## Who can I talk to if I have a concern about my child’s needs?

* If your child is already attending Sheriffhales, the first person to speak to is their class teacher. Teachers are always around at the end of the day when they are dismissing the class. That can be a good time for a quick chat or to arrange a convenient time for a longer discussion.
* You can also contact your child’s teacher by leaving a message with the office staff.
* There are parents’ evenings each term when you can talk to the teacher as well as look at your child’s work.
* If your child has not yet joined the school or your concerns cannot be addressed by the class teacher alone, the person to contact is the SENCO, which stands for Special Needs Coordinator. This is Mrs Kate Hanson
* To contact the SENCO please phone the school.

Who decides if a child has special needs?

* Every child is an individual and we aim to provide the best environment for all our pupils to develop.
* If a child needs something more than what is available through normal classroom practice then they can be described as having special needs. This covers a wide range of needs from a child struggling to make good progress in reading or maths to a child with significant disabilities.
* As a result, there is more than one route to deciding who has special needs. Sometimes children are identified in infancy, before they start school. There may be professionals involved with the child and the family who will work with the school to settle the child into Reception.
* Some children are diagnosed with a medical condition or disability either before starting school or during their time with us.
* The school works with the relevant outside agencies to ensure that the child’s needs are met. A medical condition does not always mean that a pupil will find learning difficult.
* We may only need to make sure that we help them to be safe and healthy while they are in school and that their condition does not prevent them making the best possible progress.
* We monitor academic progress for all our children very closely and put in additional support whenever we feel a child is not making the progress we expect. Parents are kept informed of this intervention through meetings and parents’ evenings.
* When a child continues to struggle, even with this additional support, more detailed assessments are made.
* Decisions about how best to address the difficulties are made through discussions between the SENCO, staff and parents often with advice from outside agencies.

## Who will support my child while they are at school?

* We are a mixed age 3 class school. Class teachers work across year groups to plan and deliver the curriculum. Most lessons are taught by a class teacher to their own class.
* There are opportunities throughout the day for all children to be taught maths and English in groups. The group for the children needing the most support is usually small- about 10 pupils at most- This is the main way in which we ensure that work is targeted at the level a child is currently working.
* There are a range of other interventions which are matched to the needs of individuals or groups of pupils. These are delivered by a teacher or teaching assistant and according to a scheduled plan.
* It is the SENCO’s role to coordinate much of this.
* If a child needs specialist support, the SENCO, in cooperation with parents and class teacher, can arrange referrals. Many support services will assess a child and then provide the school with advice on how to best cater for a child’s needs.

What kind of support will a child with special needs receive?

* All pupils at Sheriffhales can expect quality first teaching within their day to day lessons across the whole curriculum. Wherever possible, adaptations are made to suit different styles of learning.
* Children who need additional support with English or maths may be taught these subjects in a smaller group with extra adult support. There are additional arrangements usually called intervention groups which take place regularly to tackle specific difficulties being experienced by groups of pupils from nursery up to Year 6.
* These might be run by a teacher or a teaching assistant and will run for as long and as often as necessary.
* For pupils experiencing more challenging difficulties there are additional opportunities to work with an adult, usually a teaching assistant, either in a small group or individually.
* Additional support may be in relation to basic literacy and numeracy skills or it may relate to other difficulties. For example there is a weekly group helping children with motor problems to develop their physical abilities.
* Children with autism often take part in social groups to develop their interpersonal skills.
* Staff work with children to reduce barriers to their learning, for example by improving their behaviour or developing their self-confidence.
* Referrals can be made to specialists such as speech therapists or occupational therapists. When advice or targets are provided by these agencies we try where possible to work on the targets within school.

How will I know about the progress my child is making?

* All pupils at Sheriffhales, including those with special needs have learning goals or targets in English and maths.
* Parents are given termly updates on their child’s progress.
* Parents and teachers may discuss any child’s progress on a more frequent basis if helpful.
* For pupils with special needs there are additional opportunities for parents to meet with the staff involved in supporting their child and to discuss their progress. These meetings might include members of support services and wherever possible the child themselves.
* For pupils with an Education and Health Care Plan (EHC), previously known as a 'statement', there is a statutory requirement to meet each year for an ‘annual review’ of the child’s needs. Parents are always invited to take part in these meetings and wherever possible the child is there too. The views of parents and the child are a central part of the report that goes to the local authority.
* Sheriffhales prides itself on being an inclusive school. It is important to us that all children have the opportunity to achieve their full potential and that no child is put at an unfair disadvantage because of their special need or disability.
* The vast majority of the school site is accessible for children or adults with a physical disability, including wheelchair users.
* A management plan is drawn up for pupils with a disability in conjunction with the relevant specialists to ensure that the child has the support they need to access all aspects of school life.
* The school regularly carries out an ‘Accessibility Audit’ which can identify any aspects of the school building which needs improvement. We endeavour to make all reasonable adjustments to make the school as accessible as possible for pupils and adults with a disability.
* Whenever children go on an educational visit or are offered an after school club, adaptations are made to ensure that no child is excluded or disadvantaged because of their special needs or a disability .

How does Sheriffhales support the emotional, social and mental well-being of its SEND pupils?

* Personal, social and health education has a high priority within our curriculum for all pupils. We recognise that pupils with special needs may find it harder to let us know if they are worried or anxious.
* All of our staff share a joint responsibility to be aware of the welfare needs of our pupils.
* A learning mentor is available to work individually with pupils or with small groups to help them overcome any difficulties. Our SENCO liaises closely with her.
* Specialists, include awareness raising and staff training in their support for school to ensure that staff recognise the particular difficulties SEND pupils may experience.
* Social groups, outside space, nurture groups and quiet areas are available for pupils who need them.

How does Sheriffhales support its pupils when it’s time for them to move class or to leave the school?

* There are a range of procedures in place to support pupils in their transition to a new class or school.
* The SENCO or class teacher will liaise with feeder schools and often visit a pupil in their current setting before they join Sheriffhales. Wherever possible a child and their parents will visit Sheriffhales, have a tour of the school and meet their teacher.
* At the end of each year children have opportunities to find out about their next class. For some special needs children who may need extra reassurance at these times a transition book or other resources are made or used so that they can become accustomed to the coming changes over the summer holiday.
* When a child is leaving us we liaise closely with their receiving school. Most of the local secondary schools will send a member of staff to discuss prospective pupils with their current teacher. Where a Year 6 child has special needs or a disability there are usually additional opportunities to support the transition, through extra visits or activities to familiarise the pupil with their new school and for that school’s staff to understand the nature of the child’s needs.

How effective is Sheriffhales in supporting pupils with SEND?

* The SENCO works closely with class teachers to monitor the progress and well-being of pupils with special needs.
* Any concerns raised by the teacher, pupil or parent are listened to and we work hard to tackle them.
* It is important to us that SEND pupils make as much progress as their classmates even if they have a lower starting point.
* Monitoring of academic progress is done using the school's assessment system with additional specialist materials where necessary.
* Due to the very small numbers of SEND children and identifiability, internal data is not published online.

Who can I speak to if I have a complaint?

* The SENCO is available to talk about any issues. Parents can make an appointment to see her by contacting the school’s main office.
* The head teacher is also always willing to meet with parents if they have a complaint or concern.
* Parents are able to refer any unresolved issues to the chair of the Governing Body who can be contacted in writing through the school.
* The Local Authority provides a service for parents of special needs children who need support to resolve problems, please see details in Shropshire’s Local Offer – link is on our SEND webpage.