



Pontesbury CE Primary **School**

Special Educational Needs and **Disability Policy and Information** **Report**

June 2026
Next review date: June 2027.

All Shropshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to provide an inclusive teaching and learning environment where the needs of pupils with SEND are being met in a mainstream setting wherever possible, where families want this to happen.

School Ethos

Pontesbury C.E. Primary School is proud of its strong and distinctive Christian ethos. *“Lift up my eyes to the mountains— where does my help come from? My help comes from the Lord.” Psalm 121* which reminds us of God’s support and love as we strive to be the best we can be. This is reflected in our school vision: *‘Aim high, climb higher’*.

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all. We recognise and value the contributions made by all children, professionals and parents in shaping and strengthening our inclusive school community.

Our SEND Information Report aims to:

- Reflect the legislation, practice and the procedures that are in place for supporting children with SEND. [SEND Code of Practice January 2015.pdf](#) In addition, it considers recent research findings by OFSTED in terms of how needs are best identified and supported.
- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Pontesbury C.E Primary School aims to:

- Ensure all pupils reach their full educational potential and pupils make good progress regardless of any Special Educational Need, Learning difficulty, disability or disadvantage.
- Recognise and assess additional needs promptly through early identification and timely intervention to ensure that everything possible is implemented to remove barriers to learning at the earliest opportunity.
- Personalise provision by removing barriers and enabling all pupils to access the curriculum and achieve their full potential.
- Actively involve parents and carers in any decisions affecting their child’s education.
- Ensure staff are appropriately trained and well informed so they can effectively identify and manage SEN provision.
- Ensure that all teachers know that they are teachers of children with special needs and have a responsibility to meet those needs; they may seek the advice and support of the SENCo and external professionals where appropriate.
- Conduct *plan, do, review* cycles which include the views of all stakeholders.

To ensure that these aims are achieved staff at Pontesbury CE Primary School will ensure that:

- All staff and adults have the highest aspirations and expectations for every child.
- Provision is adapted accordingly and is responsive and matched to individual pupil's needs.
- Extended and outreach services provision make a difference to outcomes for children and their families.
- Pupil voice and views are used to inform school improvement planning.
- Every child is able to access all areas of school life as is reasonably practical and compatible with their individual needs.

Definition of Special Educational Needs and Disabilities (SEND)

Children are deemed to have SEND if they:

- Have a *significantly greater difficulty in learning than the majority of others of the same age*, or
- Have 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

At Pontesbury C.E. Primary School, we aim to make appropriate adaptations for pupils with SEND to reflect their individual need, ensuring that they can succeed alongside their peers.

Special educational provision is **additional to**, or otherwise **different from**, the school's universal offer which is available for all children in our school.

Provision is made to meet the needs of children and young people with SEND within the four broad areas of need:

- **Communication and Language** – autism spectrum disorder. Speech and language difficulties.
- **Cognition and Learning** – Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia. Moderate learning difficulties.
- **Social, Emotional and Mental Health Difficulties (SEMH)** – attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD).
- **Sensory and Physical Needs** – hearing impairments, visual impairments, multi-sensory impairment and physical impairments.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class Teachers

Every teacher is a teacher of SEND. Each class teacher is responsible for:

- Providing high-quality, inclusive and adaptive teaching that removes barriers and enables pupils with SEND to access the curriculum and wider school life.
- Implementing SEND training (in-house and externally provided) to meet the needs of children who have SEND.
- Assessing and monitoring pupils' progress regularly, using appropriate assessment information to identify pupils who are making less than expected progress and providing support where necessary.
- Implementing the graduated approach of assess, plan, do and review and working with the SENCo to plan support and evaluate impact.
- Working closely with any teaching assistants or specialist staff to plan, implement and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working in partnership with pupils and their parents/carers, in decisions about needs, outcomes, support and progress.
- Seeking advice and undertaking relevant training to support pupils effectively and implement the school's SEND Policy.

SENDCo (Special Educational Needs and Disability Coordinator) - Ms Diane Whittall

email: admin@ppce.co.uk

The SENDCo is a qualified teacher and currently undertaking the NPQSENDCO qualification.

The SENDCo is responsible for:

- Coordinating SEND provision across the school and overseeing the SEND Information Report.
- Working with teachers to identify, assess, plan, deliver and review support for pupils with SEND.
- Maintaining the SEND register and keeping accurate records of pupils' needs, provision and outcomes.
- Monitoring the progress of pupils with SEND and helping to ensure appropriate support is in place.
- Ensuring parents/carers are actively involved in decisions about their child's education, support and progress.
- Liaising with external agencies and professionals, including Educational Psychology, Speech and Language Therapy, health services and Local Authority SEND services.
- Coordinating requests for Education, Health and Care Needs Assessments (EHCNAs) and overseeing the implementation and annual review of Education, Health and Care Plans (EHCPs).
- Providing advice, guidance and training to staff to support high-quality inclusive teaching.
- Supporting effective transitions between classes, schools and phases of education.
- Working with the Headteacher, governors and the SEND Governor to develop SEND provision and ensure the school meets its statutory duties under SEND legislation and the Equality Act 2010.

Headteacher – Mr Tom Lowrie-Herz

Email: admin@ppce.co.uk

Responsible for:

- Providing strategic leadership for SEND and inclusion across the school.
- Ensuring that the school fulfils its duties under SEND legislation and the Equality Act 2010.
- Ensuring that appropriate provision is in place to support pupils with SEND and promote positive outcomes.
- Delegating day-to-day responsibility for SEND provision to the SENDCo, whilst retaining overall accountability for its effectiveness.
- Working with the SENDCo to monitor the quality and impact of SEND provision across the school.
- Allocating resources and funding to support the needs of pupils with SEND.
- Keeping the Governing Body informed about SEND provision, priorities and developments.
- Working with governors and the SENDCo to support the strategic development of SEND provision across the school.

SEND Governor – Mr Ewan Bent

Email: admin@ppce.co.uk

Responsible for:

- Supporting and challenging school leaders to ensure that pupils with SEND receive high-quality provision.
- Monitoring the effectiveness of the school's SEND Policy, SEND Information Report and SEND provision.
- Working with the Headteacher and SENDCo to support the strategic development of SEND provision across the school.
- Supporting the Governing Body in monitoring the school's compliance with SEND legislation and the Equality Act 2010.
- Reporting to the Governing Body on SEND provision, outcomes and areas for development.
- Promoting the inclusion, wellbeing and achievement of pupils with SEND.

Expertise and training of staff.

In our team, we have staff who are trained in the following:

- ELSA – Emotional Literacy Support Assistant
- Talkboost (KS1 and KS2) – a programme to support Speech and Language
- Training from the Autism Education Trust
- CPI Safety Intervention Training
- Attachment theory training
- No Worries
- Emotional Coaching

Our team possesses a wealth of experience and will proactively pursue further advice, support, or training where required to ensure the highest standards are maintained.

External agencies and experts.

The school recognises that some pupils may require support beyond that available within school. In such cases, we will work collaboratively with relevant external agencies and professionals to ensure that pupils with SEND, and their families, receive appropriate and timely support.

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

- Special Needs LA advisors.
- Educational Psychologists
- The Occupational Therapy team.
- Physiotherapy Services.
- Hearing Impairment team (Sensory Inclusion Service)
- Speech and language Therapists (NHS)
- School Nurse
- IASS
- 0-25 Emotional, health and Well Being Service – BeeU (formerly CAMHS)
- Health Visitors
- Outreach – Outshine, Learning and Behaviour support.
- Early Help Family Support Workers.

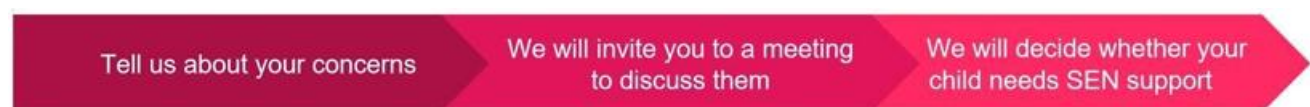
Shropshire Authority Local Offer

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.

Please click on the following link to access the Shropshire Authority Local Offer:

<http://shropshire.gov.uk/the-send-local-offer/>

What should I do if I think my child has SEND?



If you have concerns about your child's progress, development or learning and think they may have special educational needs and/or disabilities (SEND), you should initially discuss these concerns with your child's class teacher. An appointment can be arranged through the school office.

The class teacher will consider your concerns and, where appropriate, discuss them with the SENDCo. Alternatively, parents/carers may contact the SENDCo directly at diane.whittall@ppce.co.uk.

We will meet with you to discuss your child's strengths, needs and any concerns you may have. Together, we will consider whether further assessment or additional support may be required and agree appropriate next steps. A record of the discussion and any agreed actions will be kept as part of your child's school record, and a copy will be provided to you.

Where it is agreed that your child requires provision that is additional to or different from that ordinarily available, the school will place them on the SEND register and formally notify you of this decision in writing. Support will then be planned, implemented, monitored and reviewed in partnership with you and your child, in accordance with the graduated approach of Assess, Plan, Do, Review.

How will the school know if child needs SEN support?

All staff are aware of the importance of early identification of special educational needs and disabilities (SEND) and are alert to any concerns relating to a pupil's learning, progress, social development, communication, behaviour or emotional wellbeing.

Pupils' attainment and progress are monitored regularly through ongoing assessment. In addition, teachers assess pupils' skills, knowledge and understanding on entry to the school and at planned points throughout the year.

A pupil may be identified as needing additional support if their progress:

- is significantly slower than that of their peers from a similar starting point;
- fails to match or sustain their previous rate of progress;
- does not close the attainment gap between themselves and their peers; or
- results in a widening attainment gap.

Where concerns arise, the class teacher will investigate possible barriers to learning and implement appropriate support through high-quality teaching and targeted interventions. This support will be monitored and reviewed to evaluate its impact on the pupil's progress.

Many pupils make good progress once gaps in learning have been identified and addressed. However, where a pupil continues to experience difficulties despite appropriate support and intervention over time, the class teacher will discuss their concerns with the SENDCo and communicate these with parents/carers. It is important to note that slow progress or low attainment alone does not necessarily mean that a pupil has SEND.

The SENDCo and class teacher will work together to gather a range of information, which may include:

- classroom observations;
- assessment and attainment information;
- discussions with the pupil, parents/carers and school staff;
- information relating to the pupil's development, behaviour, attendance and wellbeing; and
- advice from external professionals, where appropriate.

Using this information, the school will consider whether the pupil has a special educational need and requires SEND Support. Decisions will be made in partnership with parents/carers and, where appropriate, the pupil.

Where SEND Support is agreed, parents/carers will be formally notified and the pupil will be added to the school's SEND register. A personalised support plan (Pupil Support Plan - PSP) will then be developed, setting out the agreed outcomes, provision and support. Progress will be monitored and reviewed regularly through the graduated approach of Assess, Plan, Do, Review, with parents/carers and pupils involved in the process.

We value the views of all pupils and encourage them to be involved in decisions about their learning and support. Pupils with SEND are given opportunities to share their views, discuss what helps them to learn, and contribute to reviewing their progress, targets and next steps. Their views are considered alongside those of parents/carers and professionals when planning and reviewing support.

What are the different types of support available for children with SEND at Pontesbury CE Primary School?

Universal Provision

High-quality, inclusive teaching is the first step in responding to pupils' needs. All pupils, including those with additional needs, benefit from teaching that is carefully planned, adapted and responsive to individual strengths and barriers to learning.

For your child, this may include:

- High expectations and ambitious outcomes for learning.
- Teaching that builds on what your child already knows, understands and can do.
- Adaptations to teaching, learning activities, resources and the classroom environment.
- A range of teaching approaches, including practical learning opportunities, visual supports, task planners and alternative methods of recording work.
- Specific strategies recommended by the SENDCo or other professionals where appropriate.
- Regular assessment and monitoring by the class teacher to identify any barriers to learning and provide timely support.

If concerns about progress arise, the class teacher may provide additional targeted support and monitor its impact before considering whether further intervention is required.

Targeted Support

Some pupils may require additional support that is different from, or additional to, that provided through everyday classroom teaching.

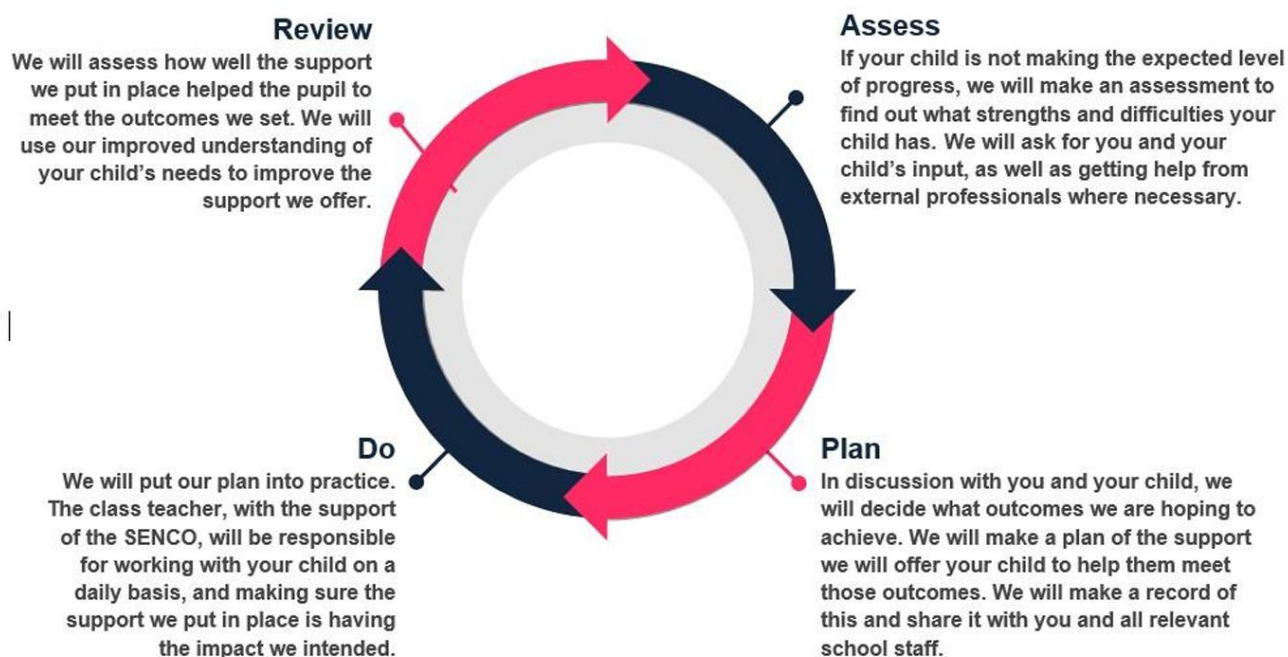
This support may:

- Take place within or outside the classroom.
- Be delivered individually or in small groups.
- Be led by a teacher or trained teaching assistant under the direction of the class teacher.
- Focus on specific areas of learning, communication, social skills, emotional wellbeing or physical development.

For your child, this may mean:

- Taking part in a structured intervention programme with clearly defined outcomes.
- Receiving additional resources, adaptations or targeted support within the classroom.
- Accessing short-term support designed to address identified gaps in learning and improve progress.

Where concerns remain despite targeted support, the school may implement an Evidence Gathering or Triage Support Plan to gather further information and evaluate the impact of support through the graduated approach of Assess, Plan, Do, Review.



SEND Support

Where a pupil is identified as having a special educational need and requires provision that is additional to or different from that ordinarily available, they may be placed on SEND Support.

At this stage, the school will work in partnership with parents/carers and, where appropriate, the pupil, to identify outcomes and plan support.

For your child, this may mean:

- A Pupil Support Plan (PSP) being developed and reviewed regularly.
- More personalised support and teaching strategies.
- Advice and guidance from specialist professionals.
- Increased monitoring of progress and outcomes.
- Additional interventions or support programmes tailored to their identified needs.

The school may seek advice from a range of professionals and services, including:

- Sensory Inclusion Service
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Learning Support Advisory Service
- Marches Academy Trust Outreach Services and other relevant specialists where appropriate.

Where specialist involvement is required, parents/carers will be consulted and, where necessary, permission will be sought before referrals are made.

Recommendations from external professionals may include:

- Adaptations to classroom practice.
- Specialist programmes or interventions.
- Individual or group support.
- Revised targets and outcomes.
- Additional advice and training for school staff.

All provision will be monitored and reviewed through the graduated approach to ensure it remains effective and appropriate.

Specified Individual Provision (EHCP)

Some children have severe or complex special educational needs that require highly personalised support beyond that normally available through SEND Support in school. In some cases, this support is provided through an Education, Health and Care Plan (EHCP).

For your child, this may mean:

- The school, or you as a parent/carer, can request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.
- The Local Authority will consider information from parents/carers, the school and professionals involved with your child to decide whether an EHC needs assessment is required.
- If an assessment takes place, advice will be gathered from education, health and social care professionals, as well as from you and your child where appropriate.
- The Local Authority will decide whether an EHCP is required to provide provision beyond that normally available through SEND Support.
- If an EHCP is issued, it will set out your child's needs, the provision required to meet those needs and the outcomes being worked towards.
- If an EHCP is not issued, the school will continue to support your child through SEND Support and review provision regularly.

How can I let the school know I am concerned about my child's progress in school?

If you have any concerns about your child's learning, progress or wellbeing, please speak to their class teacher in the first instance.

You can also contact the SENDCo or Headteacher if you would like further support, advice or information.

We value working closely with parents and carers and encourage you to share any concerns as early as possible so that appropriate support can be considered.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress/ or as making significantly slower than expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- explain the barriers to learning your child is experiencing

- listen to any concerns you may have too
- plan any additional support your child may receive
- set/ plan/ decide the next, most appropriate learning steps for your child.
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Shropshire LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND in consultation with the school governors, based on the needs within the school.
- The Headteacher and the SENCo discuss all the information they have about SEND in the school, including:
 - the children receiving extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - decide what resources/training and support is needed
- All resources/training and support are reviewed regularly, and changes made as is appropriate.

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Specially Trained TAs
- Intervention Groups
- Additional 1:1 Support
- Marches Outreach
- Educational Psychology Service

Paid for centrally by the Local Authority, but delivered in school:

- Sensory Inclusion Service for children with visual or hearing needs
- Emotional Health and Well Being 0-25
- Outshine

Provided and paid for by the Health Service, but delivered in school:

- School Nurse
- Occupational Therapy
- Speech and Language Therapy

How we support the Social and Emotional Wellbeing of our pupils?

Pastoral support

Strategies to support the development of pupils' social skills and enhance self-esteem.

- Small group programmes; including social skills groups, no worries groups.
- Mentoring; peer support, Adult support 1:1 or small group.
- Daily celebration of successes.
- ELSA

Strategies used to promote emotional wellbeing (including involvement with parents)

- Transition support, visits and events
- Pastoral support from the school's ELSA Lead
- Social Stories
- Regular liaison with Parents (could include home school link book)
- Advice from Outside Professionals
- Compass -Early Help front door team.

Strategies used to support behaviour

- School Positive Behaviour Policy
- Advice from Outside Professionals
- Pupil Behaviour Plans
- Social, emotional and mental health audit
- Sensory audit

How are the teachers in school helped to work with children with SEND, and what training do they have?

- The SENCo's role is to support the class teacher in planning for and supporting children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, or the Sensory Inclusion Service.
- The Local Authority will support schools to develop strategies to support pupils with SEND in their setting.

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

- Class Teachers plan high-quality lessons according to the specific needs of all groups of children, and individuals in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt teachers' planning to support the needs of your child where necessary e.g. the Sensory Inclusion Service.
- 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 where necessary, to meet your child's learning needs and address any barriers to learning that may have arisen.

- There is no 'one-size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:
 - Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
 - Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - TAs will support pupils on a 1-to-1 basis and in small groups when appropriate to do so, as directed by the class teacher.

We may also provide the following interventions:

- Precision teaching.
- Cool kids
- Emotional Literacy.
- Additional reading.
- Social Skills groups.
- Talkboost
- Pre teaching and post teaching.
- Sensory circuits.
- Toe by Toe
- No worries.

Support includes individual assessments and targets with strategies, training for Learning Support Assistants and meeting with parents.

During statutory assessments, where applicable, we will apply for access arrangements for your child. This may involve different variations to support your child accessing assessments e.g. additional time, a reader, a scribe etc.

It may be necessary at times to complete an Early Help Assessment Form (EHAF) and refer into the Early Help team. Where a family is assessed at Level 3, an Early Help worker will arrange a Team meeting to ensure that all the needs of the child are being met. This will involve all agencies, including social support and health care workers, as necessary. These interventions are part of our contribution to Shropshire's local offer.

How will we measure the progress of your child in school?

- Your child's progress is monitored regularly by their class teacher.
- Progress is reviewed throughout the year using assessment information, classroom observations and everyday learning.
- Children receiving SEND Support will have individual outcomes and targets which are reviewed regularly with parents/carers and adjusted as needed.
- The impact of any additional support or interventions will be monitored and reviewed.
- The class teacher and SENDCo will work together to ensure that support is helping your child make progress.

- Children will take part in any national assessments relevant to their age, alongside their peers where appropriate.
- If your child has an Education, Health and Care Plan (EHCP), their progress towards agreed outcomes will be formally reviewed at least annually with parents/carers and involved professionals.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. You may like to share information about what is working well at home, and school can also share practices, so similar strategies can be used.
- The SENCo is available in Pontesbury C.E. Primary School once a week 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 directly, or where this is not possible, in a report.
- Targets will be reviewed with your involvement each term.
- Other home/school contact methods may be used to support communication with you, when this has been agreed to be useful for you and your child (e.g. home-school book).
- [Shropshire Local Offer for SEND](#) The Shropshire Local Offer provides information for parents/carers, practitioners and young people about SEN provision in their local area.
- [Shropshire All in Activity Programme](#) The All in Programme is part of the Early Help service for children aged up to the age of 18 who live in Shropshire and have a disability that prevents them accessing universal services without additional support.
- [PACC](#) PACC supports and empowers Shropshire parents and carers of children with a disability or additional need, to enable them to be actively involved in the design and delivery of the services that they use, through the sharing of their experience and knowledge of their family's needs.
- [Autism West Midlands](#) Autism West Midlands are the leading charity in the West Midlands for autistic people. We use our passion and expertise to enrich the lives of people on the autism spectrum and those who love and care for them.
- [Early help](#) is about children, young people and families getting the right help at the right time, to prevent issues from getting worse.
- The [Shropshire SEND Information, Advice and Support Service \(SENDIASS\)](#) provides free, confidential, and impartial support to children and young people (0-25) with special educational needs and disabilities (SEND), as well as their parents and carers. They offer guidance on SEND-related concerns, helping families understand their options, rights, and responsibilities.

How is Pontesbury C.E. Primary School accessible to children with SEND?

Our school aims to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

- The building is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

- Classroom environments are reviewed, and adaptations made to consider all learning styles on a case-by-case basis and with support/advice from the LA.

How will we support your child through transition periods?

At Pontesbury CE Primary school, we believe that developing independence, self-advocacy, communication skills and future aspirations begins from an early age. Through high-quality teaching, personalised support and opportunities across the curriculum, pupils with SEND are encouraged to develop confidence, make choices, express their views and take increasing responsibility for their learning. Children are supported to set personal goals, reflect on their progress and participate in decision-making about the support they receive. We promote resilience, problem-solving, social interaction and life skills to help pupils become independent learners and active members of their community. Through positive role models, enrichment activities, transition support and discussions about future opportunities, we help pupils build aspirations and prepare for the next stages of education and later adult life.

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

Starting in EYFS:

- The EYFS teacher and SENDCO liaise with nursery settings to ensure that there is appropriate transition and transfer of information, particularly for children with SEND. Discussions take place with feeder nurseries from the Summer term. Transfer of information involves parents/carers, teachers, outside agencies (if necessary) and pupils as appropriate. Before starting school fulltime, there will be a series of transition days, building from a 1-hour session to a session lasting until after lunchtime.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a hand over meeting(s) will take place with the new teacher. All targets will be shared with the new teacher, and next steps will be identified.

In Year 6:

- The Class Teacher, and where appropriate the SENCo, will discuss the specific needs of your child with the SENCo and Head of Year from their prospective secondary school.
- Where needed, your child will participate in focused learning about aspects of transition to support their understanding of the changes ahead.
- All children attend Transition Days at their new Secondary School, and in some cases where necessary, staff from the new school will visit your child at Pontesbury. Some secondary schools offer further transition days for pupils with SEND and SEMH needs (please discuss this with the Secondary School you are applying to).
- When appropriate, depending upon the child and the individual need, additional visits to the chosen Secondary School can be arranged for pupils to meet school staff, and also get to know their new surroundings (please discuss this with the Secondary School you are applying to).

For Pupils Transferring to Pontesbury:

- When a child transfers to Pontesbury C.E. Primary School, there is always contact between the previous school and ourselves. Reports are transferred, as well as the level at which your child is currently working.
- For a child who transfers to Pontesbury C.E. Primary School who has SEND, as well as the information above being transferred, the Class Teacher and/ or SENCo will speak to the previous school, gathering information about the current provision in place for your child.
- The Class Teacher and SENCo will also arrange a meeting with the parent, and child, to discuss any concerns and the provision that will be put in place. Dependent upon the individual child and need, this meeting may take place before your child begins at Pontesbury C.E. Primary School or may take place after the initial settling in period.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child and ensure they are aware of the current provision in place for your child currently.
- We will make sure that all records about your child are passed on as soon as possible.

What support is in place for looked after and previously looked after children with SEND?

The SENDCO and the designated teacher for LAC will make sure all teachers understand how a looked after or previously looked after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEND support?

We value positive partnerships with parents and carers and encourage any concerns to be raised as early as possible so that they can be resolved collaboratively.

In the first instance, concerns should be discussed with your child's class teacher. If concerns remain, parents/carers should contact the SENDCo. Where necessary, concerns may then be referred to the Headteacher.

If a matter cannot be resolved informally, parents/carers may follow the school's Complaints Procedure, which is available on the school website or from the school office.

Parents/carers may also seek independent advice and support from Shropshire SENDIASS, which provides free, impartial and confidential information, advice and support for children and young people with SEND and their families.

Where a parent/carers believes that a pupil has been discriminated against because of a disability, they have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). This may relate to:

- exclusions;
- the provision of education and associated services; or
- the school's duty to make reasonable adjustments.

Before making an appeal to the Tribunal, parents/carers may wish to access disagreement resolution or mediation services where appropriate. Further information can be found in the school's Complaints Procedure, through Shropshire SENDIASS, or within the SEND Code of Practice: 0 to 25 years.

[Disputes and Concerns | Shropshire Sendiass](#)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/complain-about-school/disability-discrimination>

How we prevent bullying.

At Pontesbury CE Primary School, we are committed to creating a safe, inclusive and respectful environment in which all pupils can thrive. Our school values of compassion, respect, ambition, curiosity, resilience and happiness underpin all aspects of school life.

We have a clear expectation that bullying, discrimination and prejudicial behaviour will not be tolerated. Through our curriculum, collective worship, PSHE education, pastoral support systems and positive behaviour approaches, pupils are taught the importance of kindness, inclusion, respect and celebrating difference.

Pupils with SEND are supported through a range of pastoral and wellbeing provision, including support from teachers, teaching assistants, ELSA and external agencies where appropriate. Staff are vigilant to signs of bullying and take all concerns seriously, following the school's Behaviour and Anti-Bullying Policies.

Further information can be found in the school's Anti-Bullying Policy and Behaviour Policy.

Glossary:

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams.

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHCNA– the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHCP – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

PSP – Pupil Support Plan. This identifies the individual need of the child. The support provided and reviewed each term.

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND.

SEN support – special educational provision which meets the needs of pupils with SEND.

Transition – when a pupil moves between years, phases, schools or institutions or life stages