



"A small school with a huge heart."

# **Buildwas Academy**

## **SEND Information Report**

*Our Special Educational Needs and Disabilities Report*

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## **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 Mighty Oaks Academy Trust. We accept pupils from Nursery to Year 6 who are currently taught in four 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 J Millington – Head of School and SENDCo**  
**Mr P Doddridge – CEO, Mighty Oaks Academy**

**Contact: 01952 387 827**  
[admin.buildwas@taw.org.uk](mailto:admin.buildwas@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/ Head of School.

### 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 worries 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).

## **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**

All teachers are teachers of children with Special Educational Needs and Disabilities. Enabling all learners to do well within our inclusive school system is every teacher's responsibility.

### **Class teachers are responsible for:**

- Plan whole-class teaching that always uses approaches that are effective for learners with SEND.
- 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 adaptive teaching/ differentiation).
- Check on the progress of each child and identify, plan and deliver any additional help a child may need, discussing amendments with the SENDCO 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)**

### **Mr Millington 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 SEND 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.
- In conjunction with the CEO of Mighty Oaks Academic Trust, Mr Tilley, 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.

## **Learning Support Assistants - LSAs**

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

## **SEND LAC Member (Local Advisory Board)**

### **The SEND LAC Member is responsible for:**

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

- Meeting with the SENCo to monitor SEND across the school
- Produce reports focusing on what is going well and how they can offer further support

## **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. 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.



## **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. 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

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

#### **If you child is moving to another school:**

We will contact the new school's SENDCO 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. Some may require a social story to support with transition. Social stories are specially designed stories that teach children about different situations through a bespoke story and pictures about the situation they need to embrace. It can be useful for children

to help them keep their families updated on a new situation and something that can be shared at home. An obvious situation would be to help support a child moving class in September.

### **When moving to secondary school:**

The majority of 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 contact our Year 6 teacher to discuss the needs of our transferring Year 6 students. For children with special needs and disabilities a bespoke transition can be individually tailored with support from the outside agencies such as Woodlands Outreach and LSAT. Staff from the two schools discuss all special educational needs and our records are passed on to the receiving secondary school. 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.

- Support Assistance support pupils with SEND on a one-to-one basis, two to one basis, small group basis or larger group basis within the classrooms.
- Use of interactive whiteboards and computers in all classes.
- Subject leaders identify and plan for support to ensure all learners, including those with SEND can access a broad and balanced curriculum.
- The curriculum is scaffolded and adapted to meet the needs of all our children. Adapted teaching may involve 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 provide pupils with access to lower programs of study 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 are available across KS1 and KS2 unless stated:**

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

				<ul style="list-style-type: none"> <li>• Buddy badge system</li> <li>• Visual timetables</li> <li>• Quiet / special places offered for reflection</li> <li>• Intensive Interaction</li> <li>• Attention Autism</li> </ul>
<b>Cognition and Learning</b>	<b>General/Moderate Learning Difficulties</b>	<ul style="list-style-type: none"> <li>• Differentiated planning, activities, delivery and outcomes</li> <li>• Individual targets for Reading, Writing and Maths</li> <li>• 'Little Wandle' Rapid Catch-up</li> <li>• Cross curricular use of ICT</li> <li>• VAK Learning and Teaching styles</li> <li>• Use of models and images</li> <li>• Use of practical and visual resources.</li> <li>• Assessment for Learning (AFL)</li> <li>• Peer and self-assessment</li> <li>• Higher order thinking skills development</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory Memory Skills</li> <li>• Visual Memory Skills</li> <li>• Working Memory Toolkit (KS2)</li> <li>• Visual Perception Skills (KS2)</li> <li>• Bespoke Interventions tailored to individual's needs, reviewed at least every half term</li> <li>• 1:1/ small group support in or outside of class</li> <li>• Range of intervention programmes: precision teaching, additional spelling practice,</li> <li>• Individual programmes to develop mathematical understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist assessment can be conducted, if necessary, via advisory teachers such as LSAT or the educational psychologist</li> </ul>
	<b>Specific Learning Difficulties (Dyslexia/ Dyscalculia)</b>	<ul style="list-style-type: none"> <li>• Higher order questioning</li> <li>• Teaching assistant support across classes is distributed according to needs- smaller: adult ratio</li> <li>• Focus group support from Class Teacher/ TA</li> <li>• Phased phonics through Little Wandle</li> <li>• Daily reading and reading comprehension, AR (accelerated) reader</li> <li>• Use of ICT</li> <li>• Use of mind maps, scaffolded plans for written tasks, adult scribing</li> <li>• Cursive 'dyslexia friendly' handwriting script is policy for all learners</li> </ul>	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Additional small group maths support</li> <li>• IDL</li> <li>• Developing Feeling for a Number</li> <li>• Developing Feeling for a Number KS2</li> <li>• Year 3,4,5,6 Springboard resources (KS2)</li> <li>• Year 6 booster groups (KS2)</li> <li>• Additional written calculation strategies (KS2)</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Additional small group writing support</li> <li>• Additional small group spelling support</li> <li>• Additional small group reading support</li> <li>• Target 'Little Wandle' Rapid Catch-up</li> <li>• SNIP</li> <li>• Precision teaching of spellings</li> <li>• High Interest Low Ability reading books</li> <li>• Phonics booster groups</li> <li>• Reading for Meaning 1-4 (KS2)</li> </ul>	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• 1:1 developing subsidising, 1:1 correspondence and formation - gross motor e.g. P.E type activities</li> <li>• Precision teaching of Number recognition</li> <li>• Pre/post teaching of key/concept vocab</li> <li>• Wave 3 Maths (relevant units) (KS2)</li> <li>• Dyscalculia Toolkit (KS2)</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• 1:1 reading/ writing support</li> <li>• Word webbing</li> <li>• Black Sheep activities</li> <li>• General Input from Learning Support Advisory Teacher (LSAT)</li> <li>• Educational Psychologist Service support</li> <li>• Memory programme (KS2)</li> </ul>

			<ul style="list-style-type: none"> <li>• Alphabet activities with magnets</li> <li>• Black/white contrasts avoided through the use of pastel colours where possible e.g. on the interactive whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Precision teaching of the top 200 words (KS2)</li> <li>• Precision letters and sounds/spellings – mixed age groupings (KS2)</li> <li>• Toe by Toe</li> <li>• The Word Wasp (KS2)</li> <li>• Transition planning (KS2)</li> <li>• Colour overlays/ reading rulers (although we recognise tinted glasses are much more effective)</li> </ul>
<b>Social, Emotional and Mental Health</b>		<ul style="list-style-type: none"> <li>• Whole school behaviour policy based on three school rules: Ready, Respectful and Safe</li> <li>• Class based reward systems.</li> <li>• Circle times</li> <li>• Outdoor learning/ Forest school</li> <li>• PSHE</li> <li>• Whole school assemblies</li> <li>• Value of the half term</li> <li>• Pupil groups such as buddies</li> <li>• Calm Brain</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Comic Strips (KS2)</li> <li>• Individual reward/ sanctions systems</li> <li>• Behaviour plan</li> <li>• Behaviour Risk assessment</li> <li>• Pastoral Group work</li> <li>• Social Skills group work</li> <li>• 101 Games for Self-Esteem</li> <li>• Mini Gold</li> <li>• Black Sheep Publications – Emotions and Facial Expressions</li> <li>• Socially Speaking (KS2)</li> <li>• Targeted Calm Brain intervention</li> <li>• ELSA intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Early Intervention Workers</li> <li>• Pastoral work</li> <li>• 1:1 BST support</li> <li>• BeeU</li> <li>• Educational Psychologist Service support</li> <li>• Input from Educational Support Worker</li> <li>• Pupil referral unit</li> <li>• Child in care support</li> <li>• Emotional Wellbeing Toolkit</li> <li>• Behaviour Plan</li> <li>• Behaviour Risk Assessments</li> <li>• Strengthening Families/ Early Help</li> <li>• Additional secondary transfer visits (KS2)</li> </ul>
<b>Sensory and Physical difficulties</b>	Hearing/ Visually Impaired	<ul style="list-style-type: none"> <li>• Eye and hearing tests conducted by school nurse during reception and on request</li> <li>• Staff look out for signs of sensory difficulties and inform parents if noticed. Examples include clumsiness, large handwriting, headaches</li> <li>• PE curriculum</li> <li>• Adapted planning, activities, delivery and outcomes</li> <li>• Handwriting (Happy Handwriting)</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK toolkit</li> <li>• ICT skills support (KS2)</li> <li>• Visual Assessment Kit</li> <li>• Promotion of self-care through School Nurse</li> <li>• Large font size as required</li> <li>• Use of different coloured paper to print worksheets and tasks</li> <li>• Using coloured overlays/ reading rulers</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory inclusion service support.</li> <li>• Encouragement of wearing of glasses, eye patches, hearing aids as needed</li> </ul>
	Physical Difficulties		<ul style="list-style-type: none"> <li>• Additional handwriting – Speed Up! Handwriting</li> <li>• Fine motor skills group</li> <li>• Gross motor skills group</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support during physical activities</li> <li>• Pre-writing fine motor skills</li> <li>• Occupational Therapy support</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff aware of implications of sensory and physical impairment</li> <li>• General Additional equipment, e.g. scissors, rulers, pencils and grips</li> <li>• Environmental considerations, lighting, background noise, seating position, paper colour etc.</li> <li>• IWB filter considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Write from the Start 1+2</li> <li>• Working in a personal workstation (low arousal)</li> <li>• Fiddle toys</li> <li>• Different forms of recording e.g. Typing, drawing, peer scribe, videoing etc.</li> <li>• 10 Minute Daily Motor Skills Programme</li> <li>• Cool Kids</li> <li>• In the Zone</li> <li>• Occupational Therapy Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>• Physiotherapy programme</li> <li>• Input from Learning Support Advisory Teacher (LSAT)</li> <li>• Educational Psychologist Service support</li> <li>• Specialist ICT equipment</li> <li>• Individual risk assessments</li> <li>• Additional adapted equipment recommended by outside agency e.g. sloping board, wobble cushion etc</li> <li>• Sensory Diet</li> <li>• Transition planning (KS2)</li> </ul>
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## 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, for example:

- 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 the engagement model in statutory years, ensuring the assessments are developmentally appropriate and enable the children's progress to be tracked.

Children who are significantly below may be assessed through 'The Engagement Model' which was published in 2020 <https://shorturl.at/tSGAs>. This document replaces the 'P Scales' system of assessment.

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 the playground to record behaviours, considering the 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 3 level within the graduate 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)
- 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 Support 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 learning support staff working with that child at the earliest convenient opportunity.

### **What extracurricular activities are available for children with SEN?**

- 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 needs, 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 and stage. The children are actively involved in reviewing and setting their own targets as part of our PCP meetings and over time we will work with your child to develop more independence in their approach to school life. However, if you do, at any time, have concerns that you feel the school cannot support you can access the parent support service offered across Shropshire and Telford. Details of this service are provided below.

## **Where can I get support?**

Shropshire Information Advice and Support Service and Telford and Wrekin IASS offer a free service which is aimed at supporting and championing the parents of children with special educational needs.

The contact details for these two services can be found at:

<http://www.cabshropshire.org.uk/shropshire-iass/>  
[Telford SENDIASS | SENDIASS Telford](#)

## **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 LAC supports the school in evaluating this effectiveness.

## **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 the provision after contacting the class teacher and/or SENCO, they should make an appointment with the Principal to discuss their concerns. If these concerns remain, the LAC with SEND responsibility will bring the matter to the attention of the LAC (Local Advisory Committee). The appeal procedure is detailed in the Academy's prospectus and can be found via the school or Trust websites.

Parents/carers can also find support through IASS for Shropshire and Telford and Wrekin. They operate independently of schools and Local Authorities and will give impartial support and advice. Full contact details are available on their websites which are listed in the 'Where can I get Support' section of this document.