

Norton In Hales CE (VC) Nursery and Primary School



SEND Information Report and SEND Policy 2025 - 2026

This document sets out how Norton In Hales C of E Primary and Nursery School approaches the identification of SEN and the provision that the School makes for children with SEN.

Our Ethos

At Norton In Hales School, we are proud to be an inclusive environment, welcoming and including children with a range of learning, social, emotional, communication and physical needs and disabilities to our school. We teach acceptance, inclusivity and understanding of SEND to all pupils and actively promote diversity across the school. We work hard to get to know every child in our care and identify SEND through a range of observations, effective assessment tools and approaches. We believe in early identification of need and do not need to wait for formal diagnosis to enable children to access the support they need. We work well as a team and seek the views and input of children, parents and other professionals as part of this. All staff have high expectations of children and set challenging targets and outcomes. We have clear plans to support children in achieving these goals and provide parents with details of these. We run a range of specific, targeted and effective interventions but believe that children are best supported by outstanding classroom practice and Quality First Teaching. We want every child to reach their potential and want to support children and their families in diminishing barriers to achieving this.

What is SEND?

The definition of SEND A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

SEN Code of Practice, 2014

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial

What are the four areas of SEND?

In the SEND Code of Practice, there are four broad areas of special educational needs, that should be identified and focused on within school. These are:

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

With regard to these categories, the Code states that "Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

Social and Emotional Development

We support all children within our daily class routines and through our school values with their social and emotional development. Some children will need further support in this area and we have well trained staff who run Nurture Groups in which children are enabled to explore friendships, conversation skills and social interaction skills. This could be from making and sharing their breakfast, taking turns in playing games or team building activities.

Staff training

All teacher and teaching assistants have had training on dyslexia, dyscalculia, emotional regulation, autism awareness level 1 and 2, ODD and ADHD awareness, trauma and attachment issues, regulation of the nervous system, and precision teaching. The SENCo meets termly with colleagues in Shropshire to receive the latest updates and developments and collaborates locally with SENCos in similar school to share expertise and support.

What is Shropshire's Local Offer?

A local offer gives children and young people with special educational needs or disabilities and their families information about what support services are available in their area.

Shropshire County Council publishes their Local Offer on their website:

<https://www.shropshire.gov.uk/the-send-local-offer/>. The school also utilises the Local Offer in meeting the needs of pupils with SEND in the school. This includes but is not limited to:

- NHS services – including the School Nursing Service and Community Paediatrics
- Early Help Service
- Access to Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy, assessment or advice

- Access to and consultations- with specialist teachers and speech and language therapists through SLICC/SALT
- Access to the Shropshire Educational Psychologist Service
- Links with local specialist education provision e.g. Life Shed, TMBSS
- Referrals to BeeU for neurodivergent assessment/ mental health and wellbeing

I think my child might have a special educational need, what should I do? Who should I talk to?

The first step is to talk to your child's class teacher about their progress and your concerns. This is an important meeting, so make a time after school through the School Office, as the class teacher will be keen to listen to your concerns. After this meeting, the class teacher will speak to our SENCo, Theresa Buckley, about the concerns that have been raised and it may be appropriate to arrange a meeting with the SENCo, parents and the class teacher to discuss the next steps. If for any reason, you do not feel comfortable talking to the class teacher, make an appointment with the SENCo.

What does the Headteacher do?

- The Head oversees the day to day management of all aspects of the school; this includes the support for children with SEND. She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- Decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- Monitors progress of all children and discusses with class teachers how their intervention is enabling SEND children to progress.
- Monitors training for staff so they are aware and confident about how to meet the needs of your child and others in the school.

What does the SENCo do?

- The SENCo (Special Educational Needs and Disability Co-ordinator), Theresa Buckley, coordinates the support for children with special educational needs or disabilities and develops the schools SEND policy. They keep a register of children receiving support and ensure that these children receive a high quality response to their needs.
- Liaises with professional bodies who may be coming into school to help support or assesses your child's learning e.g. Speech and Language Therapist, Educational Psychologists etc.
- Writes and reviews the provision map every term. This map plots every child who currently has intervention. She then discusses with class teachers whether the intervention is effective or needs amending.

- Provides support and guidance to class teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- The SENCo also meets three times per year with the head and the teachers to track the progress of all the pupils in each class to ensure that each child is making expected progress
- The SENCo provides support to parents through meetings and phone calls should they wish to discuss any specific areas of concern.

What does your child's class teacher do?

- Ensures your child has access to good quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)
- Checks the progress of your child regularly and identifies, plans and delivers (coordinates) any additional help your child may need (such as targeted intervention, writing Pupil Centred Plans, additional adult support and adapting resources).
- Ensures that all members of staff working with your child in school are aware of your child's individual needs and what adjustments need to be made.
- Ensures that all staff working with your child in school are supported in delivering the planned intervention.
- Informs the SENCo if there is a child they have concerns about and discusses any amendments that may be necessary.

What does the SEND Governor do?

- Makes sure the school has an up to date SEND Policy.
- Makes sure the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Makes visits to understand and monitor the support given to children with SEND in the school.
- Reports to governors on the success of SEND provision within the school.

How we would like parents to be involved

- The class teacher will meet with parents and SEN children to agree their Pupil Centred Plan each term which we would like parents to attend this meeting.
- All information from outside professionals will be discussed with you, if possible with the agency involved, or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for your child.
- If any practice activities are suggested, we would like parents to continue these at home
- Parents participate in any suggested courses or support networks

How we would like children to be involved

- Children can voice their opinions to the support AT or teacher at any time

- The SENDCo will conduct questionnaires for children with SEND regularly throughout the school year
- Representatives from each class will form our Inclusion Council to make sure the voices of children with SEND are heard

Looked After Children and SEND

Any Looked After Children (LAC) who has SEND will be supported in school with the involvement of their Social Worker and Virtual School Staff. LAC pupils are encouraged to join in extracurricular activities and receive equal access to SEND provision within the school. Any further social and emotional support is provided.

SEN support

Most children in school who have an identified SEN are supported in different ways– this may be differentiated work, school supported interventions, targeted interventions, or support from external agencies. The vast majority of support will take place within the classroom, under the direction of the class teacher as this is the place where your child spends most of their time. The Pupil Centred plan will outline this support and will take the form of an Assess, Plan, Do and Review cycle.

What happens at the SEN Review Meetings?

The class teacher, yourselves, as parents, and if appropriate the child will meet each term to discuss whether your child is meeting their targets for learning and the progress that they are making. We will then consider whether the provision your child is currently getting is meeting your child's needs and put in place new targets in their Pupil Centred Plan. Your view, as parents, is very important and we value your contribution. This is why we ask you to agree the Pupil Centred Plan with us, so both home and school are working together to benefit your child.

An EHC Plan

Children sometimes have an EHC plan (Education Health Care Plan), before they come to school, and school will ensure they use the recommendations on the plan to arrange provision for your child. However, the school can work closely with parents to apply for an EHC plan at any point in their education. Alongside the EHC plan a Pupil Centred Plan, reviewed termly, will monitor whether the recommendations of the EHC plan enable your child to make progress. In addition to the SEN Review Meetings, there will also be an Annual Review to consider the EHC plan in detail.

How is the provision funded?

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality support from the whole of its budget. This money is then spent on providing additional materials (such as specialist reading books and equipment) and 'buying in' services. Many services have to be purchased by school. This includes specialist advice and assessments from Educational Psychology Services, Woodlands Outreach and Spectra. The budget always has many demands placed upon it and it may be that the specialist support that you would like your child to receive is beyond our budgetary constraints. However, we work extremely hard to ensure that all children receive the help that will enable them to make progress.

Children on an EHC plan have an individualised budget to spend on aiding their learning. This can be spent on resources, an additional adult or intervention programmes. Parents can have a say and be involved in discussion regarding how this money is spent for their child. However, best practice is for the school to take the lead on this based on the knowledge of the child and the resources and services available.

We also have a small amount of pupil premium money – this can be spent on SEN activities, programmes or put towards outside agency assessments.

Transition

Pupils who are moving to different phases within our school or to a different setting will be fully supported by the staff in school. This may include meetings between the child, parents and staff from both settings, supported visits to the new setting, visual aids and social stories.

Who will know about my child's SEN?

All school staff working with your children are given a copy of their Pupil Centred Plan so that your child's needs are met. All teaching staff are also given copies of the school provision map which outlines all the provision taking place in school. As with all information about children in school, staff have a duty of confidentiality.

Concerns or Complaints

If you have any concerns, in the first instance, please see your child's class teacher.

If the issue remains unresolved, please speak to the SENDCo or Headteacher and refer to the school's Complaints Policy.

Jessica Leivers SENDCo

To be reviewed April 2026

Glossary of terms

ASC Autistic Spectrum Condition

ADHD Attention Deficit Hyperactivity Disorder

Cognition and Learning (C&L) One of the four areas of SEND that encompasses any difficulty with learning or thinking. This includes conditions such as dyslexia and ADHD.

Communication and Interaction (C&I) One of the four areas of SEND that encompasses speech and language needs as well as social communication difficulties (such as autism)

Differentiation Ways that teachers adapt the curriculum and their teaching style to accommodate the special educational needs of the children in their class.

EAL English as an additional language.

EHCP Education, Health and Care Plan. A legal document that sets out the special educational needs and provision for pupils with high levels of SEND or complex SEND

LAC A child who has been in the care of their Local Authority for more than 24 hours.

Outcome A special long term target that sets out the aim for the SEND provision for the child. This is developed in conjunction with the child, parent and any professionals involved.

PD Physical Disability

Pupil Centred Plan A document that sets out all of the support in place to meet the child's special educational need.

SALT Speech and Language Therapist—a qualified professional that specialises in speech sound production, understanding of language, spoken language, social use of language, selective mutism

SEMH Social, emotional and mental health—an area of SEND and wellbeing.

SENDCo Special Educational Needs and Disability Co-ordinator. The qualified teacher in school that co-ordinates the extra support for all pupils with additional needs

SEND Special Educational Needs and Disabilities

SEND Code of Practice The legal document that sets out how local authorities and schools should meet their duties in the identification and support of pupils with SEND.

SEND Register A register of all children in the school that meet the threshold for being identified as having a special educational need. All children on the SEND Register will have a Pupil Centred Plan, detailing how the school will meet their needs.

SEND Support A category under which children are identified on the SEND register—that they are receiving SEND Support. Alternatively, a child may be registered under the category EHCP (see above) where an EHC Plan has been issued by Shropshire County Council.

Statutory Assessment The legal process that the Local Authority assesses a child's special educational needs and evaluates whether they meet the threshold for and EHCP.

Whole school provision map A document that sets out the support a school could put in place to meet the special educational needs of a pupil