Some to one in class support. • Small group in class support. • Follow advice from outside agencies. • School mixed aged family system for support in unstructured times

SPECIFIC LEANRING DIFFICULTIES E.G. DYSLEXIA, DYSCALCULIA

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• Pre – School transition meeting / information. • Identification but not diagnosis is by whole staff review of whole school assessment pupil tracking, class teacher / staff observations, SENCo observations, parental information, information received from other schools, outside agency information and referrals, on-going in class assessment, leading to referral for formal diagnosis. • Assessment and intervention by class teacher with guidance from SENCo / specialist Dyslexic or Dyscalculia adviser. • After assessment, personal targets are set in place, these are reviewed regularly by class teacher and staff supporting pupil.	• Quality first teaching strategies • Follow advice from outside agencies. • Flexible mixed-aged classes and teaching provides pupils with access to other classes for sessions in order to meet their needs. • Adapting teaching to maximise children's learning styles. • Differentiating work and outcomes. • Providing support within class; one to one, two to one or small group support. • One to one tuition sessions. • Teaching subject specific vocabulary in advance. • Use of ICT and computer programmes. • Visual timetables and resources. • Check lists, frameworks, modelling.	• Provide a variety of resources / targeted interventions to support learning above and beyond what is already in the classroom. • One to one tuition sessions. • Some to one tuition sessions. • One to one in class support. • Some to one in class support. • Small group in class support.

• Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCo and parent if necessary.	• Relevant targets linked to PCP for personalised learning journeys. • Extra time to complete tasks. • Extra time to process information and respond. • Tasks broken down in small steps / chunks. • Application for additional time in Statutory Assessment Tests.	

SOCIAL, MENTAL AND EMOTIONAL HEALTH

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• Pre – School transition meeting / information. • Identification is by the class Teacher /SENCo/support staff, leading to referral to specialist agencies. • Assessment and intervention by class teacher with guidance and support from SENCo / specialist agencies. • Following assessment an PCP may be set in place which will be regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCo and parent if necessary.	• Quality first teaching strategies. • Personalised learning approach for that child. • Stimulating learning environment within the classroom. • Sensitive approach via whole school Ethos – Christian values, everyone matters, celebrate diversity to build self-worth. • RSHE curriculum. • Whole school behaviour policy, Anti-Bullying Policy, Whole school vision. • Rewards, star stickers, Dojo's, celebration assembly, star of the week gallery and rewards. • Develop resources appropriate to child's needs. • Consistent routines, behaviours and very clear boundaries and	• Home / School links • One to one in class support. • Some to one in class support. • Small group in class support. • Provide a variety of resources to support learning above and beyond what is already in the classroom. • Follow advice from outside agencies; advisors / links within The Marches Academy Trust. • Follow advice from Psychologists, Church support, CAMHs. • Early Help advice. • Training pupils and parents and staff about E-Safety. • E-Safety policies. • Training for all staff, Governors for Child protection. • Workshops and assemblies from Childline, NSPCC.

	expectations of behaviour and social conduct. • Experienced staff with established techniques and routines. • School Family set up in mixed ages. • An ELSA trained member of staff is available within school for in-house referrals following concerns or worries.	

HEARING IMPAIRMENT

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• Pre – School transition meeting / information. • Identification is by the class Teacher / SENCO/support staff / specialist agencies. • Assessment and intervention by class teacher with guidance and support from SENCO / specialist agencies. • Following assessment a PCP will be set in place which will be regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary.	• Quality first teaching strategies. • Minimum distance between pupil and class teacher to facilitate lip reading. • Create optimal hearing environment. • Classroom organisation to facilitate pupils facing class teacher and whiteboard. • Take advice from relevant outside agencies. • Use clear visual aids. • Use word banks and teach subject specific vocabulary where appropriate. • Employ specialist equipment for hearing if appropriate. • Teaching assistant support in class.	• One to one in class support. • Some to one in class support. • Small group in class support. • Provide a variety of resources to support learning above and beyond what is already in the classroom. • Support and advice from relevant outside agencies. • Training for all staff on relevant issues. • Awareness of health and safety issues – fire / lockdown alarm etc. • Close support on all school trips.

VISUAL IMPAIRMENT

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• Pre – School transition meeting / information. • Identification is by the class Teacher / SENCO/support staff / specialist agencies. • Assessment and intervention by class teacher with guidance and support from SENCO / specialist agencies. • Following assessment a PCP will be set in place which will be regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary.	• Quality first teaching strategies. • Ensure pupils who wear glasses are clear about when they are to be used / worn. • Sit pupils in an appropriate place in the classroom for maximum vision. • Take advice from relevant outside agencies. • Provide work on coloured paper if appropriate • Provide coloured overlays when appropriate. • Set interactive whiteboard background to alternative colours where possible. • Use word banks and teach subject specific vocabulary where appropriate. • Employ specialist equipment for vision if appropriate. • Teaching Assistant support in class.	• One to one in class support. • Some to one in class support. • Small group in class support. • Provide a variety of resources to support learning above and beyond what is already in the classroom. • Support and advice from relevant outside agencies. • Training for all staff on relevant issues. • Awareness of health and safety issues – fire / lockdown alarm etc. • Close support on all school trips.

PHYSICAL DIFFICULTIES

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTIONS FOR THOSE IDENTIFIED WITH NEEDS
• Pre – School transition meeting / information. • Identification is by the class Teacher / SENCO/support staff / specialist agencies. • Assessment and intervention by class teacher with guidance and support from SENCO / specialist agencies. • Following assessment a PCP may be set in place which will be regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary.	• Quality first teaching strategies. • Provide suitable equipment following advice from external agencies. • Provide suitable activities for pupils to develop appropriate skills. • Ensure tables, chairs and furniture are correct height. • Ensure environment is clear and clutter free to allow easy access. • Extra adult support for PE sessions if necessary. • Extra support for Forest School sessions, Local curriculum sessions if necessary.	• Support and advice from relevant outside agencies, including Occupational Therapy. • Participation in Cool Kids Programme. • Use of specialist equipment as appropriate. • One to one in class support. • Some to one in class support. • Small group in class support. • Provide a variety of resources to support learning above and beyond what is already in the classroom. • Adapt the classroom environment where necessary. • Training for all staff on relevant issues. • Awareness of health and safety issues – fire / lockdown alarm procedures etc. • Close support on all school trips.

HOW WE INVOLVE PARENTS AND CARERS IN THE ASSESS, PLAN, DO, REVIEW PROCESS.

- Parents / carers are paramount partners in learning and working together to support their child.
- Parents' / Carers' wishes will play an important part in the plans put in place to support their children at home and at school.
- Parents /Carers have access to support and advice at the right time by working with Parent Partnership Service.
- Parents' / Carers' permission is sought where necessary, before a pupil is referred to an outside agency.
- Parents / Carers will be signposted to training support and advice through various options when appropriate.
- Parents / Carers are invited to discuss their child's progress and PCP'S at Pupil Review meetings.
- If the child has an EHCP, Parents / Carers are invited to attend the Annual Review meeting and voice their future wishes.
- The school operates an 'Open Door' Policy so that parents / carers may contact a member of staff when necessary.

HOW WE INVOLVE OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN THE ASSESS, PLAN, DO REVIEW PROCESS.

- Class teachers and / or SENCO discuss the targets on the PCP with the children to make them aware of what they need to work on. Pupil voice is recorded on PCP.
- Pupils are encouraged to be actively involved with deciding on the type of support they need.
- If a child has an EHCP, he or she will have an input into the form for the annual review meeting.
- We have a School Council where children's voices are heard.

- We have a strong Christian, family, caring whole school Ethos.

- Our SENCo is the Assistant Headteacher and teacher of Class 4. She regularly takes time every day to speak and chat to pupils across the school, with special regard to any pupils who may be experiencing barriers to learning. She also leads the School Council and actively promotes the voices and opinions of children to be heard.

- All children are aware of their targets for progress and review them within the classroom at regular intervals.

HOW WE ASSESS AND EVALUATE THE EFFECTIVENESS OF OUR SEND PROVISION AND HOW WE INVOLVE PARENTS, CARERS AND PUPILS IN THIS PROCESS

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies may be used.
- Pupil tracking data collated on DC Pro is regularly reviewed by staff to inform pupil progress and progress of groups of pupils.
- If you have concerns about your child's educational progress or their special educational needs and disabilities (SEND), your local SEND Information, Advice and Support Service (SENDIASS) can provide free, confidential and impartial information, advice and support.

  The service is independent of individual schools and academy trusts. For further information, please visit your local authority's SENDIASS website.
- Information from outside professionals will be discussed with you, either with the professional directly or with the SENCO. This can take place in the school setting or as a written report.
- PCP's will be reviewed each term and discussed at termly meetings.
- Homework will be adjusted as needed to meet your child's individual needs.
- A home / school book may be used to support communication with you if this would be useful.

- Sharing of end of Key Stage results.
- Reporting to parents in writing through an annual report at the end of the summer term.
- We operate an 'Open Door' Policy so all parents / carers can talk to staff about concerns or worries, progress or next steps.

HOW WE ENSURE ACCESS TO OUR FACILITIES FOR ALL PUPILS

- Equality policy.
- Accessibility Plan. LINK TO DOCUMENT NEEDS TO GO IN HERE!
- Whole top site has wheelchair friendly doors and passageways.
- Vehicular access via the rear gate straight on to the playground and top site.

WHAT ACTIVITIES ARE AVAILABLE TO OUR PUPILS WITH SPECIAL EDUCATION NEEDS, IN ADDITION TO THE CURRICULUM?

A wide range of after school activities are available to all our pupils including a wide range of sports, arts and crafts, gardening and computing. Opportunities for pupil voice are also available including; School council, Eco Council, One Voice, Worship committee and Selattyn Helpers.

WHAT TRAINING HAVE OUR TEACHERS AND OTHER STAFF HAD TO ENABLE THEM TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS EFFECTIVELY?

NPQ SENCo
ELSA
Supporting Young people with mental health

Child Protection
Talk Boost
Cool Kids
Restraint
When a training need is identified we seek appropriate training.

HOW WE OBTAIN THE SERVICES, PROVISION AND EQUIPMENT REQUIRED BY OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

We are able to refer to the following services:-

- Educational Psychology service
- Educational Welfare Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- CAMHs
- Early Help
- Cool Kids
- Talk Boost
- School Nurse
- Social Workers

We act on advice of specialist services and purchase resources where necessary.

HOW WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Our school has a truly inclusive, family based, caring Christian Ethos which runs as a thread through everything we do.

- School has an Anti-Bullying Policy.
- School has a Special Education Needs Policy.
- School liaises with the school nurse for support and advice.
- School liaises with social workers.
- School has a 'Buddy' bench for use at playtimes.
- School has a School Council so that all pupils have a voice.
- School has close links with village Church and clergy who act as supportive friends.
- TA's support pupils in unstructured times.
- Equipment is provided at lunch playtime to engage children in playing together.
- Collective Worship provides a daily time for reflection and support; social and emotional issues are discussed, explored and considered within a positive and sensitive framework.
- Assemblies from visiting charities and helplines offer all pupils support and information on how to access support.
- Visiting Schools' Church Youth Worker offers regular support and advice through worship sessions.
- Schools' Church Youth Worker leads collective worship and transition sessions for developing self-esteem and leadership qualities for pupils.

QUESTIONS, CONCERNS OR COMPLAINTS ABOUT OUR PROVISION FOR PUPILS' NEEDS

Please refer to our Complaints procedure for further details. LINK NEEDED!

For any questions or concerns, please contact the following in the suggested order:

1. Class teacher
2. SENCo
3. Headteacher
4. SEND Governor

All appointments can be booked by contacting the school on Tel: 01691 659744

GLOSSARY OF TERMS

PCP – Person Centred Plan
SEN Code of Practice – The legal document at sets out the requirements for SEND
EHCP – Education, Health Care Plan
CAMHS – Child & Adolescent Mental Health Services
SENCo – Special Educational Needs Co-ordinator