
















The Whitchurch Church of England Federation

SEND Information Report 2024-2025



*“Learning to Love God and our Neighbour as Ourselves”
Luke 10: 25-37*

 <p>Key Terms</p>	<p>SEND – Special Educational Needs and/or Disabilities</p> <p>SENDCO – Special Educational Needs and Disabilities Coordinator</p> <p>SEMH – Social, Emotional and Mental Health</p> <p>EHC Plan – Education, Health and Care Plan</p> <p>PCP – Person Centred Plan</p>								
 <p>The SEND Team</p>	<p>The SENDCO is Mrs K Davies.</p> <p>The SENDCO Assistants are Mrs K Walsh and Mrs S Goode.</p> <p>The SEND Governor is Mrs S Giera.</p> <p>If you would like to contact the SEND team, please call the school office and request a call back.</p> <p>Infant and Nursery Academy: 01948 662905 Junior Academy: 01948 662255</p>								
 <p>Special Educational Needs</p>	<p>The SEND Code of Practice (2014) states that, ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age... Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.’</p> <p>SEND is categorised into the following four areas in the SEND Code of Practice:</p> <table border="1" data-bbox="411 1753 1412 2094"> <tr> <td data-bbox="411 1753 662 1839">  </td> <td data-bbox="662 1753 1412 1839">Cognition and Learning</td> </tr> <tr> <td data-bbox="411 1839 662 1924">  </td> <td data-bbox="662 1839 1412 1924">Communication and Interaction</td> </tr> <tr> <td data-bbox="411 1924 662 2009">  </td> <td data-bbox="662 1924 1412 2009">Social, Emotional and Mental Health</td> </tr> <tr> <td data-bbox="411 2009 662 2094">  </td> <td data-bbox="662 2009 1412 2094">Sensory and Physical</td> </tr> </table>		Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health		Sensory and Physical
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Assessing and Identifying Need

On starting nursery or school (including mid-year transfers), we will find out if a child has previously had any SEND identified. We will speak to parents and previous settings to establish what assessments have been completed, whether any other professionals are involved with the child, and to explore any concerns that parents or previous settings may have.

The identification of SEND in school is built into the regular assessment and monitoring of progress of all pupils. School will seek to identify pupils making less than expected progress. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Where progress is a concern, the class teacher will share this with parents and will complete a 'First Concerns' record. The same process is followed if the class teacher is concerned that a child may have social, emotional or mental health needs.

Upon receiving the 'First Concerns' record, the SENDCO will suggest additional strategies to support the child. Additional learning assessments may be completed within school at this time.

Following a period of monitoring, the SENDCO and class teacher will review the 'First Concerns' record and a decision will be made about whether further support is needed for the child or whether the strategies in place are effectively supporting them to make progress. If it is decided that the child may have SEND, they will be added to the school's SEND register and parents will be informed.

If you feel that your child may have SEND, you should contact the class teacher and discuss your concerns.

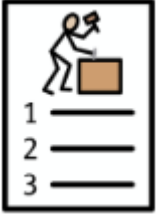


Working with Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Shropshire Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Sensory Inclusion Service
- BEEU: Young People and Families Mental Health Service (previously CAMHS)
- School Nurse / Health Visitor
- Social Care
- Educational Welfare Officer
- Shropshire Virtual School (where pupils are looked after by the local authority)
- Children's Physiotherapy

We will ask your permission before we arrange for any outside agencies to come in and work with your child.



Planning and Reviewing Support with Parents and Pupils

Children on the SEND register will have a Person Centred Plan (PCP).

The PCP includes:

- A description of the child's needs.
- The child's personalised targets.
- The provision that will be put in place to meet the child's needs.

PCPs are usually written and reviewed termly, but can be reviewed more regularly where necessary.

Parents and pupil views are taken into consideration when writing and reviewing the PCPs. Parents and teachers will meet on a termly basis to discuss the child's progress and the provision that is in place.

Parents of pupils who have an Education, Health and Care (EHC) plan are invited to the annual review meeting and their views are shared as part of this process. Pupils with EHC plans will also have the opportunity to share their views.

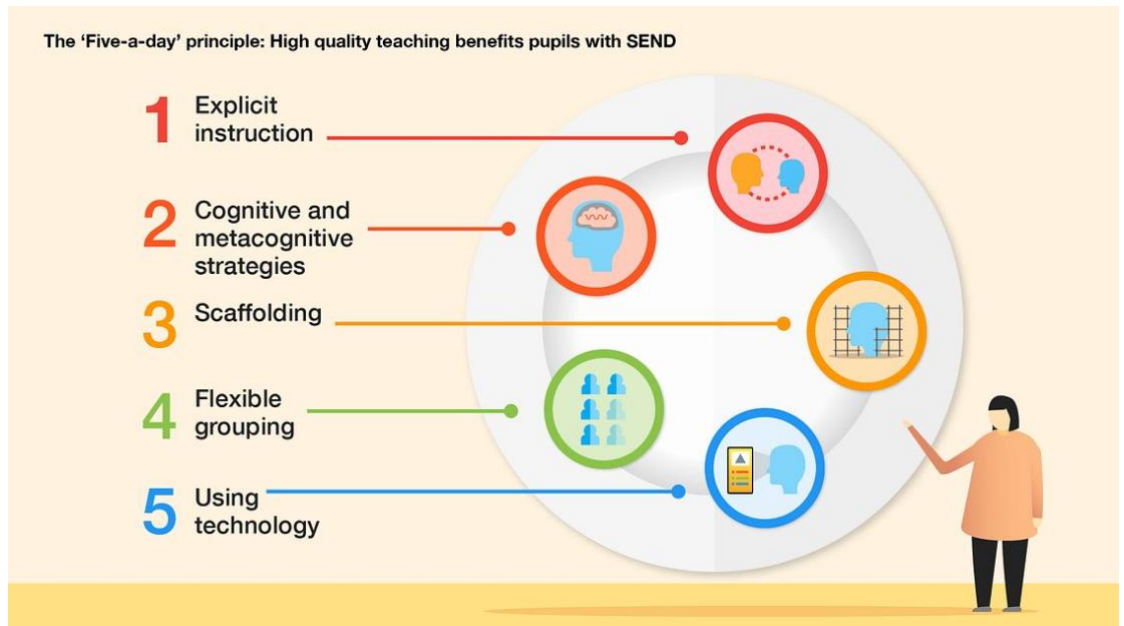


Teaching Children with SEND

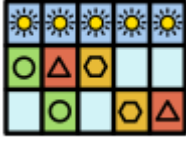
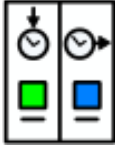


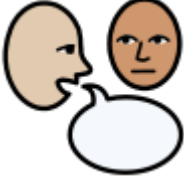













We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We recognise that every child is unique and we tailor the support offered to meet the needs of individuals. Examples of interventions and provision include:

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Writing frames	Word banks	Widgit visuals
		
Ear defenders	Timers	Explicit instruction
		
Phonics Tutoring	Individual Speech Intervention	Additional reading with an adult
		
Learning Mentor Support	Sensory resources	Maths resources



Little Explorers

Little Explorers is a dedicated SEND school hub at the Infant and Nursery Academy. It caters to students who have the following needs:

- Autism Spectrum Condition
- Speech, Language and Communication Needs
- Social and Communication Difficulties

Little Explorers provides a nurturing environment where students can fulfil their potential, achieve academic success, and be integrated with their peers. The children are taught how to play with their friends and enjoy new creative learning experiences. Individual strengths and interests are valued and provide the starting point for teaching new skills. Children are supported to develop their communication and self-help skills and learn to enjoy the world around them.

Little Explorers caters for pupils from Reception, Year 1 and Year 2. A child must have an EHCP to attend the hub and placements are allocated by Shropshire Council's SEN Team.



SEMH Support

We aim to ensure that all children feel safe and have good relationships with staff and peers. We have many strategies to develop children's wellbeing.

- Academy Christian Values
- After school clubs
- Play Leaders
- Anti-Bullying Ambassadors
- Pupil voice groups
- Jigsaw PSHE
- Class circle times
- Positive reward system (Class Dojo)

Some children may also access:













- Breakfast club
- Support for families e.g. Early Help
- Learning Mentor Support
- The Colour Monster emotion coaching
- No Worries Intervention
- Talkabout Social Skills
- Talkabout Self-Esteem
- Talkabout Friendships
- Transition Toolkit
- Education Mental Health Practitioner



Training

Staff have regular opportunities for CPD. This can be led by the SENDCO or external professionals. Staff also receive regular teaching and learning training through [BISA](#).

Examples of the training staff have undertaken include:

			
Transition Toolkit	No Worries	Colourful Semantics	Monster Phonics
			
Trauma and Attachment (Level 1)	Understanding Autism Level 2	SENDCO Support	Cool Kids
			
Future in Mind	Teach Speech	Talk Boost	Nurture



Transition


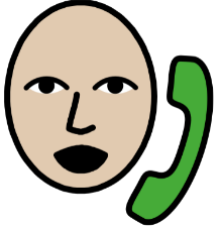
We recognise that transition can be difficult for some children with SEND and take steps to ensure that any transition is as smooth as possible.

Support that can be put in place to support pupils includes:

- Transition conversations between teachers
- Transition days between classes and schools
- Additional visits to the new setting where necessary
- Social stories about transition
- Transition booklets with photos of new environments and staff
- Transition Toolkit intervention with a Learning Mentor

If your child is moving to another school:

- We will liaise with the new school's SENDCO and ensure they know about any special arrangements or support that needs to be made for your child.

	<ul style="list-style-type: none"> ➤ We will ensure that all records about your child are passed on as soon as possible. <p>In Year 6:</p> <ul style="list-style-type: none"> ➤ The SENDCO will meet to discuss the specific needs of your child with the SENDCO/Head of Transition of their secondary school. ➤ If your child has an EHC plan, the SENDCO of your child's secondary school will be invited to attend the annual review prior to them transferring in order to plan a clear transition pathway for them.
 <p>Clubs and Trips</p>	<p>All children are given equal opportunities to access and enjoy activities outside the classroom including:</p> <ul style="list-style-type: none"> ➤ Before and after-school clubs ➤ Sports day ➤ Special events ➤ Educational visits ➤ Residential trips <p>We may need to provide additional support arrangements such as accessibility arrangements, rest breaks, preparation for the child or additional adults.</p> <p>No pupil is excluded from taking part in these activities because of their SEN or disability.</p> <p>Parents, teachers, SENDCO and provider work together to ensure equal access.</p>
 <p>Complaints</p>	<p>Complaints will be managed in line with the SBMAT Complaints procedure which is published on the federation website.</p> <p>In the first instance, you should talk to your child's class teacher and / or the SENDCO. If the issue has not been resolved, then the matter will be referred to the Vice Principal or Principal for investigation.</p> <p>If you feel your complaint has not been addressed, then a written request for further review can be made to the Local Governing Committee.</p> <p>You can also request independent disagreement resolution and the school will make this information available to you. You can also find more information on Shropshire Local Offer/Resolving Disagreements. https://shropshire.gov.uk/the-send-local-offer/education/resolving-disagreements/</p>



The Shropshire Local Offer

The Shropshire Local Offer can be found at: <https://www.shropshire.gov.uk/the-send-local-offer/>

The Local Offer puts all the information about education, health and care services in Shropshire in one place

Further support is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.

Contact Shropshire IASS on 01743 280019.

The referral line is manned Monday to Friday, 10am till 4pm.

Email address: iass@shcab.cabnet.org.uk

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



** To be reviewed September 2025 **