

Our Ethos

The Martin Wilson School is an inclusive school which offers a broad, balanced and creative curriculum which aims to encourage all children to achieve their full potential, including children with SEND.

What follows is an outline of how we support those children with SEND:

A: People who support children with special educational needs and / or disabilities in this school:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?</p>	<p>Class teacher</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, additional support) and letting the SENCO know as necessary. • Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once a term and planning for the next term. • Keeping records of IEPs and other professional reports that deliver information about children with SEND in their class. • Ensuring that staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND policy is followed in their classroom and for all the pupils with SEND.
	<p>Teaching Assistants</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Supporting your child under the direction of the class teacher or SENCO. • Carrying out intervention plans, assessing and planning alongside the class teacher. • Communicating and liaising with teachers, and where appropriate, parents.
	<p>SENCO</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with Special Educational Needs or Disabilities (SEND) and developing the SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>If your child is then identified as not making progress, the school will then set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have • Plan any additional support your child may receive • Discuss with you any referrals to outside professionals that may be needed to support your child's learning
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, allocated from Shropshire LA, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ° the children getting extra support already ° the children needing extra support ° the children who have been identified as not making as much progress as would be expected <p style="padding-left: 40px;">And decide what training/resources and support is needed.</p> <ul style="list-style-type: none"> • All training/resources and support are reviewed regularly and changes made as necessary.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by the class teacher. • His/her progress is reviewed formally each half term and a National Curriculum level will be given in reading, writing and maths. • If your child is in year 1 and above, and not yet at National Curriculum levels, a sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These are called 'P levels'. • At the end of each Key Stage (i.e. at the end of year 2 and 6) all children are required to be formally tested using Standard Attainment Tests (SATs). This is something the government requires all schools to do and that the results are published nationally. • Children at Wave 3 (needed targeted intervention and support from outside agencies) will have an IEP, which will be reviewed with your involvement each term and a plan made for the next term. • The progress of children with a statement of SEND/Education Health and Care Plan (EHCP) or a Graduated Support Plan (GSP) is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group in which they take part.

<p>Who are the other people providing services to children with SEND in this school?</p>	<p>Directly funded by the school:</p> <ul style="list-style-type: none"> • Family Support Worker providing support and intervention for parents, families and children. • Learning Mentor • Nurture Group • Educational Psychology Service • Woodlands ASD service • LSAT – Learning Support Advisory Teacher (assessment, advice and resources for children with literacy or maths difficulties including Dyslexia) • Woodlands Behaviour Support Outreach Service • Garden Rangers • Acorn Counselling • Spectra • Nurture Hub • Emotions Management <p>Paid for centrally by the Local Authority but delivered in school:</p> <ul style="list-style-type: none"> • Sensory Inclusion Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority) • Tuition, Medical and Behaviour Support Service (TMBSS) • Specific Speech & Language Impaired Children’s Team (SLICC) <p>Provided and paid for by the Health Service (Shropshire NHS Trust) but delivered in school:</p> <ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy • Child and Adolescent Mental Health Services (CAMHS)
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<p>How are the teachers in school helped to work with children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The school has a training plan which is regularly reviewed in regards to the children with SEND currently in school. Whole school training is delivered on SEND issues such as positive behaviour strategies.
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	<ul style="list-style-type: none"> • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the specific needs of children within their class e.g. ASD training, hearing impairment training, speech and language training etc • Teaching Assistants also attend meetings to update knowledge related to SEND and also have the opportunity to review their training needs in performance management meetings with the deputy head teacher, Mrs Christina Cubbin.
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<p>How will teaching be adapted for my child with SEND?</p>	<ul style="list-style-type: none"> • Class teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that your child's needs are met. • Specifically trained support staff can adapt the teacher's planning to support your child's needs where necessary. • Specific resources and strategies will be used to support your child individually, in pairs or in groups. • Planning and teaching will be adapted on a daily basis to support your child's needs. • Teachers and support staff will work towards IEP targets and adapt lessons/groups to work towards these targets.
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<p>What support do we have for you as a parent of a child with SEND?</p>	<ul style="list-style-type: none"> • The class teacher is regularly available at either the start of the day or the end of the school day to discuss your child's progress or any concerns that you may have and to share information about what is working well at home and school so similar strategies can be used. • The SENCO is also available to meet with you to discuss your child's progress or any concerns/worries that you may have. We operate an open-door policy. • All information from outside agencies and professionals will be shared with you directly, or if this is not possible, in a report. • IEPs will be reviewed with you each term. • Homework will be adjusted to match and suit your child's individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • A Family Support Worker works at school every Monday and is available to help support parents with needs at home or to give parenting strategies. • If your child is at the SEN Support level of the SEN Code of Practice, three meetings per year (one each term) will be available for you to meet with the class teacher to review IEPs/ PCPs and set
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	<p>new targets. This may be at parents' evening where you will have a longer than normal meeting time with the class teacher.</p> <ul style="list-style-type: none"> • The counsellor can meet with the parents of the children with whom she's working.
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<p>How is The Martin Wilson School accessible to children with SEND?</p>	<ul style="list-style-type: none"> • The building meets the requirements of the Disability Discrimination Act (2005). • The building is accessible to children with physical disabilities. The building is one level and corridors are wide enough for easy access, along with having a disabled toilet. • The school meets the requirements of the Equalities Act (2010) through the Single Equalities Scheme. • We ensure that equipment used is accessible to all children regardless of their needs. • Where specific equipment is recommended for individual or small groups of children, we purchase this or work with the local authority to ensure it is made available. • After-school provision and Breakfast Club is accessible to all of those children with SEND. • Extra-curricular activities are accessible for children with SEND; any individual arrangements are made to ensure all have equal access. • Residential courses are adapted as necessary to facilitate inclusion for children with SEND.
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<p>How will we support your child when they are leaving this school or moving on to another class?</p>	<p>We recognize that transitions can be difficult for a child with SEND and we take steps to ensure that there any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • 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. • We will make sure that all records about your child are passed on as soon as possible. • We will try to make links with the school and use photos of key staff or buildings if possible, to make transitions easier. This is possible if changes to schools are known a couple of weeks in advance. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be passed on to the new teacher and support staff.
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	<ul style="list-style-type: none"> • The child's new teacher will be given an opportunity to spend time with the new class for a morning in advance of the new class change. • Teaching assistants and support staff will be given opportunities to pass on information about children with SEND or whom they have supported so that new staff are given up-to-date information about their specific needs. • Social stories and photo books are also used if your child needs them so that a smooth as possible transition can be achieved. <p>In year 6:</p> <ul style="list-style-type: none"> • The SENCO meets with secondary school staff along with the year 6 teacher to discuss the specific needs of your child with the SENCO of your child's chosen secondary school. • In some cases, Woodlands ASD, Woodlands Behaviour Support or the Learning Mentor will organize specialist sessions for students with ASD etc. This may involve additional visits to secondary schools and work linked to transition and what to expect. • Your child will have focused work about aspects of transition to prepare them for the changes ahead. • Where possible, your child will visit the school on several occasions and, in some cases, staff from the new school will visit your child in school. • Where possible, a key worker from your child's secondary school will visit your child at Martin Wilson to help build a relationship before your child starts secondary school. • Social stories and photo books are also used if your child needs them so that a smooth as possible transition can be achieved.
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<p>What are the different types of support available for children with SEND in The Martin Wilson School?</p>	<p><i>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</i></p> <p>For your child, this could mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building upon what your child already knows, can do and understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve using things like more practical learning or encouraging active learning and engagement. • Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
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- We will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children should be getting this as part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

This group, often called intervention groups by schools, may be

- Run in the classroom or outside the classroom.
- Run by a teacher or, most often, a teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice: Wave 2

This means they have been identified by the class teacher as needing some extra help/support in school.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make some progress.
- A teaching assistant or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's or specialist's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g. Speech and Language Therapy or Occupational Therapy groups

and / or individual support for your child.

Stage of SEN Code of Practice: Wave 3

This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from an outside professional.

This may be from:

- Local Authority central services such as the Sensory Inclusion Service (for students with a hearing or visual need)

- Outside agencies such as the Speech and Language Therapy Service (SALT), Woodlands ASD or Behaviour Support Service, Spectra, Educational Psychology Service, or the Learning Support Advisory Service (LSAT).

For your child, this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing some specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission by signing your consent for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - ° Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - ° Support to set better targets which will include their specific expertise.
 - ° A group run by school staff under the guidance of the outside professional, e.g. a social skills group.
 - ° Group or individual work with outside professionals.
- The school may suggest that your child needs some degree of individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

For your child with more than 20 hours support in school

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of support or small group teaching (more than 20 hours a week) which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from an outside professional. This may be from:

- The Educational Psychology Service
- The Learning Support Advisory Service
- Woodlands ASD or Behaviour Outreach Service
- Sensory Inclusion Service (for students with a hearing or visual need)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy
- Spectra

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at Wave 3.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong, and that they need more than 20 hours of support in school to make good progress.
- The EHCP will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run paired or small groups including your child.

This type of support is available for children whose learning needs are:

- Severe or complex and lifelong
- Needing more than 20 hours support in school

Our Provision for Pupils with SEND

Communication and Interaction

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and teaching assistants keep careful track of the child and record any observations. • If the child continues to be of concern, the SENCO will observe and either suggest intervention strategies or refer to the speech and language team. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardized assessment scores and national assessments such as SATs and Year One Phonic Screening. 	<ul style="list-style-type: none"> • Children with Speech and Language difficulties are encouraged to learn to read by recognizing whole words alongside learning to read and spell using their phonological knowledge. • Staff model correct uses of language by subtle repetition. Pupils are not expected to repeat the phrase using an adult's language. • Children are pre-taught new vocabulary and topic words before they encounter them in the classroom. • Children are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them through activities such as show and tell and then they are encouraged to contribute to small group discussions. Once they are secure with sharing their ideas within a small group they are encouraged to share their ideas within the whole class. 	<ul style="list-style-type: none"> • Following specific interventions as suggested by the Speech and Language Therapist (SALT) or the Specific Speech and Language Impaired Children's Team (SSLIC). • Through good/outstanding teaching. • Ensuring that the curriculum is adapted to meet all pupils' needs. • In class support with TA. • Small group work. • Personalised programmes. • Reinforcement of instructions on a 1:1 basis. • Pre teaching of new vocabulary and topic words.

<ul style="list-style-type: none"> • If pupils have an Education, Health and Care Plan (EHCP), then they will have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • Differentiated curriculum, planning tasks, delivery and outcome • Simplified and visual timetables • Consistent routines and expectations • Teachers using attention and listening strategies • Modelling of correct use of language • Reinforcement of phonological knowledge in development of reading and spelling skills • Use of ICT • Use of talk partners during whole class and group learning sessions • Circle time 	<ul style="list-style-type: none"> • Use of simple language and breaking down instructions into smaller chunks. • Mid-day and playtime supervisors' support during unstructured times during the day. • Support children to develop confidence in speaking in class. • Use of self-made books to support their language.
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2. Autism Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and teaching assistant have regular discussions with parents/carers. This may be a chat at the start or the end of the school day. A home school link book may be established. • The class teacher and teaching assistant will keep careful track of the child and record any observations. • The pupil will then carefully be monitored and reviewed after a term to ensure that progress is being made. If progress is not being made or there are any other concerns, then either other interventions are suggested, or another referral is made. Sometimes an Early Help Assessment Framework (EHAF) is put into place. • If appropriate, a Connor’s questionnaire will be completed by both parents and the school. This will then initiate a referral to CAMHS (Child and Adolescent Mental Health Services) and possibly a formal diagnosis. • Parents can also refer their child for assessment into ASD (Autism Spectrum Disorder) traits by visiting their GP. • If appropriate a request for statutory assessment or an Education, Health and Care Plan is made and additional interventions 	<ul style="list-style-type: none"> • Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routine. • Pupils are pre-taught new vocabulary before they are exposed to it within the classroom. • The anxiety levels of the pupils are monitored, triggers identified where possible and subtle intervention is put into place before pupils become anxious. • Pupils are given instructions and requests using straightforward language, and instructions are given in smaller chunks. • The pupil’s name is used at the beginning of instructions so that the pupil knows that the instruction is relevant for them. • Instructions given are positive, rather than negative e.g. <i>sit properly on your chair</i> rather than <i>don’t swing on your chair</i>. • Language should be straightforward and non-metaphorical e.g. ‘it’s raining cats and dogs’ should be avoided as this could be taken literally. 	<p>Support and strategies from Woodlands ASD Outreach Service which could include:</p> <ul style="list-style-type: none"> • Social stories/comic strip conversations • Circle of friends • Visual timetables • Quiet/special places offered for reflection • Use of a known adult to support the child • A home school link book that shows upcoming events and news about each day within school.

<p>and strategies are put into place to support the pupils.</p> <ul style="list-style-type: none">• Pupils are reviewed regularly through internal tracking data, standardized assessment scores and national assessments such as SATs and Year 1 Phonic Screening.• If pupils have a statutory assessment or Education Health and Care Plan, then their progress will be reviewed annually through the Annual Review process.		
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Cognition and Learning

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern, the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the Educational Psychologist or the Learning Support Advisory Teacher. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, then either other interventions are suggested or another referral is made or statutory assessment through an Education, Health and Care Plan is requested. • Pupils are reviewed regularly through internal tracking data, standardized assessment scores and national assessments such as SATs and Year 1 Phonic Screening. • If pupils have a statutory assessment or Education Health and Care Plan, then their progress will be reviewed annually through the Annual Review process. 	<ul style="list-style-type: none"> • Children are encouraged to work within small groups with the support of an adult. • Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate. • The use of pre-unit assessments in English and Maths to identify areas of strength and misconceptions so that work is tailored for their individual needs. • Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. • Specific interventions are put into place to aid pupils to develop the skills that they require to be able to access the curriculum. 	<ul style="list-style-type: none"> • Additional spelling practice • Daily reading and reading comprehension • Rapid reading scheme • Letters and Sounds programmes • Phonics Intervention Groups • Toe by Toe • Attack Spelling intervention • Individual programmes to develop mathematical thinking and understanding

1. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern, the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the Educational Psychologist or the Learning Support Advisory Teacher. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, then either other interventions are suggested or another referral is made or statutory assessment through an Education, Health and Care Plan is requested. • Pupils are reviewed regularly through internal tracking data, standardized assessment scores and national assessments such as SATs and Year 1 Phonic Screening. • If pupils have a statutory assessment or Education Health and Care Plan, then their progress will be reviewed annually through the Annual Review process. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with an adult within a small group when appropriate. For some activities, children are grouped within specific groups linked to daily assessments. • Pupils receive specific interventions to aid them with acquiring the skills that they need to access the curriculum. Pupils are encouraged to work within the classroom with subtle support. • Pupils are encouraged to develop their own strategies to help them overcome the difficulties that they have, for example learning a mnemonic to aid them with remembering spellings. • Pupils are encouraged to access resources to support their learning such as word banks, ACE dictionaries, number lines etc. • Pupils are given the opportunity to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts. 	<ul style="list-style-type: none"> • Toe by Toe • Text help – writing support • Daily reading • Wave 3/Springboard materials • Use of ICT equipment to aid with reading – using a bigger font and changing colour to make the text more accessible. • Memory activities • Coloured overlays, use of coloured mini-whiteboards, reading rulers • Use of models and images to reinforce concepts. • Using alternative methods for recording ideas e.g. mind maps etc

Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern, the Learning Mentor and SENCo will observe and either suggest intervention strategies or a referral will be made through an early help assessment form. • If appropriate, then a referral will be made to CAMHS (Child and Adolescent Mental Health Services) or other support/counselling services. • Intervention through the Family Support Worker may also be used to support the child in school through drawing and talking as well as supporting parents/carers at home. • Parents can also refer their child for assessments or to raise concerns by visiting their GP. • Pupils are reviewed regularly through internal tracking data, standardized assessment scores, national assessments such as SATs and the year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with others within a small group with the support of an adult. • Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with peers. • Pupils are provided with clear guidance and expectations for expected behaviours. All staff are aware of these expectations and reinforce the same expectations. • Parents are made aware of the behavioural expectations that we have so they can reinforce these at home. This helps to provide the pupil with a consistent approach. • Use of a behaviour mentor within school to work alongside pupils in class, or support in a 1:1 situation. 	<p>Regular sessions with the Learning Mentor or Behaviour Mentor which could include:</p> <ul style="list-style-type: none"> • Anger management • Quiet/special places offered for reflection • Circle of friends • Social stories <p>The Family Support Worker can also offer:</p> <ul style="list-style-type: none"> • Support for the child within school using Drawing and Talking • Support and advice for parents/carers in supporting the child at home • Parenting advice and support

Sensory and/or Physical

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern, the Learning Mentor and SENCo will observe and either suggest intervention strategies or a referral to an external agency will be made to the Sensory Inclusion Service (SIS). • Parents can also request an assessment by visiting their GP. • Pupils are regularly reviewed and assessed by the Sensory Inclusion Service. Additional strategies and interventions are suggested. Class conditions are also monitored e.g. lighting, positioning etc • Pupils are reviewed regularly through internal tracking data, standardized assessment scores and national assessments such as SATs and Year 1 Phonic Screening. • If pupils have a statutory assessment or Education Health and Care Plan, then their progress will be reviewed annually through the Annual Review process. 	<ul style="list-style-type: none"> • Weekly planning meetings with the Teacher of the Deaf with the class teacher and teaching assistant to plan differentiated work and resources. • Use or pre and post-tutoring in a 1:1 with the child and an adult to learn new vocabulary and concepts before lessons. • All staff who work alongside the child will be trained in managing hearing devices and ensure that checks on equipment are carried out in the morning and afternoon or as suggested by the Teacher of the Deaf. • Pupils usually work within a small group or a 1:1 depending upon their need, with the subtle support of an adult. • The adult will repeat ideas and comments from other children in a clear, audible voice when the class are discussing. • Adults working with the child will wear radio transmitters if needed, and the child will be encouraged to take responsibility for this device. Children working with the hearing 	<ul style="list-style-type: none"> • Ensure pupils sit near the front of class and are not sitting near the overhead projector for the whiteboard. • All staff are trained in hearing impairment awareness. • Staff who work with hearing impaired children attend training provided by Sensory Inclusion Service. • Use of visual signs and cues around the classroom and school. • Use of a home/school book to inform parents/carers of learning, new vocabulary, news etc each day. • Following all advice from the Sensory Inclusion Service. • Language support programmes are delivered as suggested by Speech and Language Therapists or the Teacher of the Deaf to develop receptive and expressive language.

	<p>impaired child are also encouraged to wear the transmitter to aid independence.</p> <ul style="list-style-type: none"> • Pupils are encouraged to ask for ideas, instructions etc to be repeated or to be explained again if they have not heard or understood them. 	
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2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Pupils are carefully monitored and if there are concerns then parents are requested to take their child for an appointment with the optician. • For pupils with significant impairments, a request is made with the Sensory Inclusion Service. This is usually requested by the child's optician or by an optometrist. • Pupils are regularly reviewed and assessed by the Sensory Inclusion Service. Additional strategies and interventions are suggested. Class conditions are also monitored e.g. lighting, positioning etc • Pupils are reviewed regularly through internal tracking data, standardized assessment scores and national assessments such as SATs and Year 1 Phonic Screening. • If pupils have a statutory assessment or Education Health and Care Plan, then their 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is presented or displayed. • Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible, then pupils are given a copy of what is to be displayed. • If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in the same place and locations so that they are easy to find. 	<ul style="list-style-type: none"> • Following advice from Sensory Inclusion Service. • Providing pupils with visual images and different sized fonts for equipment and resources around the classroom. • Using different coloured paper to print worksheets, texts etc. • Using coloured overlays/rulers etc • Ordering large print materials e.g. SATs papers etc

progress will be reviewed annually through the Annual Review process.		
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3. Physical difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Parents/carers are best placed to advise us about the specific physical needs of their child. We therefore rely upon good communication between home and school to ensure that any concerns are addressed promptly. • The class teacher and teaching assistant will keep careful track of the child and record any observations. • If the child continues to be of concern, the SENCo will observe and either suggest interventions/strategies or refer to an outside agency such as the Occupational Therapist. • An assessment with the occupational therapist will be undertaken if appropriate and then additional strategies will be implemented. • Parents can also request an assessment from the Occupational Therapy Service by visiting their GP. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit with the rest of the class or small group to listen to the ideas of others. They will have a wobble cushion or a fidget toy to help them keep focused or an adult sitting near to them to keep them on task. • Pupils are provided with resources such as pencil grips, lap tops, special scissors for fine motor control, so that they are able to write ideas and develop independence. • When the pupils are completing physical activities such as P.E, or outdoor learning, they are encouraged to participate in the same way as their peers. If this is not possible, then they are given alternative resources such as large balls etc. 	<ul style="list-style-type: none"> • Pre-writing skills such as tweezers etc • Pencil grips, tri-grip pencils • A range of pencil grips • Tubular grips to be used on paint brushes etc • Wobble cushions • Fidget toys • Theoderescu handwriting programme • Speed up! • Cool Kids motor control programme • Interventions as suggested by the Occupational Therapy team

<ul style="list-style-type: none">• Pupils are regularly reviewed and assessed by the Occupational Therapy Service. Additional strategies and interventions are suggested.• Pupils are reviewed regularly through internal tracking data, standardized assessment scores and national assessments such as SATs and Year 1 Phonic Screening.• If pupils have a statutory assessment or Education Health and Care Plan, then their progress will be reviewed annually through the Annual Review process.		
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Looked After Children / Previously Looked After Children (LAC / PLAC) with SEND

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Pupils will be assessed through the normal processes accorded to all other children in the school. • Termly meetings with carers, social workers and a LAC / PLAC designated teacher will be held to review progress and set targets in a Personal Education Plan (PEP). 	<ul style="list-style-type: none"> • Teaching will be adapted for LAC / PLAC children as it is for all other children with similar needs. 	<ul style="list-style-type: none"> • LAC / PLAC pupils will have access to all of the relevant support systems. They also benefit from additional funding such as Pupil Premium and some of the assessments are funded by the LAC team. The SENCo will liaise with the LAC team and carers. • Use of home school books to review learning, progress and news.

Evaluation of SEND at the Martin Wilson School

- **A report is produced on an annual basis for the governing body. Included in this report is an evaluation of SEND provision. The School Development Plan also has links to SEND, with an evaluation of what has been achieved in the previous academic year and an action plan of work to be completed during the current academic year.**
- **Regular meetings between the SENCo and SEN governor to review SEND across the school**

The Shropshire Council Local Offer can be viewed by following this link: <http://shropshire.gov.uk/the-send-local-offer/>

Appendix One

List of useful acronyms

- **SEN** Special Educational Needs
- **SEND** Special Educational Needs & Disabilities
- **IEP** Individual Education Plan
- **TA** Teaching Assistant
- **SENCo** Special Educational Needs Co-ordinator
- **LA** Local Authority
- **EHCP** Education Health Care Plan
- **LM** Learning Mentor
- **EP** Educational Psychologist
- **ASD** Autism Spectrum Disorder
- **LSAT** Learning Support Advisory Teacher
- **SIS** Sensory Inclusion Service
- **VIS** Vision Inclusion Service
- **HIS** Hearing Inclusion Service
- **SALT** Speech and Language Therapy
- **OT** Occupational Therapy
- **SSLIC** Specific Speech and Language Impaired Child
- **EHAF** Early Help Assessment Framework
- **GP** General Practitioner
- **CAMHS** Child and Adolescent Mental Health Service
- **SATs** Standard Assessment Tests

