

Oxon CE Primary School

Special Educational Needs and Disability Policy and Information Report 2025-26

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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

Overview

At Oxon CE Primary school, we endeavour to provide a broad and balanced curriculum to secure the educational provision called for by all our children. We are an inclusive school and strive to support all children to enable them to make the best possible progress and enable them to reach their full potential, so that they can make a positive contribution to both the local and wider community.

Some children have barriers to learning that mean they have special needs and require support. We work to ensure that additional needs are identified effectively and that we offer a wide range of provision to ensure that needs are met.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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 for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities.

The school's Special Needs and Disability Co-ordinator is **Mrs. L. Hutchinson**.

Role and responsibilities.

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have GSP/ EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN 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 (LA) and its support services.
- Liaise with potential next providers of education 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 SEN up to date.
- Update our SEND Report on the school website in consultation with staff, SEND Governor and parents.

OUR HEADTEACHER

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

SEND Governor- Mrs. P Haigh

The SEND governor will:

- Help to raise awareness of SEN issues at governor's 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 SENCO to determine the strategic development of the SEN policy and provision in the school.

Class teachers

Teachers are responsible for the progress and development of all the children in their class. Quality first teaching is the first step in responding to pupils who have or may have SEND.

Each class teacher is responsible for:

- Providing high quality teaching for all pupils, by adapting the curriculum to ensure that it meets the needs of individual pupils, including those with SEND.

- Liaising with the SENDCo with regards to identification of pupils with SEND, how to meet their needs, review progress and decide on any changes to provision.
- Following the graduated approach – compile Pupil Centred Plans, in consultation with key stakeholders.
- Consult with parents regularly to review progress and provision.
- Work closely with teaching assistants or other staff to plan and assess the impact of support and interventions and how links can be made to ongoing learning.
- Ensuring that the SEND policy is implemented.

Parents and Carers

We believe that our parents and carers are vital in supporting children’s learning by:

- Regularly supporting learning at home
- Communicating with school re key information
- Engaging with meetings to review needs, progress, and provision

Through strong partnerships, decisions can be made jointly to ensure children make the best possible progress.

5: SEND Information Report

5.1: What are the main areas of SEND need?

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children’s SEND in four broad areas of need:

1. Communication and Interaction. This could include:

- Speech, Language and Communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
- Autistic Spectrum Condition - may have difficulties with social interaction, language, communication, and imagination.

2. Cognition and Learning. This could include:

- General Learning difficulties—children find significant difficulty with learning in many areas of the curriculum.
 - Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
 - Profound and Multiple Learning Difficulties (PMLD) - a child will have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (Spld) - affect one or more specific aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia, and dyspraxia.

3. Social, Emotional and Mental Health Difficulties. This could include:

Social and emotional difficulties which may result in a pupil becoming withdrawn, isolated, or displaying challenging behaviour.

These behaviours may reflect underlying mental health issues e.g. anxiety, depression, self-harm or eating disorders.

- Attention Deficit Disorder.
- Attention Deficit Hyperactive Disorder.
- Attachment disorder.

4. Health, Sensory and/or Physical Needs. This could include:

A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning. Physical disability - some children may need additional ongoing support and equipment to access all opportunities available to other children. Some children may have sensory processing challenges.

If a child has been identified as having a special educational need and/or disability, then their needs may fall within more than one area.

5.2: How are pupils with SEND identified?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. At Oxon CE Primary School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- Liaison with the full range of pre-school settings.
- Induction sessions for Reception starters.
- Discussion with parents/carers.
- Concerns raised by the class teacher.
- Transition meetings between class teachers.
- Termly parent consultation meetings.
- Attainment significantly below expected levels.
- Widening of an attainment gap between the child and their peers.
- Rates of progress being slower than previously.
- Observations in a range of contexts.
- Information/diagnosis from an outside agency e.g. paediatrician.

5.3: What happens once a potential need has been identified?

Once a potential need has been identified, four types of action should be put in place, known as the “graduated approach.”

The first stage of the ‘graduated approach’ is assessment.

As part of the assessment, the class teacher and SENDCO will consider the teacher's experience of the pupil, pupil progress, attainment and behaviour, the child's development compared to their peers and the views of the parent and the child themselves. At this point a 'monitoring form' will be completed by the class teacher and shared with parents and SENDCO. Following further assessment, observation, and evaluation if it is thought that it is appropriate the child will be identified as being at '**SEND Support.**' Parents must be consulted. A **One-page profile** will then be drawn up as a summary of what matters to a child and how to support them best. This will then be used to inform future personalised planning.

The second stage of the 'graduated approach' is planning.

A plan of action will be drawn up and discussed with parents. This short- term plan is called a '**Pupil Centred Plan**' (**PCP**). The PCP focuses on the child as an individual. The pupil voice is an integral part of the plan. The plan typically contains the views of the child, family, school, and any involved agency. There are both long- and short-term outcomes identified. These outcomes are voiced from the perspective of the child. The PCP is a working document for all those involved with an individual child. Alongside each PCP a summary of provision is available. This details support/interventions that the child will be part of.

The third stage of the 'graduated approach' is reviewing.

A review of the "effectiveness of support and the impact on the child's progress" takes place each term. This combined with the opinion of the child and the family is used to inform any changes to the support provided.

What happens if my child has additional needs but not SEND?

Again, support may be available to your child, however the interventions that they are involved with will now be recorded on a provision map.

A provision map is a document that provides an overview of the programmes and interventions being used with individuals and different groups of pupils across one year group. They are produced by the class teachers within each year on a termly basis. Each intervention has a clear objective, specific times/durations, named staff and measurable starting and end points. The provision map is evaluated each term. The provision map is a working document for all staff involved with the year group. A summary of provision is available to parents of an individual child.

5:4 What does the curriculum look like for a child with SEND?

We work hard to ensure that children with SEND have access to the curriculum at a level that meets the requirements of their need. This varies from child to child, according to the level of their SEND needs. In order to support access curriculum for all children, including those with SEND, we use Quality First Teaching. This involves:

- High expectations for all pupils
- Flexible groupings of children
- Metacognitive strategies- involving how children learn
- Using explicit instructions
- Scaffolding learning so that it is broken down into manageable chunks for learners to process
- Teaching builds upon prior knowledge.

It is important to remember that even though a child has SEND in a particular area, they may have a strength in other areas. We celebrate success across the whole curriculum.

To ensure that pupils develop secure knowledge, skills and understanding that they can build on, our curriculum is organised such that prior learning is clearly identified within enhanced planning and subject progression maps. This enables all staff to access end points throughout the key stage in order to identify the most appropriate learning.

Recording

Recording can be an area of challenge for some children with SEND and methods of recording will vary according to individual need. Methods may range from use of an adult scribe, supported use of specific software on a device, a child using practical materials and a photographic record being kept. Teachers think about what the main objective of the lesson is and adapt the recording accordingly.

5:5 How will the teaching be adapted for my child with SEND?

Our medium-term plans are designed to deliver the same area of study/content to the whole class. We understand that children are likely to make progress at different rates. As a consequence, they may require different levels and types of support from teachers and other adults to succeed. Where required we will adapt teaching in a responsive way.

Strategies for adaptation include:

- breaking down content into smaller chunks or steps
- varying levels of support, including effective support from TAs as well as the teacher
- removing unnecessary expositions i.e. keeping spoken language at an amount and level that will enable maximum access
- reframing questions
- intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of class interventions (though these will still be appropriate and necessary for some children)

Examples of adaptations might include:

- checking on the understanding of specific children after a whole class introduction, and repeating key information as necessary
- ensuring that a TA guides a child through a learning activity, scaffolding learning, and ensuring that the development of the child's independence is key in this
- use of devices and apps to access information and resources
- selecting adapted resources to resources and equipment to enhance independent learning
- asking a question that requires the same high level of thinking, but using a simpler construction e.g. by using an active rather than a passive voice, or by focusing on one aspect at time
- observing when a child or group of children is struggling with a new concept or idea, and taking them to one side during the lesson to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched

We are fully aware of the research in relation to 'differentiation.' We understand that 'adaptive teaching' should be clearly distinguished from forms of differentiation that cause teachers to artificially create distinct tasks for different groups of children or to set lower expectations for particular children.

A small number of children with the highest levels of SEND/those who have an Education, Health and Care Plan may continue to require elements of differentiation. This will be carefully considered at the point of planning.

5:6 What are the different types of support available for children with SEND at Oxon CE Primary School?

When a child has SEND needs there are times when Quality First Teaching needs to be supplemented by working on a particular skill or area of understanding through carefully targeted intervention. This may be in a small group of children with similar needs. This group, often called an intervention group, maybe:

- Taught by a teacher or teaching assistant delivering specific programmes.
- Taught by a teacher or teaching assistant working to a specific objective, outcome, or target.
- For your child this would mean:
 - Your child will engage in planned and reviewed group sessions with specific objectives to help them to make more progress.

Interventions are planned to meet varying levels and types of need. Some of which are detailed below

Communication and Interaction

- Speech and Language Programmes E.g. (Speak Out, Nuffield Early Language Intervention, KS1/2Talk Boost)
- Specific Language Resources E.g. (Black Sheep, Colourful Semantics)
- Approaches recommended by Speech and Language Therapy Service E.g. (Intensive Interaction)
- Social Skills Interventions E.g. (Social stories, comic strip conversations, conversation starters)

Cognition and Learning

- Specific Learning Programmes- English (Toe by Toe, Active Literacy, Word Wasp, Beat Dyslexia, IDL, Precision Teaching)
- Specific Learning Programmes – Maths (Number Stacks, Breaking the Barriers, Dyscalculia Toolkit, IDL, Power of 2/Plus 1)

Social, Emotional and Mental Health

- Self- Regulation Programmes (Lego Build to Express, Zones of Regulation)
- Specific Emotional Support Programmes (No Worries, Anger Management, Mighty Joe, Starving the Anxiety/Anger Gremlin)
- Relaxation/Reflective Programmes E.g. (Relax Kids meditations/Bespoke Calm Brain movement sequences)

Health, Sensory and/or Physical Needs

- Fine Motor Skills Programmes (Write from the Start, Speed Up Handwriting)
- Gross Motor Skills Programmes (Motor Skills United, Smart Moves)
- Shropshire Occupational Therapy Pack- <https://www.shropscommunityhealth.nhs.uk/content/doclib/12433.pdf>

What happens if the gap in learning/understanding is not improved?

The impact of these interventions is monitored closely. If engagement with interventions has not resulted in the desired outcomes it may be that we feel it would be helpful for an assessment to be carried out by an outside/external agency.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCO or you will have raised worries, as needing more specialist input in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You would be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to further understand your child's needs and be able to support them more effectively in school.
- The specialist professional will work with your child in school to complete an assessment.

Following working with your child, observing them in class and ideally talking to you, the professional will usually complete a report. This may include a more in-depth analysis of your child's needs and strategies for home and school. Once received by school, you will be forwarded a copy and offered an opportunity to discuss next steps with school staff.

Targeted Support for 'Some Learners'

For most of the children at school, we will be able to meet their additional needs using the resources generally available to all. For a very small number of pupils, the cost of identified targeted or specialist provision may exceed that which is available through the notional SEN budget.

School may request top-up funding from the high-needs block (Element 3) through Graduated Support.

The Graduated Pathway aims to provide a more personalised and holistic approach to meeting the additional needs of children and young people with SEND.

If the request is approved, the Graduated Support Plan (GSP) for the individual sets out details of the funding request, including:

- What identified needs they aim to address.
- Details of the provision they would put in place to meet identified need, including timescales.
- The predicted cost.
- The expected outcomes with identified timeframe and how these are to be monitored and measured.

The review of the GSP is conducted by school with parents/carers and any services involved and the evaluation form completed, showing recommendations.

Each year, new outcomes are written for the following year and, if appropriate, GSP funding can continue year on year, or be reduced, increased, or ceased, depending on progress made by the pupil and levels of need.

Higher Needs Provision

This is usually provided via an Education, Health, and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual or small group teaching. Usually, your child will also need specialist support in school from a range of multi-agency professionals.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether to initiate a statutory assessment. If this is the case, they will ask you and all professionals involved with your child for further information.
- Once the Local Authority have received all the advice, they will decide whether to issue an EHCP.
- An EHCP will focus on outcomes (what the child or young person wants to achieve) and what is needed to achieve those outcomes. Families and professionals work together to consider the outcomes they would like to see and how best to meet them.
- An EHCP is broken down into 12 sections of key information, including:
 - The views, interests, and aspirations of the child/young person.
 - The child's or young person's special educational needs.
 - Health needs related to their SEN or to a disability.

- Social care needs related to their SEN or to a disability.
- Planned outcomes for the child or young person.
- Provision for the needs mentioned in Section B.
- Any health provision.
- Any social care provision that must be made for a child or young person.
- Any other social care provision related to a child's SEN or to a disability.
- The name/type of school or setting.
- Details of any personal budget.
- Advice and information from the EHCP assessment.

This type of support is available for children for whom extra support is needed in the educational setting, beyond that of which they normally provide.

5: What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly 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 similar strategies can be used. This can take the form of an informal chat, planned face to face meeting or phone call.
- Parents are notified if we have concerns through a meeting with the class teacher and/or SENDCO.
- Regular planned consultation discussions to consider Pupil Centred Plans.
- Each PCP contains a section dedicated to the 'Family View' and contains what the family agree to do to support the child. Similar views are sought as part of the review.
- We offer parents the opportunity to meet with outside professionals in the school setting to discuss finds of assessments and agree ways forward.
- Our SENDCO (Mrs L. Hutchinson) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Our SENDCO (Mrs L. Hutchinson) is available to provide advice and guidance in accessing any further support for your family.
- All parents are invited into school during the Autumn and Spring Terms for parental consultations evenings. All parents of SEND children can request a meeting in addition to parents evening if issues are needed to be discussed further. All children receive an end of year report.
- Parents of children with an Education Health Care Plan are invited to annual review meetings and their views are recorded as part of the meeting.
- Termly Newsletters include issues relating to SEND.

5:7 How we consult with our SEND pupils?

- Children have a right to receive and make known information, to express an opinion, and to have that opinion considered in any matters affecting them. The views of the children in school are given due weight according to their age, maturity, and capability.
- Children who are receiving SEND support work with adults in school to create a One Page Profile. During this consultation they can articulate their strengths, areas they feel they need support with and other strategies that might help them with their learning.
- Each termly plan (PCP) is based on the child as an individual. They are asked about their likes, strengths, wishes and future aspirations. These views are recorded as the 'Pupil Voice.'
- We explore different learning styles and consult with children as to how they feel they learn best.
- Children are encouraged to develop a good understanding of their learning and discussion about progress and next steps forms an important part of class work, individual and group interventions.
- Children are encouraged to be active participants in their assessment and learning. They are encouraged to think about the progress that they have made and what they feel their next steps may be.
- During assessments by outside agencies, they are encouraged to share their ideas about the way they learn, these views are often recorded in the follow up report.
- We have a school council where children's voices are heard. This includes SEND pupils.

5:8 How do we support our pupils at times of transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

From Pre-School Setting to Reception class:

- Visits made by EYFS teacher/s to main feeder settings to discuss needs and appropriate provision. Additional visits made by the SENDCO to discuss/observe individuals as appropriate.
- Planned induction meetings/visits during the Summer Term prior to Autumn Term start.
- Planned lunchtime induction to familiarise parents and children with menus, surroundings, and routines.

- Additional transition meetings as appropriate for those with an EHCP or those within the ECHNA process.

From class to class within school:

- Children spend a 'Swap Up' afternoon session in their new classroom with their new teacher during the Summer Term. Extra informal sessions are arranged, as necessary.
- All PCPs are made available to all staff working within the class/year group.
- Teachers/TAs liaise to share key information about a child.
- Progress data is shared.

From Oxon to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that is required to meet their needs.
- SEND records are passed on as soon as possible.

Transfer to secondary school:

- Children will be visited by the Year 7 co-ordinator in our setting.
- Children will have visits to secondary school- extra visits may be arranged and will as far as is reasonably possible be supported by a teaching assistant.
- Secondary SENDCO's are invited to Year 6 EHCP reviews.
- Year 6 teachers, headteacher and SENDCO will meet with the year 7 co-ordinator and secondary SENDCO to share information as required.
- All SEND records are forwarded to secondary settings.

5:9 How do we adapt our learning environment to include pupils with SEND?

- Up to date accessibility plan - wheelchair access, accessible toilet/hygiene facilities.
- Quiet areas/reflection areas in school where children have some time to talk one to one, think quietly or just have some space from others.
- We purchase resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies - e.g. specific spelling programme /social skills workshop.
- Classrooms are well resourced, and staff can request the SENDCO to order additional equipment or will ask the SENDCO for advice on any products that may be useful.
- Teaching assistants are deployed effectively.

5:10 How do we assess and evaluate the effectiveness of our SEND provision? How do we involve parents, carers, and pupils in this process?

- The governing body receive regular reports about SEND. The information from these reports is used to make strategic decisions about the further development of SEND provision including staffing and financial decisions.
- Key elements include:
 - Headteacher's reports.
 - Reports from the link governor for SEND following school visits.
 - Assessment data relating to SEND pupils (anonymised).
 - Key SEND documents, reports, and policies considered, edited, and approved by the governing body.
 - The headteacher /members of the SLT/subject leads complete 'drop in' observations - these include SEND issues.
 - SEND provision and practice is informally monitored by the SENDCO through discussions with teaching staff and teaching assistants.
 - Opportunities for the monitoring progress of individuals, groups, and specific intervention programmes. This includes use of the school data tracker, book monitoring and planned lesson observations.
 - Pupil Centred Plans are regularly monitored by the SENDCO.
 - The headteacher, SLT, SENDCO, subject co-ordinators and class teachers analyse pupil tracking data and identify value added data for all pupils including those with SEND.
 - SEND is part of our school self- evaluation arrangements.
 - SEND is always part of the School Improvement Plan.

- The SENDCO works with the SLT /headteacher to appraise teaching assistants within school.
- We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child.
- Parental Questionnaires.
- Ofsted findings.

5:11 How we ensure access to our facilities for all of our pupils

The building is accessible to children with physical disabilities.

- See Equality Scheme
- See accessibility plan.

We purchase equipment to support all children in the school. Equipment used regularly may be stored in classrooms and there are central areas of storage for more specialised resources.

5:12 What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

We offer a wide range of extra-curricular activities. These are offered and accessible to all children but may have a set number of places that can be booked. Suitable arrangements are made to enable children to access extra-curricular activities as far as is reasonable and appropriate.

5:13 What training do our teachers and other staff have to enable them to support SEND pupils effectively?

- All teaching staff and SENDCO are involved with further training in line with the School Improvement Plan.
- We have SEND staff meetings. These are related to specific concerns relevant to the needs identified or in ensuring that staff are up to date with information and legislation.
- The SENDCO attends relevant training and disseminates any details as is appropriate.
- There is an induction procedure for early career teachers, new teaching staff and new teaching assistants. SEND procedures are part of this induction.
- Each term the SENDCO delivers training sessions for teaching assistants on relevant SEND issues.
- All staff receive appropriate Child Protection training.
- Outside agencies work with key staff as appropriate, offering workable ways forward.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

5:14 Who are the other people providing services to children with SEND in our school?

Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We work on a regular basis with the following:

Directly funded by the school:

- Learning Support Advisory Teacher (Outreach Services)
- SEMH/Behaviour Advisory Teacher (Outreach Services)
- Educational Psychologist (Shropshire Council)

Externally provided and paid for by the Local Authority/Health Service:

- Community Speech and Language Team
- SLICC -The Specific Speech and Language Impaired Children's (SSLIC) Team
- Sensory Inclusion Services
- Occupational Therapy Services

- School Nurse Services
- Physiotherapy Services
- Bee-U- Emotional Health and Wellbeing Service (Formerly known as CAMHS)
- Education Welfare Officer
- Compass
- Outshine (Interventions and Engagement)

5:15 How we support the emotional and social development of our pupils with Special Educational Needs

We have a strong nurturing ethos with close working relationships with our children and our families. All children have independent access to adults within school that they can share any emotional concerns they may have.

Mental health concerns are reported to the Mental Health Lead. We then implement our assessment system which is based on levels of need to ensure that children get the support they need, either from the school or from an external specialist service. Our aim is to put into place interventions as early as possible to prevent problems escalating.

6: Links with other policies

This policy should be read in conjunction with:

- Mental Health and Wellbeing Policy
- Inclusion Policy
- Anti- Bullying Policy
- Behaviour Policy

- EAL Policy
- LAC and PLAC Policy

7 If you have any questions, concerns or complaints or compliments about our provision for SEN pupils

Please contact the school if you wish to talk to or make an appointment with:

- Mr M Rogers, Headteacher
- Mrs L Hutchinson, SENDCO

See contact details on the 'contact us' section of the website.'

Information about our complaints procedure can be found on the website by using the search function.

Where can I find further information?

You can also find information on Shropshire Local Authority's Local Offer on their website: [The SEND local offer | Shropshire Council](#)

Parent/carers and young people can also access support from an external agency called the Information Advice Support Service (formally known as Parent Partnership) in any matters related to special educational needs and disability.

Telephone: 01743 280019 (Monday to Friday, 10am to 4pm)

Email: iass@cabshropshire.org.uk

Link-[Shropshire SENDIASS | SEND help shropshire | Shropshire, UK](#)

Your views regarding the information in this report would be valuable in updating and ensuring the information is useful and in a format that is easily accessible. Please contact Mrs. L. Hutchinson the school SENDCO with any feedback you may have.

Date: December 2025