SEND INFORMATION REPORT

Responsible Person: Jessica Tearle

Review Date: Autumn 2026

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 an ambitious, broad & balanced curriculum that is both inclusive and accessible by all. We celebrate the achievements, gifts and cultural diversity of everyone, irrespective of individual differences (EqualityAct 2010). Together we take pride in making a positive contribution to our school and wider community.

In this SEN Information report you will gain an understanding on how children with SEN learn in our setting and the support we offer.

Meet the Team

Mrs S. Henney

Executive Headteacher and Designated Safeguard Lead

Med (Psychology of Education), NPQEL, NASENCO, PGCE

Mrs V. Baillie

Deputy Head Teacher,

Deputy Designated Safeguard Lead

NPQH

Mrs J. Tearle

SENCO Deputy Designated Safeguard Lead

NPQ for SENCO

Mr J. Hales -Povey

SEN Governor

Miss K. Archer

Designated Safeguard Lead

NASENCO

Mrs E. Rawsthorne

Designated Safeguard Lead

Mental Health Lead

Who Supports my child with SEN?

Executive Head Teacher

The Executive Head Teacher oversees the overall management of all aspects of the school, which includes support for children with SEN and or Disability. She will delegate responsibility to the SENCO and Class Teachers but is still responsible for ensuring that your child's needs are met.

The Executive Head Teacher, in consultation with the governing body oversee the SEN and or Disability budgets and the prudent use of High Needs Top up funding to support individulaised learning for those pupils with the highest levels of need; this form approximately 4% of the overall Federation population.

The Executive Head Teacher monitors progress of all children and discusses with the SENCo, Senior Leadership Team and Class Teachers how interventions are enabling SEN children to make progress. The Head Teacher monitors training for staff, so they are aware andconfident about how to meet the needs of your child and others in the school. Under the Equalities Act 2010 as well as having overall responsibility for the management of support for those with SEN. The Executive Head Teacher also have overall responsibility to ensure that those pupils with a recognized disability are not disadvantaged through the provision of reasonable adjustments.

SENCO

The SENCo coordinates support for children with SEN and develops the schools relevant SEN documentation. This is to make sure all children receive a high-quality response to their needs.

The SENCo 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. The SENCo will develop and review the provision that is providedfor children in both schools. This is discussed with Senior Leaders, which are Deputy Head Vick Baily and Teacher in Charge Kim Archer, and Class Teachers to discover what is working well and what needsto be changed. This ensures provision is effective and timely.

The SENCo offers support and guidance to Class Teachers and Support Staff across both school's so they feel confident to supporta range of additional needs. The SENCo provides support to parents through signposting to agencies, meetings, phone calls and resources should they wish to discuss any specific areas of concern.

The SENCo will liaise with the Executive Head Teacher about future training opportunities for class teachers and other staff.

Class Teachers

The Class Teacher ensures your child has access to good qualityteaching (QFT) and that the curriculum is adapted to meet your child's individual needs through Adaptive Teaching.

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.

The Class Teacher ensures that all members of staff working with your child in

Teaching Assistants

Teaching Assistants and Intervention Leaders, work alongside the Class Teacher and SENCo 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 SENCo. 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 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.

SEN Governor

Our SEN Governor works collaboratively with the SENCo and Head Teacher to ensure the school's SEN/D documentation is keptup to date. They ensure the school has appropriate provision and has madenecessary adaptations to meet the needs of all children in the school. They make termly visits to understand and monitor the

What is SEN?

A child or young person has special educational needs and disabilities which cannot be met through either adaptive teaching or in class support and requires support at a level which is additional to or different from that which is available to the class, or they have a learning difficulty and/or a disability, that means they have special health and education support.

The Equality Act and Reasonable Adjustments

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 youngpeople

• **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. Examples of these reasonable adjustments include:

- Provision of specialist equipment such as covered overlays
- Sensory adjustments e.g. appropriate adjustments to uniforms
- Learning adaptation e.g. visual timetables

Some children and young people may have Special Educational Needs or a recognized Disability that covers more than one of these areas

Communication and Interaction

Communicating and interacting – for example where children and young people have speech, languageand communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Such barriers are most often identified by Speech and Language outreach or other similar outside agencies.

Cognition and Learning

Cognition and learning – for example, where children and young people learn at a slower pace than otherstheir 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. After a period of monitoring and/ or intervention an outside agency will ordinarily provide a more comprehensive understanding of what these barriers are.

Social, Emotional and Mental Health difficulties

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 mayhinder theirs and other children's learning, or that have an impact on their health and wellbeing. Outside agencies involved could include: BeeU and Inclusion team.

Sensory and/or Physical needs

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.

How do staff identify that my child has SEN?

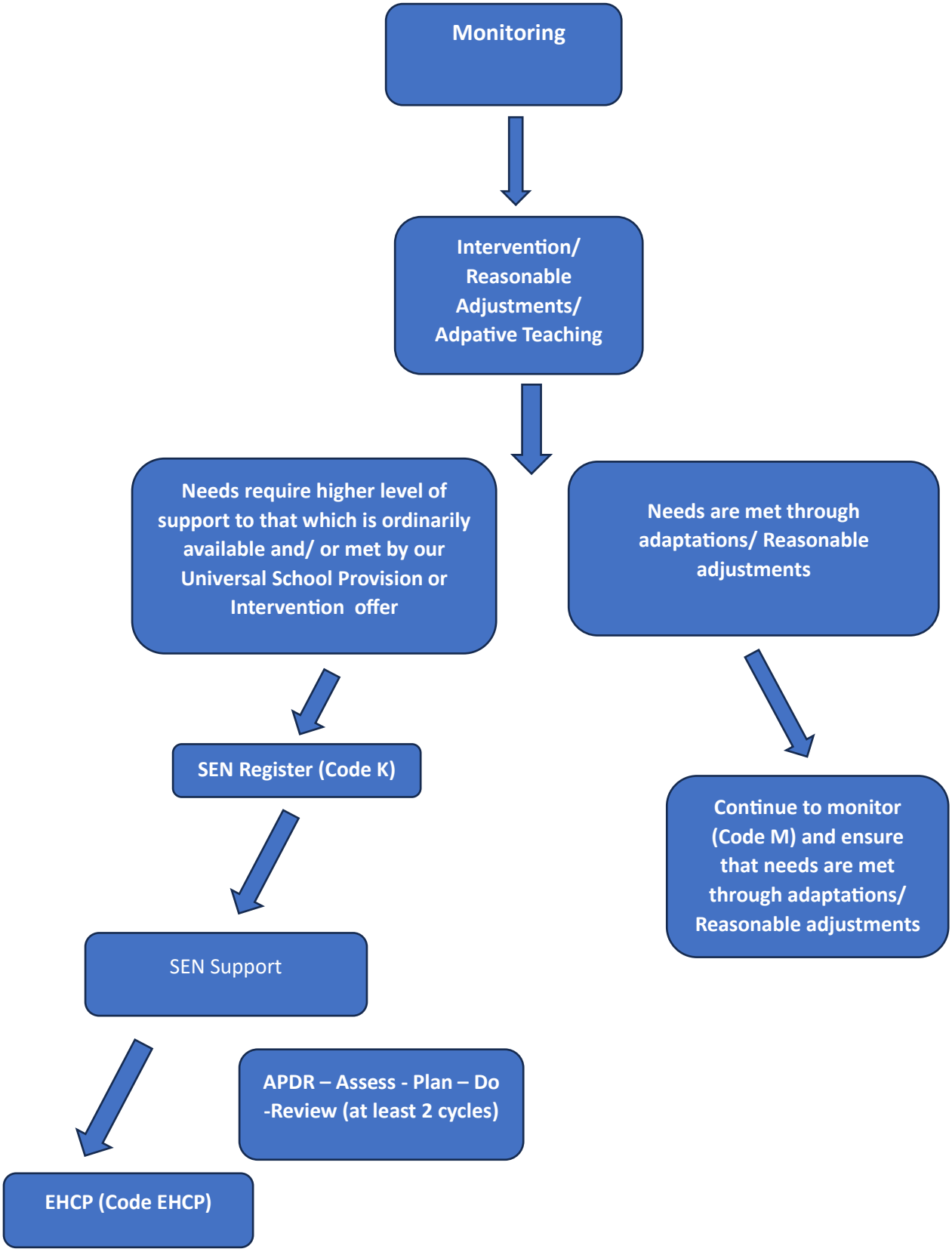
Our federation adopts a 'Graduated Approach' to identifying and responding to SEN and recognises that early identification and effective provision is key, to support children to make progress.

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. In some cases, a child may require more personalized support in making their transition to our school and for these pupils we offer our 'Warm Welcome Package of Support'.

Staff hold termly SEN 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 Coordinator (SENCo) and the Executive Headteacher and record their concern.

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

The AddMore Federation applies the Graduated Approach to ensuring all our pupils with either SEN or disabilities 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 SENCo, the Executive 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 Adaptive Teaching, 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.

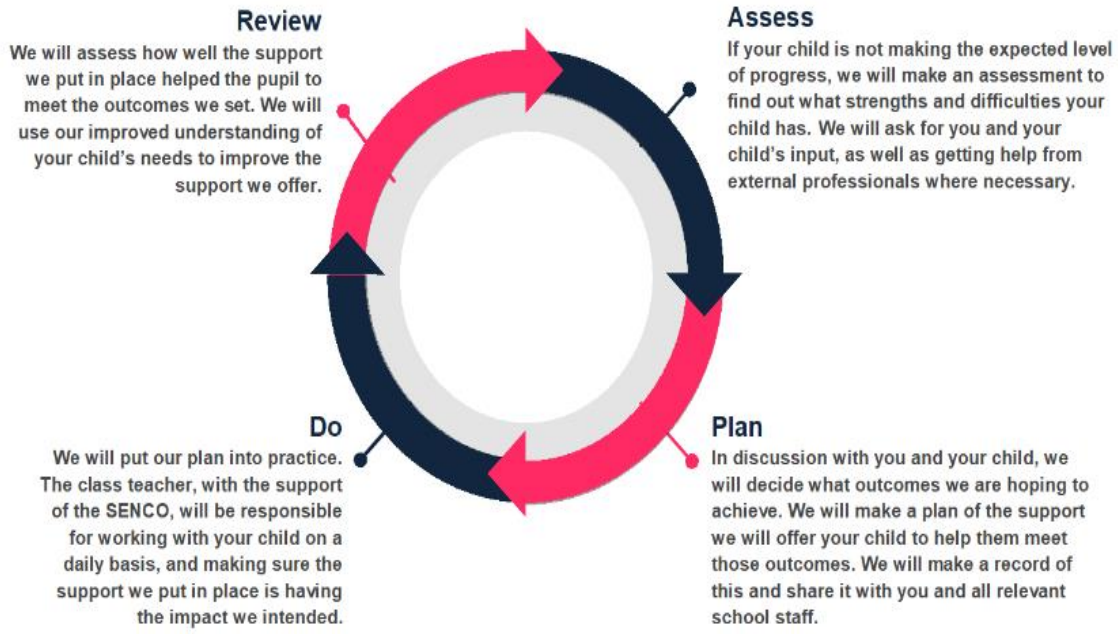
Intervention

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 SEN meeting with school staff. Your child will be supported through; continued Adaptive Teaching 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 SENCo and the Executive Head Teacher will continue to monitor your child's progress over a set period, often a term. If in this time your child's progress is sufficient, 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 SEN (D) register. This is always considered on a case-by-case basis, based on the child's individual areas of need or support.

SEN Register (Code K)

This is identified when a child's progress continues to be insufficient for them, after **at least** two cycles of additional strategies as described above have been put into place. Your child's Class Teacher, the SENCo and the Executive Headteacher will formally place your child onto the SEN register (Code K). 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 then be set specific targets as part of a Pupil Centred Plan (PCP), 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 SENCo 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 Adaptive Teaching 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 SEN register for as long as is deemed necessary and this cycle of Assess, Plan, Do, Review (APDR) will continue. However, the SEN 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 SENCo and the Executive 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 SENCo to discuss the next steps.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support based upon Federation Graduated Response

How we support your child

Communication and Interaction

- ✓ Adaptive Teaching and Reasonable Adjustments
- ✓ We use visual timetables when needed to support children to understandwhat will happen and when it will happen.
- ✓ We provide areas with reduced distractions and low stimulus whenrequired.
- ✓ 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 whorequire additional time to respond.
- ✓ We access the expertise and advice from the LA/NHS Speech, Language and Social Communication team & and can provide access to Makaton trained staff
- ✓ We access the expertise and advice of the Special Educational Needsteaching and support services to ensure the needs of children are clearly identified.
  We provide access to sensory spaces/ equipment where necessary.
- ✓ Elklan
- ✓ Talk Boost and Early Talk Boost in KS1 and EYFS
- ✓ We will signpost to supporting agencies
- ✓ Playful Connections

Social, Emotional and Mental HealthNeeds

- ✓ Adaptive Teaching and Reasonable Adjustments
- ✓ We provide excellent pastoral care for our children.
- ✓ We deliver comprehensive PHSE and RSE Curriculum, which allowschildren to manage relationships, emotions and choices.
- ✓ We run an annual mental health awareness workshop, which may include outside professional visiting our school.
- ✓ We complete risk assessments/behaviour management plans and thentake action to ensure the safety and inclusion of all children, wheneverpossible, in all activities.
- ✓ Staff have accessed Level one and Level two 'Attachment Training' through the virtual school
- ✓ We can put in place a short-term support for children with a specificemotional need, for example, bereavement.
- ✓ We use the No Worries scheme to deliver small group sessions with afocus on self-esteem and improving confidence.
- ✓ We have an ELSA (Emotional Literacy Support Assistant) trained memberof staff on each school site.
- ✓ We run small group sessions with a focus on social skills.
- ✓ ELSA
- ✓ No Worries
- ✓ Playful connections
- ✓ Lego Therapy
- ✓ Forest Provision
- ✓ We seek the expert advice and support of outside agencies, including theSchool Nurse and Bee U (formerly CAMHS).

Sensory andPhysical Needs

- ✓ Adaptive Teaching and Reasonable adjustments
- ✓ We provide support and practical aids where appropriate to ensure pupilscan access the curriculum.
- ✓ We seek advice and guidance from the School Nurse for pupils withsignificant medical needs.
- ✓ We request and act upon advice and guidance from the Hearing Impairment Service, the Occupational Therapy Service (OT) and otherexpert practitioners as and when required.
- ✓ We run interventions such as 'Cool Kids' to support children with finemotor difficulties.
- ✓ 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 aphysical or sensory need on the teaching of learning of the child.

Cognition and LearningNeeds

- ✓ Adaptive Teaching and Reasonable adjustments
- ✓ We access the expertise and advice of the Special Educational Needs teaching and support service (Woodlands Outreach learning team) toensure the needs of children are clearly identified.
- ✓ We support referrals to the specialist team at PRH to assess for MearesIrlen 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 programs to improve English or Mathematics skills such as: Toe-by-Toe, Little Wandle, Phonics/Spelling Play, Number Sense, Nessy, Pathways to Progress, Speed Up Handwriting.

How will I be involved in decisions made about my child's education?

If your child is placed on our SEN(D) Register at K or EHCP you will be provided with termly reports on your child's progress through PCPs (Person Centred Plans). These PCP's will be reviewed in a meeting with your child's class teacher who will work with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher, SENCo or Executive Headteacher.

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 engages closely with the schools to which our children transition to; be it during the primary phase or into secondary. This means there is clear communication between schools, exchange of information and assurance that the school 'knows' our children well and can prepare well for them in advance of their transition.

Outside agencies

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

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/

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 - About the local offer

The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.

Shropshire 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, Mrs Jessica Tearle or the Executive Head Teacher, Mrs Stephanie 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