



SEN Information Report

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention-deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Adverse childhood experiences and/or mental health issues
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child?

Our special educational needs co-ordinator, or SENCO, is Tara Collins-Bullock. Her contact details are

taracollinsbullock@esland.co.uk



Tara has worked in education for 28 years. She is a qualified teacher and is currently working towards achieving the National Award in Special Educational Needs Co-ordination.

Teachers

All of our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching Assistants (TAs)

We have a team of TAs, who are trained to deliver SEN provision and one TA who is trained to deliver Elkan training (for speech and language difficulties).

Speech and Language Therapist

We have a speech and language therapist who visits Esland Shropshire school weekly.

Assistant Psychologist-

At Esland Shropshire School, our AP is Molly Stanley.

BeeU

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authorities (LA)-provided support services
- Voluntary sector organisations

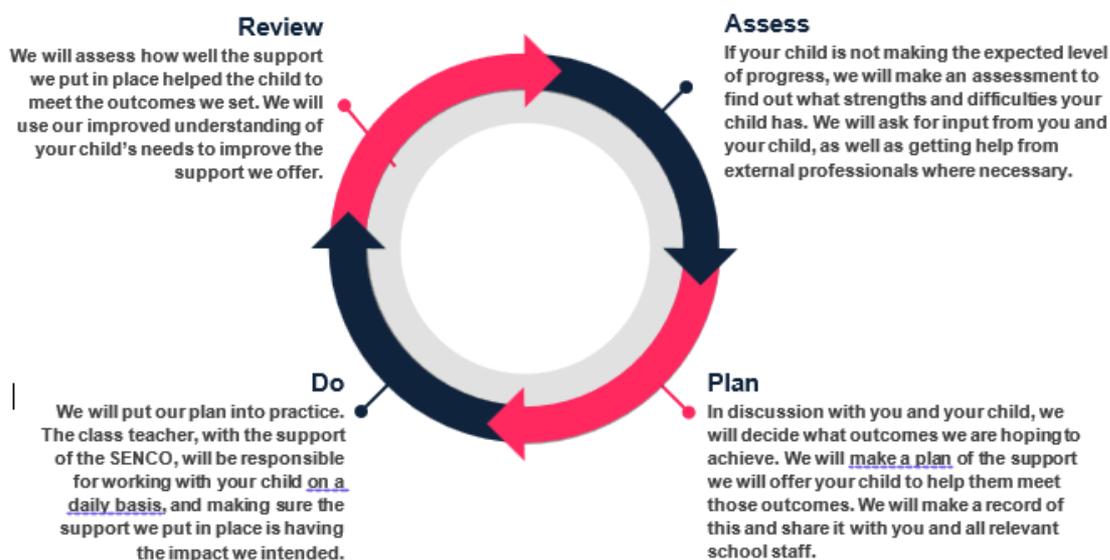
How will the school measure my child's progress?

When a child enters Esland Shropshire School, an individual learning plan is created from their EHCP targets.

Every member of staff who works with a child has read/ discussed and understands the requirements of the EHCP. The long-term outcomes and the steps to achieve these are reflected in the individual learning plan and reviewed each half term. When these targets have been met, the EHCP or its Annual Review document will provide the next steps.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

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

We will provide 12-week reports, including meetings with parents after 12 weeks on our Turning the Curve programme, ILP reviews and an annual report on your child's progress.

Your child's class teacher will meet you to:

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

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

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

At Esland Shropshire School, we offer a broad and balanced curriculum based on the National Curriculum programmes of study. However, we also plan and adapt the programme to meet our students' individual needs.

At Esland Shropshire School, we embrace the art of making mistakes. We believe making mistakes is a key part of the learning process, where students can gain insights and grow their understanding of the topics they're studying and the world around them.

Our aim is for all students to leave our school with renewed confidence, social skills, and academic qualifications that will help them lead independent and fulfilling lives as adults.

When children/young people transition to Esland, we follow our Turning the Curve™ education model. **Please see Esland Shropshire School's accessibility plan.**

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 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:

- A tailor-made curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Outdoor learning, horse riding, and a range of visits which enhance the curriculum
- Small class sizes with a teacher and a teaching assistant
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis or 2-1 basis when required

We may also provide the following interventions:

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories 'chunked' learning and regular brain breaks
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, Developmental Coordination Disorder (DCD) (dyspraxia) and dyscalculia	Writing slope, colour overlays Pre-teaching Now and Next boards 'chunked' learning and regular brain breaks
	Moderate learning difficulties	Chunking the activity into manageable parts and checking understanding 'chunked' learning and regular brain breaks
Social, emotional and mental health	ADHD, ADD	Quiet workstation Calm rooms 'chunked' learning and regular brain breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups 'chunked' learning and regular brain breaks
Sensory and/or physical	Hearing impairment	Working with the LA teachers to support children in school.
	Visual impairment	Reasonable adjustments according to need.
	Multi-sensory impairment	Reasonable adjustments according to need.
	Physical impairment	Reasonable adjustments according to need.

These interventions are part of our contribution to Worcestershire, Shropshire and Herefordshire's local offers.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of the provision for your child by:

- Reviewing their progress towards their goals each term
- Senior leadership monitoring
- Pupil voice
- Monitoring by the SENCO
- Monitoring the individual learning plans (ILPs) and 12-week reviews with parents
- Holding an annual review for your child's EHCP- School will follow the statutory requirement of the Annual Review process. Parents can request an early Annual Review for their child.

How will the school make sure my child is included in activities?

Ethos & values

We live and breathe our values

Our values help us to be a positive influence on the young lives we strive to shape, and we look to them for guidance in any given situation. They underpin everything we do, and they ensure our staff and students feel happy and fulfilled.

Bold

To be confident in our decision-making and able to create new ideas and thinking.

Fun

To create fun ways to learn and care for our students and have enjoyable experiences with our work colleagues within a safe and professional environment.

Kind

To be friendly, open, thoughtful, and respectful to our students, their families, our co-workers, and all professionals we liaise with through our work.

Curious

To be professionally curious by asking questions and always seeking to understand behaviours.

All pupils are encouraged to go on our school trips, sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability, and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Students are placed at Esland Shropshire School following a referral by their Local Authority (LA). Our panel will review the referral paperwork, and if we feel we can meet the young person's needs, we'll ask for the LA's permission to complete an assessment to determine their suitability for a placement. Our assessment process involves young people visiting the school with their parents/carers (where applicable). We'll give them a tour of the school, discuss the provision, and what additional adjustments may be required. In some circumstances, we may contact previous school placements and other professionals working with the young person to gain additional feedback that will support their referral paperwork. Once the assessment is complete, and if both parties agree to proceed, we'll approach LA with a formal placement offer before contacting the parents/carers to begin transition arrangements.

Please see the schools admission policy.

How does the school support pupils with disabilities?

- The steps Esland Shropshire School take to prevent disabled pupils from being treated less favourably than other pupils
- The facilities Esland Shropshire School provides to help disabled pupils access the school, including the provision of auxiliary aids and services
- The school's accessibility plan is on the school's website. It covers how the school will:
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

Please see the school's accessibility plan.

How will the school support my child's mental health, and emotional and social development?

Esland Shropshire School is a SEMH school. We use therapeutic strategies such as interventions, calm spaces, chunked learning, hands-on learning, Forest School, etc.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Scheduled transition sessions with the incoming teacher towards the end of the summer term

Between schools

- When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.
- If you are moving to Esland Shropshire School, we will try to visit your child in their current setting. We will request documents from their previous setting to support us in our transition planning.

Moving to adulthood

- We provide all our pupils with appropriate advice on paths into work or further education.
- We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Mrs Collins-Bullock is the designated teacher and SENCO, and she will work with all teachers to understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If parents are not happy with the outcome, they will then be referred to the school's complaints policy which is available on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

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

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Please see your local authorities' disagreement and medication services.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer. Local authorities publish information about the local offer on their website:

Please see Esland S

Shropshire School website for the links to Worcestershire and Shropshire's Local Offer information.

The Local Offer will provide information on local special educational needs and disabilities information, advice and support (SENDIAS) services.

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)

- [Special Needs Jungle](#)
- [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)
- [Shropshire SENDIASS | SEND help shropshire | Shropshire, UK](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- **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 SEN 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
- **EHC needs assessment** – 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
- **EHC plan** – an education, health and care (EHC) 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 SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **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 SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages