



Whixall C.E. Primary School and Nursery

The Special Educational Needs and Disabilities (SEND) Information Report

Our Local Offer 2018-2019

Introduction

Whixall C.E. Primary School and Nursery is committed to safeguarding and promoting the welfare of all children and expects all staff (and volunteers) to share the commitment. We are a small rural primary school with children ranging from 2 to 11. There are currently 5 classes within our school and we seek to ensure that all children, including those with special educational needs or disabilities (SEND) make expected or better progress in their learning and are fully integrated into the life of the school.

In our 'SEND Information Report' we aim to explain how Whixall C.E. Primary School and Nursery approaches the identification of SEN (Special Educational Needs) and the provision that we make to ensure that every child with Special Educational Needs or disabilities achieves their potential in a supportive and caring environment.

This document sets out the policy and information about our practice and provision for pupils with special educational needs and/or disabilities. It adheres to the requirements of the SEN Code of Practice: 0-25 Years (2014) which became effective from September 1st 2014.

SEN Code of Practice 2014

The SEN Code of Practice: 0-25 Years 2014 says that:

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Aims and Objectives:

Aims:

At Whixall C.E. Primary and Nursery we strive to ensure that:

- we create an inclusive environment where all children including those with SEN, have high aspirations, learn, achieve and make excellent progress together;
- we provide quality teaching and learning opportunities so that all children including those with SEN, are motivated to become independent and confident learners;
- we provide all children including those with SEN, a wide range of opportunities and appropriate support to achieve challenging but realistic goals

Objectives:

We will achieve our aims by ensuring that we:

- recognise that every teacher is a teacher of every child including those with SEN;
- continuously develop our ways of working to provide the highest quality teaching and learning opportunities for our children within the resources available;
- organise all our activities to ensure that all children in school are included;
- regularly assess and monitor pupil progress so that we are able identify individual needs and make provision to meet those needs;
- listen to the views and work cooperatively with parent/carers to form and maintain a partnership that supports their children;
- listen to the views and wishes of the children about their learning and needs, their provision and their progress;
- provide support and advice for all staff so that they continually develop understanding, knowledge and skills in how best to meet needs;
- work cooperatively and effectively with health and social care services where required.

In fulfilling our policy we will also take into account the following:

- National Curriculum Inclusion Statement
- Equality Act 2010 (advice for Schools)
- Working Together to Safeguard Children (2015)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

Who are the best people to talk to about my child if I think they may have difficulties with learning or a special educational need?

We have an 'open door' policy at our school and hope that parents and carers will come and talk to us at any time with any concerns that they may have. The main people they may wish to speak to could be:

The Class Teacher who is responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need which could be things like targeted work, additional support;
- writing personalised learning plans (PLP), and sharing and reviewing these with parent/carers once each term;
- ensuring that all staff working with your child in school are helped to deliver 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.

The SENDCo who is responsible for:

- coordinating all the support for children with special educational needs or disabilities (SEND) 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 parents/carers are:
 - involved in supporting their child's learning;
 - kept informed about the support their child is getting;
 - involved in reviewing how their child is doing;
 - 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.
- maintaining the school's list of children who receive additional help for SEND and making sure that there are excellent records of the child's progress and needs;
- providing some specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible;

The Headteacher who is responsible for:

- the day to day management of all aspects of the school, this includes the support for children with SEND;
- giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met;
- making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEN Governor who is responsible for:

- making sure that the school has an up to date SEND Policy;
- 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 the Local Governing Body on the success of SEND provision within the school;

What should I do if I am concerned about my child's progress and think my child may have special educational needs?

If you have concerns about your child's progress you should speak to your child's class teacher initially. Together you should be able to agree some activities to support your child both at home and at school.

- After a period of time, together you should review the progress your child has made and determine what should happen next. If your child has made good progress it may be that you simply agree some further activities.
- If progress remains a concern then you and the class teacher may decide to discuss the ongoing concerns with the SENDCo, and agree what action should happen next.
- If, after a period of action and review, you continue to have concerns you may wish to discuss this with the Headteacher and/or SEN Governor.

What will the school do if they have concerns about my child's progress?

If your child is identified as not making progress; the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have;
- plan any additional support your child may receive;
- discuss with you any referrals to outside professionals to support your child's learning;

How is additional support allocated to children?

The school budget includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school;

The Head Teacher, SENDCo and class teachers discuss all the information they have about SEND in the school, including:

- the children getting extra support already;
- the children needing extra support;
- the children who have been identified as not making as much progress as would be expected and then decide what resources/training and support is needed;
- the number of resources/support available and review the support given to make sure changes are made as needed.

How we adapt our Curriculum and learning environment to include pupils with SEND.

We believe that **all** practitioners are teachers of children/pupils with SEN and differentiate according to the needs of all of the children in their care.

- children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development. As a staff we ensure that all children contribute to the social and cultural activities of the school.
- children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular, careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- all children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.

Below are some of the adaptations we make for pupils with SEND

Access to learning support staff

- in all year groups
- regular small group intervention programmes
- intensive programmes for key English and maths skills

Strategies to support speech and language

- advice from Speech and Language Therapist disseminated to and followed by teaching and non-teaching staff.
- specific differentiation or modification of resources

Strategies to support and develop English including reading

- Guided reading programmes in class
- regular teaching of phonics in KS 1
- small group intervention programmes
- access to a specialist dyslexia teacher offering advice and support both to staff and parents

Provision to support access to the curriculum

- close monitoring through assessment to identify need
- differentiated curriculum
- intervention groups where applicable
- liaison with parents

What specialist training has our teachers and other staff had to enable them to support pupils with SEND effectively?

Our SENDCo has had many years' experience of working with children who have special educational needs and regularly attends courses and network meetings. There is also a close link with the secondary school so that examples of good practice and resources can be shared. Several of the staff are trained to deliver Wave 3 intervention programmes such as Toe by Toe. Also provision is made for outside agencies (SALT) to train our own TAs to deliver individual programmes.

What support is available for children with SEND?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class;
- that all teaching is based on building on what your child already knows, can do and can understand;
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning opportunities;
- specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be receive this as a part of excellent classroom practice when needed.

Specific pastoral support is available to all of our children including children with SEND to support them with particular issues or development.

Specific group work within a smaller group of children.

This group, often called Intervention groups by schools, may be:

- run in the classroom or outside;
- run by a teaching assistant who has received guidance from the class teacher, or specific training, to run these groups;

If your child has been identified by the class teacher as needing some extra support in school.

For your child this could mean:

- He/ she will receive intervention/support sessions with specific targets to help him/her to make more progress.
- A teaching assistant will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. This intervention will be reviewed termly or earlier should accelerated progress be evident.

SEN Support

Which means they have been identified by the class teacher/ SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Bought in services from Woodlands Outreach such as the Behaviour Team, Learning Support Advisory Team or the Autistic Spectrum Team.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service
- Physiotherapy Services
- Occupational Therapy Services
- Educational Psychology Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- 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 they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more hours of support in school to make good progress. If this is the case they will write an EHC (Educational Health Care) Plan. If this is not the case, they will ask the school to continue with the support at SEN Support.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Any additional adult may be used to support your child with whole class learning, run individual programmes or run small groups.

Our Provision for pupils with SEND

Communication and Interaction:

1. 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 intervention for those with identified needs
<ul style="list-style-type: none">• Identification is by the class teacher via whole school assessment pupil tracking information, from transferred schools, parental information, standardised tests, in class assessments and observation.• Assessment by, and intervention from, a speech and language therapist, on referral.• If, after assessment, a programme is set in place this is reviewed regularly by the class teacher and other staff supporting the children• The progress is shared every term with parents and pupils.	<ul style="list-style-type: none">• Differentiated curriculum, planning tasks, delivery and outcome• Simplified timetables• Visual timetables• Consistent routines and expectations• Use of ICT• Use of talk partners during whole class and group learning sessions• Circle time• Regular show and tell sessions where appropriate	<ul style="list-style-type: none">• Through good/outstanding teaching• Ensuring that the curriculum is adapted to meet all pupils needs• In class support with TA/teacher• Small group work• Personalised programmes• Speech and Language support from therapist/TA in school• Mid-day supervisors support during unstructured times during the day• Support children to develop confidence in speaking in class

2. 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 intervention for those with identified needs
<ul style="list-style-type: none"> • Identification is by the class teacher and other staff leading to referral for formal diagnosis • Assessment by, and intervention from, specialist outside agencies • If, after assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the children • Progress is shared every term with parents and pupils 	<ul style="list-style-type: none"> • Consistent rules, routines and reasons • Visual timetables/aids • Consistent expectations • Clear and simple instructions • Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate 	<ul style="list-style-type: none"> • Small group mentoring sessions with teaching assistant working on where social skills are developed • TA supporting children identified on the ASD spectrum • At unstructured times support staff and supervisors are made aware of the needs of specific children

Cognition and Learning

1. 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 intervention for those with identified needs
<ul style="list-style-type: none"> • Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised tests, in class assessments • Assessment by and intervention by class teacher with guidance from SENDCo 	<ul style="list-style-type: none"> • Multisensory equipment/activities given where appropriate to demonstrate concepts • Given non verbal / verbal reasoning tasks • Sequencing activities • Memory training games 	<ul style="list-style-type: none"> • Small group / 1:1 support for children for phonics • Small group / 1:1 support for children for maths • 1:1 support for reading

<ul style="list-style-type: none"> • After assessment a PCP with personal targets is put in place which is reviewed regularly / every term by class teacher, parents and other staff supporting the children • The progress is shared every term with parents and pupils 	<ul style="list-style-type: none"> • Teaching the meaning of subject specific vocabulary and having word banks • Use of ICT and computer programs and games • Visual time tables / resources around the class. • Differentiated homework given in form of phonics games, maths games • Differentiated focus groups for spelling and phonological understanding using Letters and Sounds • Checklists/ writing frames/ dictionaries/ modelling • Relevant targets from PLPs are written in workbooks to remind children/support staff the focus for English and Mathematics • Rigorous assessment for learning/ positive feedback, marking related to individual class, PCP targets • Pre tutoring for work in Mathematics and English 	<ul style="list-style-type: none"> • Small group support in class through individual and guided reading • Differentiated and small group support in writing and guided writing sessions • Differentiated and small group support for maths
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2. Specific Learning 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 intervention for those with identified needs
<ul style="list-style-type: none"> • Identification, but not diagnosis, is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised tests, in class assessments leading to referral for formal diagnosis • Assessment by and intervention by class teacher with guidance from SENDCo/specialist Dyslexia teacher • After assessment a PLP/PCP with personal targets is put in place which is reviewed regularly / every term by class teacher and other staff supporting the children • Progress is shared every term with parents and pupils 	<ul style="list-style-type: none"> • Calm, structured orderly environment • SEAL curriculum • Multisensory activities • ICT programs and games • Simple verbal/ written instructions • Given time to process understanding and respond • Given extra time to complete tasks and tests • Given tasks in small steps/ small amount of work at a time • Have graphic / visual organiser • Maintain positive and helpful attitude and avoid criticisms • Individual incentives to encourage positive reinforcement e.g. certificates, sticker charts 	<ul style="list-style-type: none"> • Small group or 1:1 multisensory intervention e.g. Toe By Toe • Small group work in class with teacher or TA • Small group / 1:1 on understanding language of maths and concepts.

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 intervention for those with identified needs
<ul style="list-style-type: none"> • Identification is by the class teacher followed by referral to specialist agencies • Assessment by and intervention by class teacher with guidance from SENDCo/specialist agencies • If, after assessment, a PLP/PCP with personal targets is put in place, this is reviewed regularly / every term by class teacher and other staff supporting the children • Progress is shared every term with parents and pupils 	<ul style="list-style-type: none"> • Exciting and stimulating classroom and Curriculum • PSHE curriculum • Whole school behaviour policy • Rewards/certificates/stickers/ celebrating work • Circle time • Consistent routines /boundaries and expectations of behaviour 	<ul style="list-style-type: none"> • Small group / 1:1 work in class with Teacher/TA • Intervention and/or support from the Headteacher • Home school links • Access to specialist support/ agencies if needed such as Woodlands Outreach • During unstructured times support staff and supervisors are made aware of the needs of specific children • Personalised programme/targets that pupil and parents are aware of

Sensory and/or Physical

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• Identification is by the class teacher, information from transferred schools, parental information• Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for a hearing test• Assessment by and intervention by class teacher with guidance from SENDCo/specialist agencies• If, after assessment, a PCP with personal targets is put in place, this is reviewed regularly / every term by class teacher, parents, specialist teacher and other staff supporting the children• The progress is shared every term with parents and pupils	<ul style="list-style-type: none">• Minimum distance between teacher and child to facilitate direct face to face visual• Create optimal hearing environment by using noise dampening materials• Have clear visual aids• Word banks and precise teaching of subject specific vocabulary• Face child in every oral communication• Have specialised equipment for hearing Impaired• Withdrawal work as appropriate	<ul style="list-style-type: none">• 1:1 support from a specialist teacher• Good home school links• 1:1 specialist teacher support on vocabulary and speech• All staff made aware of difficulty in school during high noise level activities such as playtime, dinner times, PE to ensure safety of the child• Awareness of health and safety issues such as not hearing the fire alarm.

2. Visually Impaired

We do not currently have any pupils with a visual impairment in school, but if a pupil with this type of need joined us, we would endeavour to provide the following:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Identification is by the class teacher, information from transferred schools, parental information • Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician • Assessment by and intervention by class teacher with guidance from SENCo/specialist agencies • Progress is shared every term with parents and pupils 	<ul style="list-style-type: none"> • Ensuring the environment is well lit, avoiding glare • Pupils will be encouraged to sit near the front of the class so they can clearly see any visual information that is displayed • Any information that is displayed on the whiteboard will be presented as clearly using large fonts. If this is not possible then pupils will be given a copy of the work on display • If pupils have a significant visual impairment, then the teacher will ensure the furniture and resources stay in expected locations so they will be easy to find 	<ul style="list-style-type: none"> • Providing documents which use a larger font, contrast, etc. • Using different coloured paper to print worksheets and tasks • Using coloured overlays / reading rulers • Using patterns instead of colour

3. 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 intervention for those with identified needs
<ul style="list-style-type: none"> • Parents are best placed to advise us about the specific physical needs of the child. We would therefore rely on good communication between home and school to ensure that concerns about the child are addressed promptly • The class teacher and TA will keep careful track of the child and record any observations • If the child continues to be a concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as an occupational therapy team • If appropriate, the Occupational Team will give an assessment and additional strategies will be implemented • Parents can also request an assessment with the Occupational therapist by visiting their GP • If appropriate, a request for statutory assessment will be made and additional interventions and strategies are put into place to support the children • Progress is shared every term with parents and pupils 	<ul style="list-style-type: none"> • Pupils will be provided with resources such as pencil grips, laptops, so they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. they will be encouraged to participate in the same way as their peers. If this is not possible they will be given different resources such as larger balls and support from an adult. 	<ul style="list-style-type: none"> • Pre-writing skills such as tweezers, using mazes. • Pencil grips / tri-grip pencils • Lap tops • Interventions as suggested by the Occupational Therapy Team

• If pupils have a Statement of Special Educational Needs or EHCP then they have yearly Annual Reviews to review their progress		
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What other personnel provide services to children with SEND in the school?

Directly funded by the school:

5 x Teaching Assistants
0.2 Specialist Teacher support per week.

Services bought by the school:

Woodlands Outreach Service
Educational Psychology Service

Provided and paid for by the Health Service (Shropshire NHS Trust) but delivered in school:

Sensory Service for children with visual or hearing needs

School Nurse

Occupational Therapy

Physiotherapy

Speech and Language Therapy

How are the teachers and support staff helped to work with children with SEND and what training do they have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school has a Development Plan which identifies training for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues.
- Some professionals may provide some school based training for staff in relation to specific needs e.g. Speech and Language Therapist
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How does the school measure the progress of my child?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing and maths.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Support will have a PCP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support and guidance is there for me as a parent/carer of a child with SEND?

In addition to our open door policy and a termly report either through parents' evenings or a report on your child's progress:

- 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
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report

- If your child is at the SEN Support level of the SEN Code of Practice, three meetings per year will be available for you to meet with the class teacher to review PCPs and set new targets.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Whixall C.E. Primary school and Nursery accessible for children with SEND?

The school meets the requirements of the Disability Discrimination Act (2005). The school building is accessible to children with a physical disability, dependent upon the nature of their disability. Wherever possible, we will endeavour to ensure suitable adjustments are made.

- The school meets the requirements of the Equalities Act (2010) through the Single Equalities Scheme.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities and after school provision are both accessible for children with SEND. Where required we will make suitable adjustments to ensure accessibility.

What support will my child receive when they are moving to another class OR leaving this school?

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.

- If your child is moving to another school:
- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- as a small school, all adults are aware of all pupils and their needs which assists transition between classes, groups and adult support
- information will be passed on to the new class teacher in advance and, in some cases, a planning meeting will take place with the new teacher. All PLPs/PCPs will be shared with the new teacher.
- if your child would be helped by a book to support them understand moving on then it will be made for them.
- Moving up sessions for classes are organised so that your child & their classmates can meet their new teacher before the next academic year.

In Year 6:

- the SENDCo will liaise with the SENDCo of your chosen secondary school to discuss the specific needs of your child.
- where appropriate, the SENDCo will organise a meeting with the new SENDCo and the parents / carers to discuss the child's needs and any concerns
- your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How does the school evaluate how effective the provision for SEND is?

We will review and evaluate the effectiveness of SEND provision in a number of ways including:

- the number of pupils with SEND attaining specified levels in National Curriculum tests
- the levels of progress made by pupils with SEND
- the progress of pupils through targeted support and intervention
- the implementation and impact of external agency advice for pupils with SEND

- the participation in all aspects of school life by pupils with SEND, including extra-curricular activities
- pupils with SEND are confident, well-motivated and have a sense of self-worth

Further Information

SEN & Disability Code of Practice: 0-25	www.gov.uk
Shropshire Council	www.shropshire.gov.uk
Shropshire & Telford Parent Partnership	www.parentpartnership-shropshireandtelford.org.uk
Parent and Carer Council Shropshire	www.paccshropshire.org.uk
Council for Disabled Children	www.councilfordisabledchildren.org.uk

If you would like any further information, please do not hesitate to contact the school.

Headteacher/SENCo:	Miss Nicola Brayford
SEN Link Governor:	Mr Michael Hares
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Website:	www.whixall.shropshire.sch.uk
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