



# Provision for Children with Special Educational Needs or Disability

at

Buntingsdale Primary School

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## **Information Report for Parents**

### **Introduction/ Overview**

Buntingsdale Primary School is an inclusive school that offers the following range of provision to support children with Special Educational Needs and Disabilities.

### **People who support children with special needs and/or disabilities in school:**

Summary of responsibility

Class Teacher: He/she is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (such as targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.
- Writing Learning Targets and sharing and discussing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work

and resources.

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

SENDCO ( Special Educational Needs and Disability Coordinator): Mrs Julie Boote

- Coordinating all the support for children with special education needs (SEN) and or disabilities, and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as parents you are:
  - Involved in supporting your child's learning
  - Kept informed about the support your child is getting
  - Involved in reviewing their progress
  - Involved in planning their next steps for learning
- Liaising with all the other agencies that may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Learning Targets for your child to achieve.

Teaching Assistant (TA)/Special Support Assistant (SSA)

TA or SSA may be allocated to a pupil with special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. As a TA or SSA they are responsible for carrying out the programmes for supporting your child in accordance to the planning and instruction of the class teacher.

#### Head teacher:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEN) and or disabilities
- Monitoring the support your child is getting
- 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. as necessary
- Monitoring training for all staff so they are aware and confident about how to meet the needs of your child and others within our school
- To provide specialist support for teachers and support staff in school; so they can help pupils with SEND in the school to achieve their potential
- He/she must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

#### SEND Governors: Mrs Sarah Odle and Mrs Karen Watkins

- 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 governors on the success of SEND provision within the school

#### How we consult with parents and carers of children with Special Educational Needs

- 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
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report
- Support plans and strategies will be reviewed with your involvement each term
- Homework will be adjusted as needed to match your child's individual needs
- 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
- We hold an open door policy so all parents / carers can talk to their class teachers at the start and end of each day.

#### How we consult with our pupils with Special Educational Needs

- Teacher discuss the targets on the child's Support Plan with the children to make them aware of what they need to work on
- The children are encouraged to actively participate on working on their targets during class work in collaboration with teacher and TA/SSA
- The children are invited to the special needs parents evening with their parents to discuss the next targets and step of learning for the child
- If the child has an Educational Health and Care Plan (EHCP) then he/she is asked to have input into the form for the annual review meeting
- At transition stages the statemented child is consulted about what he/she would expect in the next school

## **How we support our pupils at times of transition**

- If your child is moving to another school:

We will contact the new school's 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:

Information, including Learning Targets, will be passed onto the new school teacher in advance

For children with statements and more complex needs at there will be a planning meeting and/or specific preparation or training for the new teacher and/or support staff

- Year 6 Transition

The class teacher and or SENDCO will meet with representations from local secondary schools to discuss the specific needs of your child with the SENDCO of their allocated secondary school, or specialist placement provider for students with an ASD (Autistic Spectrum Disorder) as appropriate

Where understanding might be difficult 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 we adapt our curriculum and learning environment to include pupils with Special Educational Needs**

- Pre-teaching of new concepts and vocabulary to enhance learning
- Use of interactive whiteboards
- Regular access to computers

- Provision of individually tailored visual support packages for specific children including visual timetables and behavioural cue cards
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, phonics sound mats and high frequency word lists
- Small group work support in classrooms from class teacher/TA/SSA
- 1:1 support from allocated TA/SSA as appropriate
- Small group/1:1 support from specially trained TA/SSA/teacher of specific needs
- Small group/1:1 support from voluntary helpers
- Facilitating access to learning through appropriate differentiation of targets and tasks
- Provision of specialist equipment or modified resources
- Extensive use of visual support
- Implementation of specifically tailored support strategies and programmes as devised by Educational Psychologist, occupational therapist or physiotherapist

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

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



# 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"> <li>• Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments</li> <li>• Assessment by and intervention by class teacher with guidance from SENDCO</li> <li>• After assessment a PCP is set in place this is reviewed regularly/every term by class teacher and other staff supporting the children</li> <li>• The progress is shared every term with parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Multisensory equipment/ activities given where appropriate to demonstrate concepts</li> <li>• Given nonverbal/verbal reasoning tasks</li> <li>• Sequencing activities</li> <li>• Memory training games</li> <li>• Teaching the meaning of subject specific vocabulary and having word banks</li> <li>• Use of ICT and computer programs and games</li> <li>• Visual timetables/resources around the class</li> <li>• Differentiated homework given in form of phonics games, maths games</li> <li>• Differentiated focus groups for spelling and phonological understanding using Letters and Sounds</li> <li>• Checklists/ writing frames/ dictionaries/ modelling</li> <li>• Relevant targets from IEPS are written in work books to remind children/ support staff the focus for literacy/ Numeracy</li> <li>• Rigorous assessment for learning/ positive feedback, marking related to individual class/ IEP targets</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/ 1:1 support for children by specialist teacher for phonics</li> <li>• Small group / 1:1 support for children by specialist teacher for maths</li> <li>• 1:1 support for reading by voluntary reading helpers</li> <li>• Small group support in class through individual and guided reading</li> <li>• Differentiated and small group support in writing and guided writing sessions</li> <li>• Differentiated and small group support for maths</li> </ul>

## 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"> <li>• Identification but not diagnosis is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments leading to referral for formal diagnosis</li> <li>• Assessment and intervention by class teacher with guidance from SENDCO/ specialist Dyslexia teacher</li> <li>• After assessment personal targets are set in place this is reviewed regularly/ every term by class teacher and other staff supporting the children</li> <li>• The progress is shared every term with pupils and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Calm, structured orderly environment</li> <li>• SEAL curriculum</li> <li>• Multisensory activities</li> <li>• ICT programs and games Number shark/ Word shark</li> <li>• Simple verbal/ written instructions</li> <li>• Given time to process understanding and respond</li> <li>• Given extra time to complete tasks and tests</li> <li>• Given tasks in small steps/small amount of work at a time</li> <li>• Have graphic/ visual organiser</li> <li>• Maintain positive and helpful attitude and avoid criticisms</li> <li>• Have sticker charts to encourage positive re</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/1:1 graded phonic books</li> <li>• Small group work in class with teacher or TA</li> <li>• Small group/ 1:1 with Learning Specialist Teacher on understanding language of maths and concepts.</li> </ul>

## 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"> <li>• Identification is by the class teacher followed by referral to specialist agencies</li> <li>• Assessment and intervention by class teacher with guidance from SENDCO/specialist agencies</li> <li>• If after assessment a Support Plan is set in place this is reviewed regularly/every term by class teacher and other staff supporting the children</li> <li>• The progress is shared every term with parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Exciting and stimulating classroom and curriculum</li> <li>• SEAL curriculum</li> <li>• Whole school behaviour policy</li> <li>• Rewards/stars/stickers/celebrating work</li> <li>• Circle time</li> <li>• Consistent routines/boundaries and expectations of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/1:1 work in class with Teacher/TA</li> <li>• Home school links</li> <li>• Access to specialist support/agencies if needed such as Woodlands Outreach</li> <li>• Unstructured times support staff and supervisors are made aware of the needs of specific children</li> <li>• Personalised programme/ targets that pupil and parents are aware of</li> </ul>

## 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"> <li>• Identification is by the class teacher information from transferred schools, parental information</li> <li>• Assessment and intervention by class teacher with guidance from SENDCO/specialist agencies</li> <li>• If after assessment a PCP is set in place this is reviewed regularly/every term by class teacher and other staff supporting the children</li> <li>• The progress is shared every term with parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum distance between teacher and child to facilitate lip reading</li> <li>• Create optimal hearing environment by using noise dampening materials</li> <li>• Have clear visual aids</li> <li>• Word banks and precise teaching of subject specific vocabulary</li> <li>• Face child in every oral communication</li> <li>• Have specialised equipment for hearing impaired</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 specialist teacher in class</li> <li>• Good home school links</li> <li>• 1:1 specialist teacher support on vocabulary and speech</li> <li>• 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</li> <li>• Classrooms given curtains/thicker carpets instead of blinds and tile floors</li> <li>• 1:1 support with specialist teacher when on school trips</li> <li>• Awareness of health &amp; safety issues such as not hearing the fire alarm</li> </ul>

## 2. Visually 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"> <li>• If a child has not been diagnosed with a visual impairment on-entry into the school identification is by the class teacher followed by referral to specialist agencies.</li> <li>• Assessment and intervention by the class teacher with guidance from SENDCO and Sensory Inclusion Service.</li> <li>• If after assessment a Support Plan is set in-place this is reviewed regularly/ every term by the class teacher and other staff supporting the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Visually friendly fonts.</li> <li>• Copies and texts with clear bold type.</li> <li>• Providing extra time to scan visually complex materials and fine details.</li> <li>• The child will sit at the front of the class close to the focal point of the lesson.</li> <li>• Glare on the whiteboard is minimised.</li> <li>• Extra attention is placed by the class teacher on using clear legible handwriting on the board in black pen.</li> <li>• Specialist ICT software where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/1:1 work in class with teacher or TA</li> <li>• Home school links</li> <li>• Access to the Sensory Inclusion Services</li> </ul>

### 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"> <li>• If a child has not been diagnosed with a physical disability on-entry into the school identification is by the class teacher followed by referral to specialist agencies.</li> <li>• Assessment and intervention by the class teacher with guidance from SENDCO and professional outside agencies</li> <li>• If after assessment a Support Plan is set in-place this is reviewed regularly/ every term by the class teacher and other staff supporting the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes implemented by the physiotherapist, occupational therapist or Severndale Outreach Service</li> <li>• Differentiated activities during PE lessons</li> <li>• Support to develop cutting skills</li> <li>• Enlarged worksheets</li> <li>• Hand grips for writing equipment</li> <li>• The use of a scribe to record children's work</li> <li>• Activities to develop fine motor control</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/1:1 work in class with teacher or TA/SSA</li> <li>• Home school links</li> <li>• Access to external professionals – Severndale Outreach Service, Occupational Therapist, Physiotherapist</li> </ul>

### **How we involve parents and carers in the assessment and review process**

- Parents/carers are equal partners in learning and working together to support their child
- That their wishes will be key to plans to support their children at home and school
- They have access to support and advice at the right time by working with Parent Partnership Service
- Those, whose children have high level needs, have access to training support and advice through various options
- They are invited to dedicated SEND parent discussion meetings every term where the class teacher will discuss the process of review from the last Support Plan and new targets. The parents are then given a copy.
- If the child has a statement they are invited to voice their assessment and future wishes at the annual review
- Provide parents and carers with clear information on how well their children are doing
- We have an open door policy so parents and careers can see a class teacher on a flexible basis when possible.
- Parents can contact class teachers via the school's online learning platform, "seesaw". Specific individual home learning activities can also be set to support learning at home.
- We make sure the information given to parents and carers is clear and accessible

### **How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process**

- 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
- Parent Partnership Service (PPS) is available to meet with you to discuss your child's progress or any other concerns/worries you may have. There is a PPS in every local authority. You can access further details from the National Parent Partnership Network website.
- All information from outside professionals will be discussed with you with the person involved directly, when possible, or where this is not possible, in a report
- Pupil Centred Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs
- 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
- We hold an open door policy so all parents/carers can talk to the class teacher at the start and end of each day.

### **What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?**

The school is committed to ensuring that every effort is made to ensure that all SEND children are included within school visits and extended schools activities which include daily breakfast clubs via Rainbows Day Care and weekly after school clubs which include games clubs, sports clubs and creative activities.



### **What support is available for our pupils with Special Educational Needs?**

- Support for SEND children is always available from their class teacher and SENDCO.
- TA/SSA
- Access to a range of External Professionals including:
  - Speech and Language Therapy
  - Woodlands Outreach (a support service offering assessments and personalised support for dyslexia, dyscalculia, autism and other learning needs)
  - Telford and Wrekin Learning Support Advisory Teachers
  - School Nursing Service
  - Shropshire Educational Psychology Service
  - Sensory Inclusion Service
  - TMBSS
  - Cornerstones

### **What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?**

- The school's SENDCO has a Post Graduate Certificate in Special Educational Needs.
- All staff receive regular training on the identification of Special Educational Needs and appropriate support strategies.
- The SENDCO takes part in termly local SEND updates.
- There is regular liaison with external professionals to support the needs of individual children.
- A majority of staff have received initial Level 1 Autism training and Manual Handling training to meet the needs of children with disabilities.
- The school has a qualified Emotional Literacy Support Assistant – Mrs Morgan-Taylor
- School staff are trained to deliver Talk Boost for Early Years, KS1 and KS2
- Staff have attended a range of Speech and Language Development Courses
- Two members of staff are trained to deliver the Coolkids Programme.
- During 2024 the school is being supported by a Neuro-divergent Teacher to support individual children and offer in-school support.

### **How we obtain the services, provision and equipment required by our pupils with Special Educational Needs**

- The school has an annual Service-Level agreement with a range of services who offer targeted support for different areas of SEND.
  - Telford and Wrekin, Learning Support Advisory Teacher, advise on strategies to support learning.
  - Woodlands Outreach Service which offers access to a range of services to support behaviour triggers which affect learning as well as specialist diagnose such as ADHD and Autism.
  - Shropshire Educational Psychologist Service.
- External Specialist Speech and Language support for individual children is provided when appropriate.
- Childrens' Mental Health Support Services
  - Access to the Mental Health Support Team through a school referral offering weekly support.
  - 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
  - Access Team. More specialist mental health support can be gained via the Access Team for the Young People and Families Mental Health Service (previously CAMHS).
- External professionals to support children with physical disabilities; Physiotherapist, Occupational therapist
- Regular support from the School Nurse and other medical professionals to meet the needs of individual children
- Liaison with the Looked After Team

### **How we support the emotional and social development of our pupils with Special Educational Needs**

- Children can be referred to the school's ELSA who will plan appropriate support.
- Children and families can be referred to the NHS Mental Health support Team who work with the school on a weekly basis.
- This is discussed in class during PSHE activities.
- Annual whole school review of the school's Anti-Bullying Policy
- Deployment of a Learning Support Staff to support the social and emotional needs of individual children.
- Access to after school clubs for those children with a support plan to specifically target the development of social skills.
- Individual children are provided with support books targeting specific areas such as No Worries, Hello Happy, Stay Strong, Be Brave, Letting Go, Autism and Me, Dyslexia and Me.

**Information outlining the process for supporting children with possible Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD) at Buntingsdale Primary School and Nursery.**

At Buntingsdale Primary School children's responses to learning are monitored closely through our whole school Behaviour Policy. However sometimes children may struggle to respond appropriately to the expectations and routines within a primary classroom which could cause barriers to learning. When this is the case class teachers will share concerns with parents and carers, providing an opportunity to discuss a child's behaviours and successful strategies to support the child both at home and at school.

If concerns persist a Behaviour Plan or Pupil Centred Plan if the child has been identified with Special Educational Needs or Disabilities (SEND) will be written. This will contain clear behaviour targets and possible strategies to address the child's response to learning. If little improvement is made a referral will be made to Woodlands Outreach Service to carry out an observation and offer additional strategies which could be implemented within the classroom. At this stage school may have had a conversation with parents to consider whether there could possibly be any reasons why a child is struggling to access learning, such as ADHD or signs of ASD being observed at home or at school.

It is important to remember that any diagnosis of ADHD or ASD is in fact a clinical diagnosis and can only be made by a medical professional. Previously parents approached their GP with any concerns related to ASD or ADHD, but now GPs often pass the referral process on to the school as it is thought that schools have a more informed knowledge about a child.

In Shropshire to get on the pathway for assessment for ADHD or ASD, schools need to make a referral to **Bee U** and have evidence showing at least two cycles of Assess-Plan-Do-Review within school. This will generally be evidenced through two Pupil Centred Plans which have evidenced clear targets that have been reviewed in school. To support this process a referral will be made to the Woodlands Outreach Service for suggested strategies and a report providing additional evidence. This would usually be a Social, Emotional and Mental Health referral, where an observation within the normal school setting will take place and an ADHD screener will take place as part of the assessment tests. At this stage no diagnosis can be made as this is not a medical assessment but can give an indication of ADHD or ASD. This report will then be sent with the two cycles of Plan-Do-Review to support the evidence from school as part of the school referral to **Bee U**.

It is only **Bee U** in Shropshire that can diagnose ADHD. **Bee U** is Shropshire, Telford & Wrekin's Children and Families Emotional Health and Wellbeing Service, previously known as CAMHS. 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.

If you require any further information please do not hesitate to contact Mrs Elkes, (Headteacher) or Mrs Boote (Special Educational Needs and Disabilities Co-ordinator).

**If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs**

For any questions or concerns please see the following in order:

- Class teacher
- SENDCO – Mrs Julie Boote
- Head teacher – Mrs Elkes
- Governors responsible for SEND, Mrs Sarah Odle or Mrs Karen Watkins

**How we ensure access to our facilities for all of our pupils**

The school grounds and its buildings are regularly monitored and well maintained to ensure equal access for all. The whole school is wheel chair friendly and there is a toilet/shower room for the support of children with physical disabilities. The school ensures that support plans are in-place to safeguard children with specific disabilities during major incidents through individualised support plans. The school works closely with Shropshire Council when considering access arrangements for SEND children to ensure that the school's inclusive ethos can be achieved.