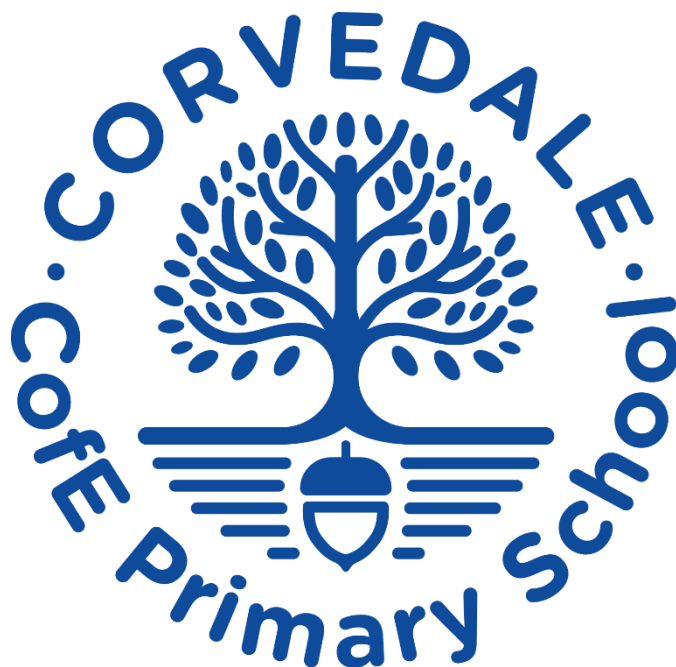


Special educational needs and disabilities (SEND) Information Report

Corvedale C of E Primary School



Approved by:	Susan Rook
Last reviewed on:	September 2025
Next review due by:	September 2026

SEND Information report

Introduction

All schools are required to provide an Information Report on the support and services that are available for families with children who have Special Educational Needs or Disabilities.

Within this report, parents and carers will be able to find information about the support that is offered by the school and some useful information about services within Shropshire. The report will also explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The SEND Information Report is updated annually at the start of the academic year, or when changes have been made.

The next update is due September 2026.

Definition

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

Class teachers

Each class teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Monitoring the progress of your child and identifying, planning and delivery of any additional support.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.

Special Educational Needs Coordinator (SENDCo)

If you have concerns about your child you should speak to your child's class teacher. You may then be directed to the SENDCo.

Miss Jennie Marsden

SEND time 0.5 days per week

Email: jennie.marsden1@corvedaleprimary.co.uk

Telephone: 01584 841630

Responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Headteacher

Interim Headteacher Mr Steve Morris

Responsible for:

- Working with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- The overall responsibility for the provision and progress of learners with SEN and/or a disability.

SEND Governor

Mr Hugh Disley

The SEND Governor will:

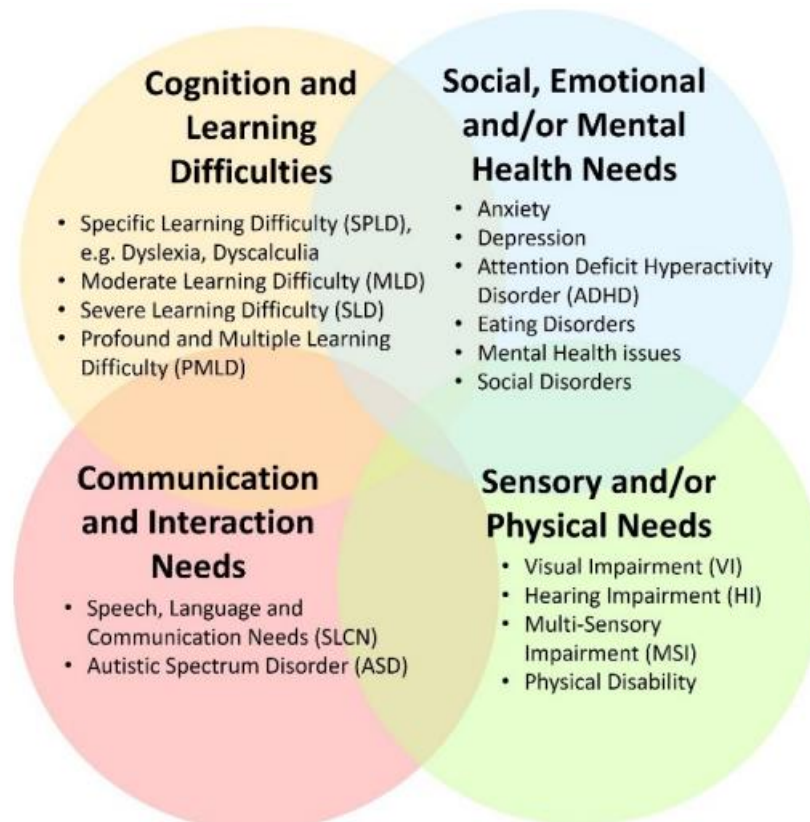
- Help to raise awareness of SEND issues at governor meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

What kinds of special educational needs are provided for at Corvedale C of E Primary School?

Corvedale CofE Primary School is committed to equality of opportunity and will ensure that every pupil has equal access to all areas of school life. We believe that every child has the right to achieve their full potential, and we pride ourselves on being a fully inclusive school.

The SEND Code of Practice (DfE 2015) identifies four broad areas of need. They are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Needs**
- **Sensory and/or Physical Needs**



How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

Staff at Corvedale C of E Primary School provide a broad and balanced curriculum to all pupils. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are skilled at adapting their practice to meet the diverse range of needs within their classes. Adaptations are made in a range of ways to support access and ensure that all pupils can experience success and challenge within their learning. Children may need access to additional equipment, such as a writing slope, coloured overlays or a pencil grip or they may need adapted resources or materials. Additional adults are used flexibly within groups or individually, where pupils are working towards a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

This is known as **‘Universal Provision’**.

Corvedale C of E Primary School is fully accessible for wheelchair users, being largely on one level. We also have disabled toilet facilities.

Our SEND policy, Accessibility Plan and Disability & Equality Policy are also available view on our website.

Identifying pupils with SEN and assessing their needs

At Corvedale C of E Primary School, we are committed to the early identification of SEND. We assess each pupil's current skills and levels of attainment on entry, which will take into account information from parents and previous settings, where appropriate. This may include assessing their needs in areas other than attainment, for example, their emotional needs.

Each class teacher, subject leader and members of the senior leadership team closely track and monitor the progress of all children in our school every term, through a range of assessments, such as NFER assessments and phonic screenings to monitor early reading, White Rose Maths pre and post unit assessments and similar pre and post unit assessment checks in writing. Class teachers will also carry out daily assessments within each lesson as part of the Assess, Plan, Do, Review cycle of teaching and learning.

The graduated approach

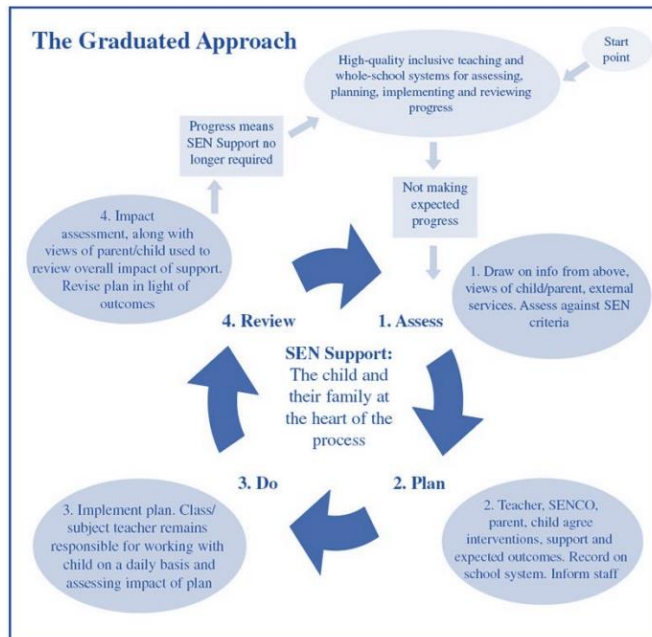
Where concerns are raised that a child may not be making expected progress in their learning (or socially or emotionally), staff will intervene early to implement appropriate and effective support to overcome the barriers to learning. This SEN support takes the form of a four-part cycle: assess, plan, do, review (APDR), to develop a growing understanding of the child's needs, and identify what support is required to ensure they secure good outcomes and make good progress. This is known as the 'graduated approach'.

This will not imply that the pupil has a special educational need.

If a child is experiencing difficulties, despite receiving high quality teaching strategies and regular attendance, a meeting will be held with the Class teacher and/or SENDCo to discuss the appropriate graduated support response. The class teacher will inform parents that attainment is being **monitored** and will offer strategies to support the child at home, as well as in school. These may be documented on a **graduated support plan** (APDR).

When this support is reviewed, and a child is continuing to face difficulty, despite receiving high quality teaching and additional support, a meeting will be held with the SENDCo, teacher and parents, and, if appropriate the child or young person, to discuss adding the child to the **SEND register**. Children at this tier need educational provision that is '**additional to**' and '**different from**' the Universal provision.

When a pupil has been identified as requiring special educational provision, the pupil will be consulted and involved in the arrangements made for them as part of child-centred planning. A child on the SEND register will have a **Pupil Centred Plan** (PCP) created, which will identify the interventions and support being put in place.



What is an education and Health Care Plan (EHCP)?

If your child's special educational needs are complex and/or severe, and if they haven't progressed through the [graduated support approach](#), we can request that Shropshire Council considers an education, health and care assessment in order to determine whether or not it's necessary to issue an education, health and care plan (EHCP).

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

Parent carers can also request that the local authority conduct an assessment of your child's needs. Please find further information here [Education, health and care plan \(EHCP\) | Shropshire Council](#)

Who should I contact to discuss the concerns or needs of my child?

If you have concerns about your child you should speak to your child's class teacher in the first instance. You may then be directed to the SENDCo.

What are the arrangements for consulting parents of children at Corvedale CofE Primary School and involving them in the education of their child?

At Corvedale C of E Primary School we strive to work in effective partnership with parents and carers. We acknowledge the unique strengths, knowledge and experience that parents and carers are able to contribute to the shared view of their child's needs and the best way of supporting them.

We operate an open-door policy for communication; parents and carers are welcome to communicate with their child's class teacher at the beginning or end of each day, or by appointment, to exchange any key messages.

All parents of pupils at Corvedale C of E Primary School are invited to formally discuss the progress of their child with the class teacher twice a year and will receive a written report once per year. In addition, we are happy to arrange additional meetings outside of these times, should a parent request one.

Parents receive a Person Centred Plan (PCP) to identify the support and interventions in place.

What are the arrangements for consulting young people at Corvedale C of E Primary School about, and involving, them in their education?

Informal discussions will take place regularly between pupils and class teachers to monitor the effectiveness of any support strategies being implemented. Children may be invited to complete a 'One Page Profile' to help them share their views on how they feel about school, and what they think works well or doesn't work well for them.

Additionally, regular 'Pupil Voice' activities are undertaken by the senior leadership team and include pupils from a range of abilities and groups, including those with special educational needs. Pupils with an Education and Health Care Plan will contribute to their Annual Review, and the SENDCO will ensure their views are listened to.

What support is there to help my child's mental health and wellbeing?

Support Available to Children

Wellbeing is a key part of Corvedale C of E Primary's curriculum and ethos. It is a vital ingredient in enabling children to learn and thrive. As a school community we all have a role in nurturing your child's mental health.

Within school we have whole school assemblies on keeping healthy and happy and this is woven throughout school life. Everyone plays a role in supporting pupil wellbeing. We are also here to support you, as parents and carers, in our shared commitment to caring for all our children.

Universal Offer – children across the school learn about mental health and wellbeing during PSHE lessons. Our school values underpin our PSHE curriculum which is based on three themes: Health

and Wellbeing, Relationships and Living in the Wider World. Through this, children learn skills to keep themselves mentally well.

Forest School – nature connection has been shown to benefit mental health and wellbeing. Forest School takes place in a natural environment on site, supporting the development of a lifelong relationship between the learner and the natural world. All children throughout the school take part in Forest School as part of 'House Activities' which take place every term and children in Early Years visit the Forest School area regularly throughout the year.

We are in the process of further developing our wellbeing provision in order to offer targeted wellbeing interventions. This would be for when there is an additional need identified by the Class Teacher and/or the SENDCo, in conjunction with the child's family.

These are:

- **Nurture group 'Talk and Toast'** – we are piloting this group in spring 2025, which will run twice a week at the start of the day by members of staff who have completed the accredited nurture group training
- **Small group/ 1:1 wellbeing support** - this may help with self-esteem/confidence, social skills, friendships, anger management or anxiety. We currently have one member of staff trained as an ELSA (Emotional Literacy Support Assistant) and are in the process of developing this further.

Additional support may include:

- **Quiet spaces** around school available during lesson time and during lunch/break time when required
- **Year 6 transition support**
- Regular contact and **liaison with parents**
- **External agency support** for supporting emotional regulation (e.g. MATi Outreach service)
- **One Page Profiles** (Essential information shared with class teachers and support staff) when required.

How do we evaluate the effectiveness of the provision made for children and young people with SEN?

Monitoring of the quality of teaching and learning of SEND pupils takes place at Corvedale C of E Primary School through learning walks and lesson observations undertaken by the Head teacher and/or SENDCo.

Additionally, we evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires/interviews (pupil voice)
- Book trawls
- Holding annual reviews for pupils with EHC plans

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Children with SEND may need a range of support depending upon their individual needs. Our vision is for every member of our school community to have the opportunity to become curious, considerate and confident citizens, who contributes positively to the school, community and wider world.

Pupils with SEND are encouraged to be part of the school council

Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. School staff will work collaboratively with parents and carers to ensure appropriate adaptations are made to enable SEND pupils can access these.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

What are the school's arrangements for supporting pupils in transferring between phases of education?

Children and young people with SEND can become particularly anxious about "moving on" or transition, so we seek to support successful transition in the following ways:

For children entering our Nursery or Reception provision: Every child will be invited to several induction visits during the term before they begin, which can increase in frequency depending on the child's need. A bespoke transition plan may be developed for pupils with additional needs.

When moving to a new year group: Information is shared with new staff to ensure continuity and a smooth transition. One Page Profiles will be shared and updated as required. A transition day is timetabled in the summer term for children to meet their new teacher and teaching assistants.

When moving schools (In Year Transfer): Information is gained from the previous school when a child is transferring to Corvedale C of E Primary School. If a child is leaving our school, information will be passed as it is when a child transfers to their chosen high school.

When moving to a high school: The SENDCo will work with the prospective school SENDCo to create a smooth transition plan, discuss SEND pupils' needs and hand over key information. Additional induction visits may be put into place, if appropriate. A bespoke transition plan may be developed for our pupils who are on the SEND register.

What expertise and training do staff have to support children and young people with SEN?

Our SENDCo has over 6 years' experience in this role. She has completed the National Award SENCo and is a trained ELSA (Emotional Literacy Support Assistant).

As a school we are committed to ensuring that all our staff are up to date with local training and guidance and have a breadth of knowledge and skills to support a range of additional needs. All staff have regular internal and external training, including staff meetings and INSET days. We strive to provide bespoke training for staff in response to a particular additional need when we admit a new child. Our SENDCo attends local updates in regard to the local offer, and wider professional development opportunities in regard to SEND.

What outside help does the school use to support my child?

The school works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology Team, including Neurodiversity Practitioners
- Emotional Health and Wellbeing Service (Bee U) – formally known as Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers with a specific SEND qualification for pupils with; impairments, such as visual or hearing (Sensory Inclusion Service)
- Therapists (physio, occupational and speech & language)
- MATi Outreach Service (support for pupils who have learning and behaviour difficulties, and for pupils with neuro-divergent conditions, e.g. ADHD/autism)
- LSAT (Learning Support Advisory Teacher)
- Educational Welfare Service
- School Nurse available to support school
- Initial Contact Team and Child in Need Teams
- Inclusion team
- Shropshire Strengthening Families (Early Help)

What can I do if I am not happy with the support my child is receiving?

We urge parents/carers with any concerns regarding the SEND provision made for their child at Corvedale C of E Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. Although school complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

If parents/carers feel their child's needs are still not being met, they should make an appointment to see the Headteacher. If concerns continue to be unresolved parents may wish to use the [Shropshire Information Advice and Support Service \(IASS\)](#) or engage with the School's Complaints Procedure.

Where is the information on Shropshire's Local Offer published?

The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them. It can be found here: [The SEND local offer | Shropshire Council](#)