

Buildwas Academy



SEND Information Report

Our Special Educational Needs and Disabilities Report

General introduction	page 3
Concerns about a child	Page 3
Key Personal	Page 3
Identification of Special Educational Needs	Page 5
People who support children with Special Educational Needs and/ or Disabilities at Buildwas Academy	Page 6
Collaborative working with parents/carers of children with SEND	Page 8
Arrangements for consulting children with SEND	Page 9
How we support our pupils at times of transition	Page 10
How we adapt our curriculum and learning environment to include pupils with Special Educational Needs and/ or Disabilities.	Page 11
Our Provision for pupils with SEND- A Graduated Approach	
Communication and interaction: Speech, language and communication needs, Autistic Spectrum Disorder	Page 12
Cognition and learning: General / moderate learning difficulties, Specific learning difficulties e.g. Dyscalculia, Dyslexia	Page 13
Social, Mental and Emotional Health	Page 14
Sensory and/or Physical: Hearing impaired, Visually Impaired, Physical Difficulties (including dyspraxia)	Page 14
How do we assess and review children with SEND as Buildwas	Page 15
What training and expertise to staff have at Buildwas?	Page 16
What activities are available for children with SEN in addition to those available in accordance with the curriculum?	Page 17
Education and Health Care Plan (EHCP) of special educational need, how will this be reviewed and monitored?	Page 17
How can I be sure my child is getting the right support?	Page 18
Where can I get support?	Page 18
Where is the Local Authority's Local Offer?	Page 18
How do we know how well we are meeting the needs of our SEND pupils?	Page 19
What if I have a complaint?	Page 19

Introduction

Buildwas Academy's approach to meeting the needs of pupils with SEND (Special Educational Needs and Disabilities) is to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting, wherever possible, where families want this to happen.

Buildwas Academy is a small, rural school in Shropshire benefitting from its membership in Priorslee Multi-academy trust (MAT). We accept pupils from Nursery to Year 6 who are currently taught in two mixed-aged classes. We strive to place inclusivity at the heart of everything that we do and encourage all pupils to achieve their potential through subtle support and targeted intervention programmes.

Key Personnel

Mrs Heidi White – Early Years/ Key Stage 1 teacher and SENDCo

Mrs Wendy Moore – CEO Priorslee MAT

Mr Tom Plim- Lead for SEND Priorslee MAT

Mrs Sam Lane - SEND Governor

Contact: 01952 431325

ania.oriordan@taw.org.uk

Concerns

What can I do if I have a concern about my child?

Buildwas operates an 'open door' policy at all times. If you have any concerns relating to your child we would ask you, initially, to speak to your child's class teacher. You may also make an appointment to speak to the school SENDCo, MAT lead for SEND or CEO.

What happens if the school has a concern about my child?

When your child begins school at Buildwas, or transfers to Buildwas from another school, initial judgements about their level of development will be made through a wide range of informal and formal observations and assessments including information sharing with other settings your child may have attended. Your child's teacher will use on going assessments to make judgements about how well your child is progressing in order to ensure that any difficulties or concerns are identified as early as possible. If the class teacher begins to feel that there may be a concern about progress either academically, behaviourally or socially then they will ask you to come into school to discuss the difficulty. At this point, the class teacher may suggest that your child may benefit from class based or out-of-class based interventions to help your child to get 'back on track'. The class teacher may also suggest some ways in which you could support your child at home. **It is important to remember that many children may experience the occasional 'wobble' throughout their primary school life and that this does not mean they necessarily have a special educational need. Many interventions will be temporary.**

Identification of Special Educational Needs

What happens if a special educational need is identified?

After initial interventions have taken place, school may feel that an underlying special educational need is producing the barriers to learning experienced by your child. At this point, in consultation with yourselves, it may be appropriate to seek external 'specialist' advice to provide both school and home with suggestions of specific support. Furthermore, at this point if needed, referrals to diagnostic or medical services may be deemed appropriate.

In very rare cases after external advice has been given it may be appropriate to request assessment for an EHCP (Education, Health and Care Plan). This is the new terminology that is replacing the old system of the 'Statement'.

What if my child already has an identified Special Educational Need?

If your child has been identified as having a special need prior to starting school or at a different primary school, we will liaise with these settings to ensure that we provide a smooth transition. We will also follow the advice of any external agencies involved with your child. However, please be aware that if you are moving across counties this can have an effect on some external services and can result in delays with referral or diagnostic processes.

People who support children with Special Educational Needs and/ or Disabilities at Buildwas Academy

Class teachers are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet every child's individual needs (also known as differentiation).
- Check on the progress of each child and identify, plan and deliver any additional help a child may need, discussing amendments with the SENCO as necessary.
 - Meet for Pupil Centre Plan meetings with parents and children, three times a year.
- Ensure that all members of staff working with a child in school are aware of the child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
 - Ensure that all staff working with a child with Special Educational Needs in school are supported in delivering the planned work/programme the child needs, 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.
 - Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special Educational Needs and Disability Co-ordinator (SENDCo)

Mrs White is responsible for:

- Coordinating all the support for children with special educational 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 receiving
 - Involved in reviewing their progress
 - Involved in planning their next steps of learning.
 - 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...
 - Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.

- Providing 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 Pupil Centres Plans (PCP) that specify outcomes to work towards to enable your child to achieve.

Teaching Assistant [TA]/ Learning Support Assistant [LSA]

A TA or LSA 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 LSA they are responsible for carrying out the programmes for supporting your child in accordance to the planning and instruction of the class teacher.

Lead for SEND Priorslee MAT

Mr Plim is responsible for:

- Oversee all support and progress of any pupil requiring additional support across the Multi-Academy Trust.
- In conjunction with the CEO of Priorslee MAT, Mrs Moore, agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

SEN Governor

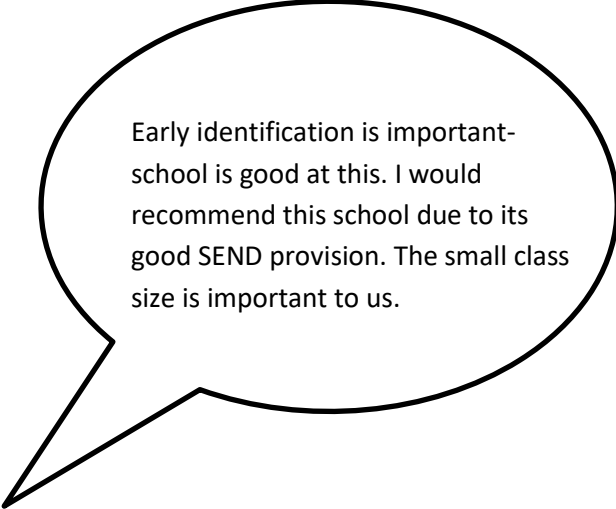
Mrs Samantha Lane responsible for:

- Making sure that the necessary support is made for any child who attends the Academy who has SEND.

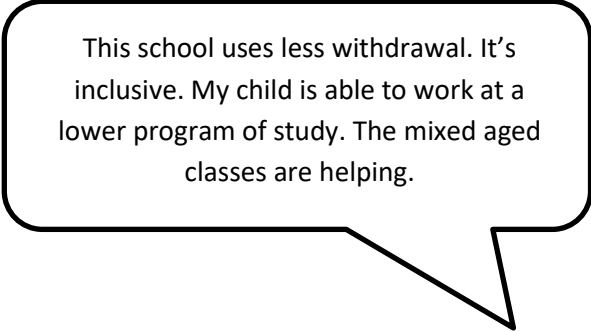
Collaborative working with parents/carers of children with SEND

At Buildwas parental partnership are paramount and we aim to work collaboratively with parents to secure the best possible outcomes for the children in our school. Your child's class teacher is 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 that similar strategies may be used. Parents of children with SEND are invited into school each term to undertake a Pupil Centred Plan (PCP) meeting. Within this meeting, parents, their child and the child's class teacher work collaboratively to review the child's progress towards the previous term's outcomes and generate an agreed set of new outcomes to work towards. At the start of each academic year, parents are asked to complete a One Page Profile for their child which will support these meetings; this is reviewed and updated at start of each of the two subsequent meetings. In addition, the school SENDCo is happy to meet with parents to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child. When external agency assessments are required, parental permission is sought and we value parental input throughout. At the initial request their contributions will be added to the referral form, when the professional comes in, parents will be asked to meet with the professional to share their thoughts and we will contact parents to share the progress and outcomes of assessments. Any reports provided will be copied and given to parents / carers. In addition to termly PCP meetings, the progress of any child holding an Education Health and Care Plan is discussed at their annual review, with parents encouraged to take an active role in this process. We will endeavour to support Parents/Carers through signposting to appropriate training, support and advice.

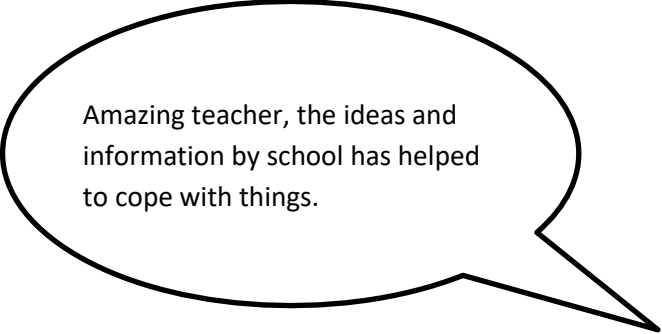
What parents say about SEND provision at Buildwas



Early identification is important-school is good at this. I would recommend this school due to its good SEND provision. The small class size is important to us.



This school uses less withdrawal. It's inclusive. My child is able to work at a lower program of study. The mixed aged classes are helping.



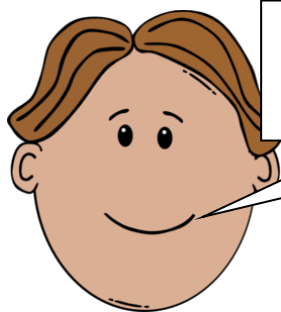
Amazing teacher, the ideas and information by school has helped to cope with things.

Arrangements for consulting children with SEND

Our SEND provision is centred on the child and their thoughts and contributions are actively encouraged. Children with SEND complete a One Page Profile at the start of each academic year which is reviewed before each termly PCP meeting. This document captures the things that are important to them, how they like to learn, what they find difficult and how they feel they are best supported. Class teachers use this information to personalise and differentiated the learning opportunities they provide. Children are invited, along with their parents to termly PCP meetings as we always take into consideration the progress that they feel they have made and also what they feel their next steps will be.

Children's thoughts are recorded throughout the assessment process on any referral forms that are completed and they are also a central part of the annual review process.

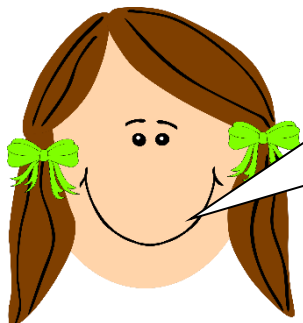
What do some of our Children with Special Educational Needs say about Buildwas?



My teachers help me with my timetables. I like it because when I always get help I get better at stuff.

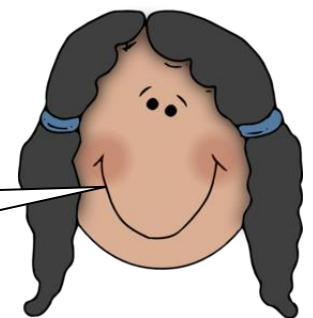


I find coming into school tricky. I have a safe space to go to when I feel sad and angry. It helps to talk to my TA every afternoon. I can then feel happy.



I find English difficult. A TA helps me in the afternoons; this has helped me get much better at reading and a little better at writing. The help I get is fantastic!

I get help from my TA. It is really good. She helps me with maths, English, spelling and times tables. Her help has made things at school better and I am happier.



How we support our pupils at times of transition

If you child is moving to another school:

We will contact the new school's SENCO and ensure they have necessary details regarding support and organisation. We will transfer all appropriate records about your child to the new school as soon as possible.

When moving classes:

Buildwas' small school ethos ensures all adults working within school are aware of children's special educational needs, this supports ease of transition between classes. PCP outcomes are reviewed the week after each half term, enabling teachers to get to know children before setting new comes in the autumn term. In the summer term prior to children moving classes all information regarding PCP outcomes, class organisation and general information is shared with a child's new class teacher. All pupils have a 'taster' half day in their new classes with a more bespoke transition arranged for those that may need it.

When moving to secondary school:

Many children leave Buildwas to attend William Brookes School in Much Wenlock. There are close links between the two schools with all agencies information sharing. As part of our enriched curriculum children are included in events and sports activities at William Brookes throughout the year. In the summer term of Year 6 a member of staff from William Brookes will come for a face to face meeting with all children moving to secondary school. For children with special needs and disabilities a bespoke transition can be individually tailored with support from the outside agencies such as Woodlands Outreach, Spectra and LSAT. Staff from the two schools will meet face to face to carefully discuss all special needs and pass on records. In addition, it is possible for school to arrange additional visits to William Brookes in the summer term for those children who may need further support with transition.

Some children transfer to a range of other secondary schools. Whilst our links are not as strong we would still ensure that we have had conversations with the appropriate secondary school staff and, again, all records would be passed before the end of the summer term.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs and/ or Disabilities.

- Our Disability, Equality Scheme and Accessibility Plan highlights the current facilities available at Buildwas.
 - Resources are purchased where necessary to facilitate inclusion, progress and well-being.
- Advice is taken from outside agencies and our considerable experience is drawn upon to generate specifically tailored support strategies and programmes.
- Teaching Assistants support pupils with SEND on a one to one basis, two to one basis, small group basis or larger group basis with in the classrooms.
 - Use of interactive whiteboards and computers in all classes.
- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- Mixed-aged classes and teaching provides pupils with access to lower programs of study in order to support and meet their needs.
- Our small school Ethos ensures all staff are aware of all pupils who need support and individual learning journeys.

Our Provision for pupils with SEND- A Graduated Approach

All provision listed available across KS1 and KS2 unless stated:

Area of need		Wave 1 Quality First Teaching Provision that is available for all children.	Wave 2 Teacher focus Where children are working below age-related expectations and need to close the gap.	Wave 3 Additional SEN Support Where 'Wave 2' intervention has not allowed the child to make progress, or where 'Wave 2' is not appropriate due to specific needs.
Communication and Interaction	Speech, language and Communication	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes • Variety of language • Visual stimulus are used with all children including prompts and pictures and individually where extra support is needed • Talk partners • Modelled communication and interaction • Group discussions. • Role-play area • Role-play and hot-seating (KS2) • Cross curricular links • Whole-class visual timetables 	<ul style="list-style-type: none"> • Targeted support for Speaking and listening • Modification of language - short chunks of concise information, where possible accompanied by either a model or image • Thinking time – pausing to allow time for pupil to process. Or allowing them time to plan their verbal response. • Pre/post tutoring of key vocab/concepts • Black Sheep publications – barrier games • Getting the Picture • Voice recording pens and postcards • Talkabout • Time to Talk • Black Sheep publications – Speech Bubbles (KS2) • Socially Speaking (KS2) 	<ul style="list-style-type: none"> • Individual visual timetables • Support from SALT – individual / small group support plans. • ICT support – voice activated software • Semantic activities • ELKLAN trained staff: JK/CF • Input from Learning Support Advisory Teacher (LSAT) • Educational Psychologist Service support • Semantic activities • Transition planning (KS2)
	Autistic Spectrum Condition (including Aspergers)		<ul style="list-style-type: none"> • Classroom seating organised to provide the most quiet/spacious area possible • Visual timetables • Appropriate adaptations for 'sensory' difficulties • All staff 'know' ASD children due to the small scale of the school population and have received ASD training 	<ul style="list-style-type: none"> • Referral to external agencies according to need including Educational Psychology Service, CAMHS (Child and Mental Health service) and Autism West Midlands, Woodlands, Spectra. • 1:1 or small group work to develop social skills. • Social stories / comic strip conversations. • Checklists for specific tasks • Buddy badge system • Visual timetables • Quiet / special places offered for reflection

Cognition and Learning	General/Moderate learning Difficulties	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes • Individual targets for Reading, Writing and Maths • 'Letters and Sounds' • Cross curricular use of ICT • VAK Learning and Teaching styles • Use of models and images • Use of practical and visual resources. • Assessment for Learning (AFL) • Peer and self-assessment • Higher order thinking skills development • Higher order questioning 	<ul style="list-style-type: none"> • Auditory Memory Skills • Visual Memory Skills • Working Memory Toolkit (KS2) • Visual Perception Skills (KS2) • Bespoke Interventions tailored to individual's needs, reviewed at least every half term • 1:1/ small group support in or outside of class • Range of intervention programmes: precision teaching, Hi Five, additional spelling practice, • Individual programmes to develop mathematical understanding. 	<ul style="list-style-type: none"> • Specialist assessment can be conducted, if necessary, via advisory teachers such as LSAT or the educational psychologist
	Specific Learning Difficulties (Dyslexia/ Dyscalculia)	<ul style="list-style-type: none"> • Teaching assistant support across classes is distributed according to needs- smaller: adult ratio • Focus group support from Class Teacher/ TA • Phased phonics through letters and Sounds and Jolly Phonics etc. • Busy Things phonics • Phonics Play • Daily reading and reading comprehension, AR (accelerated) reader • Electronic spell checker (KS2) • Use of ICT • Use of mind maps, scaffolded plans for written tasks, adult scribing • Cursive 'dyslexia friendly' handwriting script is policy for all learners 	<p><u>Maths</u></p> <ul style="list-style-type: none"> • Additional small group maths support • Max's Marvellous Maths Group • In an Instant • Year 3,4,5,6 Springboard resources (KS2) • Year 6 booster groups (KS2) • Additional written calculation strategies (KS2) <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Additional small group writing support • Additional small group spelling support • Additional small group reading support • Target 'Letters and Sounds' • SNIP • Precision teaching of spellings • High Interest Low Ability reading books Phonics booster groups • Word Workshop • Reading for Meaning 1-4 (KS2) • Alphabet activities with magnets • Black/white contrasts avoided through the use of pastel colours where possible e.g. on the interactive whiteboard. 	<p><u>Maths</u></p> <ul style="list-style-type: none"> • 1:1 developing subsidising, 1:1 correspondence and formation - gross motor e.g. P.E type activities • Precision teaching of Number recognition • Pre/post teaching of key/concept vocab • Power of 1 • Wave 3 Maths (relevant units) (KS2) • Dyscalculia Toolkit (KS2) • Power of Two (KS2) <p><u>Literacy</u></p> <ul style="list-style-type: none"> • 1:1 reading/ writing support • Word webbing • Black Sheep activities • General Input from Learning Support Advisory Teacher (LSAT) • Educational Psychologist Service support • Memory programme (KS2) • Precision teaching of the top 200 words (KS2) • Precision letters and sounds/spellings – mixed age groupings (KS2) • Toe by Toe • The Word Wasp (KS2) • PAT (KS2) • Transition planning (KS2) • Colour overlays/ reading rulers

Social, Emotional and Mental Health		<ul style="list-style-type: none"> • Whole school behaviour policy based on taking responsibility for actions • Class based reward systems. • Whole school approach to SEAL • Circle times • Outdoor learning • PSHE • Whole school assemblies • Value of the month • Pupil groups such as buddies 	<ul style="list-style-type: none"> • Social stories • Comic Strips (KS2) • Individual reward/ sanctions systems • Behaviour plan • Behaviour Risk assessment • Pastoral Group work • Social Skills group work • 101 Games for Self-Esteem • Mini Gold • Black Sheep Publications – Emotions and Facial Expressions • Socially Speaking (KS2) 	<ul style="list-style-type: none"> • Early Intervention Workers • Pastoral work • 1:1 BST support • Children and Adolescent Mental Health service (CAMHS) • Educational Psychologist Service support • Input from Educational Support Worker • Pupil referral unit • Child in care support • Emotional Wellbeing Toolkit • Behaviour Plan • Behaviour Risk Assessments • Common Assessment Framework (CAF) and Team Around the Child (TAC) • Additional secondary transfer visits (KS2)
Sensory and Physical difficulties	Hearing/ Visually Impaired	<ul style="list-style-type: none"> • Eye and hearing tests conducted by school nurse during reception and on request • Staff look out for signs of sensory difficulties and inform parents if noticed. Examples include clumsiness, large handwriting, headaches • Go noodle • PE curriculum • Differentiated planning, activities, delivery and outcomes 	<ul style="list-style-type: none"> • SPARK toolkit • ICT skills support (KS2) • Visual Assessment Kit (Buildwas) • Promotion of self-care through School Nurse • Large font size as required • Use of different coloured paper to print worksheets and tasks • Using coloured overlays/ reading rulers 	<ul style="list-style-type: none"> • Sensory inclusion service support. • Encouragement of wearing of glasses, eye patches, hearing aids as needed
	Physical Difficulties (including Dyspraxia)	<ul style="list-style-type: none"> • Handwriting (Cursive photocopyables) • Staff aware of implications of sensory and physical impairment • General Additional equipment, e.g. scissors, rulers, pencils and grips • Environmental considerations, lighting, background noise, seating position, paper colour etc. • IWB filter considerations 	<ul style="list-style-type: none"> • Additional handwriting – Speed Up! Handwriting • Fine motor skills group • Gross motor skills group • Write from the Start 1+2 • Working in a personal workstation (low arousal) • Fiddle toys • Different forms of recording e.g. Typing, drawing, peer scribe, videoing etc. • 10 Minute Daily Motor Skills Programme • Cool Kids • In the Zone • Occupational Therapy Toolkit 	<ul style="list-style-type: none"> • Individual support during physical activities • Pre-writing fine motor skills • Occupational Therapy support • Physiotherapy programme • Input from Learning Support Advisory Teacher (LSAT) • Educational Psychologist Service support • Specialist ICT equipment • Individual risk assessments • Additional adapted equipment recommended by outside agency e.g. sloping board, wobble cushion etc • Sensory Diet • Transition planning (KS2)

How do we assess and review children with SEND as Buildwas.

A wide range of assessments are regularly used throughout school. These may need to be adjusted when children are making less than expected progress, such as that which:

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

In such instances children may be assessed against the content of a lower year group program of study or using P scales ensuring the assessments are developmentally appropriate and enable the children's progress to be tracked.

Progress in areas other than attainment is also considered such as progress with social needs.

If behaviour is causing concern, it is always considered whether there are any other underlying difficulties; if there are none, the class teacher or a member of the Senior Leadership Team would speak to parents/carers about anything that might have happened at home. The class teacher / SENDCo would gather information about incidents occurring and analyse and consider any patterns of behaviour. Observations would be conducted in class / on playground to record behaviours, considering involvement of others / environmental factors and an intervention devised taking into account all information gathered. Please see the school's behaviour and anti-bullying policy for further information.

Personal Centred Plan (PCP)

Once a child is accessing provision at a wave 2 level within the graduated approach they will have a PCP. This plan will be created in collaboration with the child's class teacher, parent and child, placing the child at the centre of the process. The plan will have a maximum of three outcomes to work towards and will be reviewed three times a year in a PCP meeting with all stakeholders (Child, parents and class teacher) invited. This forms part of our plan, do, review process, a cycle which may involve children moving between the different waves of the graduated approach detailed above.

What training and expertise to staff have at Buildwas?

SEND training for staff takes place every year in order to ensure staff are kept up to date and current in their thinking. The nature of this training varies to ensure that staff are as informed as possible about a wide range of SEND.

The majority of staff have training in:

ASD (Autism spectrum disorder) and Aspergers

Dyslexia

Behaviour and Emotional Management

Some staff have further training and experience in:

ADHD (Attention deficit hyperactivity disorder)

Dyspraxia

Speech, Language and communication Needs (SLCN)

In addition individual teaching assistants have received training relating to particular special educational needs and intervention programmes.

If a child arrives at our school with a Special educational need or disability we have yet to receive training in, we would seek and follow advice from the Specialists working with the child. We would also look to up-skill the teachers and teaching assistants (TAs) working with that child at the earliest convenient opportunity.

Mrs Heidi White holds a BA (hons) in Early Childhood Studies and Special Needs and Inclusion Studies and the National SENCo award.

Mrs Sharon Thomas is our specialist Dyslexic Teaching Assistant and has a Level 3 qualification in Dyslexia awareness. She is able to carry out visual stress overlay testing.

What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- all extra-curricular activities are available to all our children
- before and after school care is available to all our children
 - residential trips to available to all Year 5/6 children

What can I do if my child has an Education and Health Care Plan (EHCP) of special educational need, how will this be reviewed and monitored?

If your child has an EHCP then each year this is reviewed during a meeting between your child, yourselves, the school and other professionals who support your child. The purpose of the meeting is so we can see the progress that your child is making towards their long term targets and also if there is an amendment to the EHCP. Your views and your child's are a central part of this meeting and we aim to make the meeting as child centred as possible with both you and your child encouraged to take an active role.

An annual review can be arranged at any point during the year if it is felt that there is something that is significantly affecting the child, for example a transition into a new class or school.

How can I be sure my child is getting the right support?

Children on our special educational needs register will have additional monitoring and tracking to ensure that the interventions and support they receive are appropriate and are helping them to reach their full potential. All of our interventions are regularly reviewed and we are flexible in our provision to ensure needs are met. Furthermore, we encourage the children to take an active part in their own progress and development – as appropriate to their age. The children are actively involved in reviewing and setting their own targets with an adult. However, if you do, at any time, have concerns that you feel school cannot support you can access the parent support service offered across Shropshire and Telford. This service is free and runs to support and champion the parents of children with special educational needs. These are the contact details:

<http://www.telfordsendiass.org.uk/>

Telephone: 01952 457176

Where can I get support?

IASS –Information Advice Support Service (parental partnership)

<http://www.telfordsendiass.org.uk/>

Where is the Local Authority's Local Offer?

Buildwas Academy is situated on the border between Shropshire and Telford and Wrekin Local Authorities, thus children living in both Local Authorities both attend our school. The Local Offer required will vary dependent upon home address.

- The Local Authority Local Offer for Shropshire can be found at: <https://shropshire.gov.uk/the-send-local-offer/>
- The Local Authority Local Offer for Telford and Wrekin can be found at: <http://www.telfordsend.org.uk/>

How do we know how well we are meeting the needs of our SEND pupils?

As a school we regularly monitor our SEND provision. In addition, as with all other schools, our SEND provision is judged by Ofsted. However, external assessments are, by necessity, periodic and thus, Buildwas has a range of internal and external measures (through partnerships with other schools) in place to ensure we evaluate our effectiveness regularly. We are also accountable to the Governing Body and our SEND governor supports school in evaluating this effectiveness. Our SEND governor can be contacted via school and is

Mrs Sam Lane

What if I have a complaint?

All parents with children on the SEND register will be informed of the fact and be made aware that the class teacher and the SENCO are always available in school to answer any queries they may have. We operate an open-door policy.

Any parent dissatisfied with any aspect of SEND provision should, in the first instance, discuss any concerns with the class teacher and/or SENCO. In the event of a parent/carer not being satisfied with provision after contacting the class teacher and/or SENCO, they should make an appointment with the Principle to discuss their concerns. If these concerns remain, the governor with SEND responsibility will bring the matter to the attention of the governing body. The appeal procedure is detailed in the Academy's prospectus.

Parents/carers can find a contact number for the Parent Partnership Service above in: How can I be sure my child is getting the right support? This service can help parents/carers obtain support, advice and information.