

High Ercall Primary School Special Educational Needs and Disability (SEND) Report 2025-26

September 2025

Please read this report in conjunction with the information in our SEND offer on the website.

At High Ercall we continue to value the contributions made by all children, professionals and parents to help develop our inclusive school community.

In assessing the success of our SEND policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEND Governor is Mr Tony Reilly, with Mrs Jan Meredith supporting vulnerable learners.

The SENDCO is Mrs Sarah Roberts. (Full-time)

The SENDCO Support is Mrs Nicola Bane. (Monday and Wednesday)

Contact both the SENDCO and Governor via school on 01952 387570.

Sarah Roberts and Tony Reilly meet termly for updates and keep the Governing Body updated on pupil progress or initiatives in school. This forms part of the termly Governor Review programme, which is led by the Termly Development Plan.

The school has a SEND policy that defines our aims and objectives and this is available to any parent on request. The policy is currently being updated in line with the new Special Educational Needs and Disability Code of Practice 2015, and other documentation including the Children and Families Act 2014 and Supporting Children with Medical Conditions 2014.

Provision at High Ercall Primary School

As a mainstream primary school, High Ercall Primary will endeavour to meet all special educational needs – including those identified within an Education Health Care Plan. When considering if the school can meet the needs of a child, we would meet with parents and children, and sometimes the Local Authority SEND team, as appropriate to discuss fully the needs of the child. The school would then consider whether and how we can best meet needs. The expectation is always that we can meet a range of special educational needs, except in exceptional circumstances where specialist provision might better suit the education needs of a child.

The effectiveness of our school provision for pupils with SEND needs is assessed in a number of ways;

- Through ongoing self evaluation and review through our development planning
- Through evaluation of data internally and external outcomes such as Year 6 SATs data, and considering whether our pupils with SEND needs make good progress
- Through the involvement of the Governing Body and our SEND Governor
- Through external providers such as our School Improvement Partner, and bodies such as OFSTED

Assessment, Review and Identification of needs

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice (by parent or teacher).

If the child does not respond and it is felt his or her needs are additional or different from normal classroom practice, an individual provision map will be drawn up to detail school intervention. This could include recommendations from other agencies. These maps are reviewed with the SENCO looking at pupil outcomes each term. New targets are considered and shared with parents.

Where despite careful planning, action and review, the child continues to make little or no progress, we work alongside parents and other agencies such as Educational Psychology or Speech and Language. These professionals will produce reports which support the school's provision mapping – and targets will be added into the Individual Provision Map – and reviewed accordingly. Some professionals meet children regularly to assess, review and set targets for school to work towards.

If a child continues to make no progress, and there is significant additional need, the parents and school will consider an application for an Education, Health Care Needs assessment or further funding support through the Local Authority. This would be after at least three cycles of Plan, Do Review within our provision mapping process.

Marking and feedback forms a large part of ongoing assessment, and involves the children in identifying their next steps in learning. Alongside this, assessments using the National Curriculum are in place to build up an accurate attainment profile of each child. This will include reviewing progress towards SEN targets, and identifying next steps. Children with identified specific needs, with a statement or EHCP, or with an individual provision map which identifies specific targets, and action. This is reviewed each term with parents, or sooner if targets are met. The children are involved at an appropriate level through discussing targets.

Involvement of Parents

Parents are welcomed into school and will have the opportunity to attend a parent – teacher meeting each term where they can ask questions about their child(s) school life and have the opportunity to share information. There are regular parent learning events in school to enable all parents to share in their child's learning at school. Class teachers are available throughout the week to talk to parents about their children. The headteacher is also always available to discuss any concerns.

Meetings can be in person, via TEAMS or by phone depending upon parental preference.

Parents are regularly informed of events within school through the Weekly newsletter and the website. There is always a member of the senior school staff and class teacher available on the school playground before and after school to listen to parents' views.

For parents of children with SEND needs, who have an Individual Provision Map, there is an option for an additional parent meeting with the SENDCO and class teacher to discuss the IPM and make adjustments as necessary. Parents will also be invited into school to meet with any professionals who are making assessments of their child. Parents of children with an EHCP will be part of the annual review, and will be invited to attend this meeting in school with any additional professionals. They will also be invited to submit a written form gauging their views on the progress of their child. This is then part of the EHCP Annual Review paperwork which is submitted by school to the Local Authority following the meeting.

Any parent can request additional progress or support meetings at any point.

We also hold regular informal coffee mornings for all parents but in particular for parents of children with SEND needs – and will at times bring in other professionals for support in the form of talks or just informal access. We aim to build a supportive parent community within school – for further support for families.

Involvement of pupils

At High Ercall, we value the opinion of our pupils and allow regular opportunities for the children to discuss their learning. Children are involved in peer and self-assessing regularly, and respond to marking to improve their learning. Targets are shared with children, including specific targets to support pupils' learning.

All children have the opportunity to be part of the School Council. Circle Time or class discussion time happens within all of our classrooms and is an opportunity for children to share their ideas with their class mates. The PSHE curriculum enables discussion and support with pupil development in many areas.

As appropriate, the views of the child are taken into account and form part of the Individual Provision Map process each term. It is important to hear from the children what helps their learning, and how we can support them further.

Teaching and Learning

Learning Support Assistants support alongside the class teachers implementing identified targets for each child on their provision map and offering targeted support. Teaching and learning is adapted in every lesson to meet the needs of the children

All teaching and learning is adapted to meet the needs of pupils, through for example:

- quality first teaching and using staff well to support children – our classes are well staffed
- adaptation of teaching and learning use of resources
- use of technology to support such as recording science work on video and uploading to seesaw to reduce the need to write
- including special resources such as sloped writing desks, fidget toys
- adaptation of the timetable and curriculum – to reduce teaching time if needed
- adapting the learning environment as necessary.

The curriculum pages of the website all detail how children with SEND needs are supported in that subject area across school.

Any equipment required by a child, which is likely to be recommended by a professional, will be procured and purchased through school this could include:

- wobble cushions
- specific pens or cutlery
- weighted items such as blankets
- teaching resources such as particular books or worksheets

For children with social, emotional and mental health needs, there would be a range of other adaptations for the curriculum and also to support learning with other children. This could include:

- nurture support at playtimes
- support from our qualified Child Mental Health First Aider
- brain breaks and other adaptations to support with access to the curriculum in the classroom
- assigning a staff mentor as someone to have regular check ins with at particular points of the day

By knowing the children really well, and working with parents, we aim to ensure that the curriculum and learning within the classroom is adapted to meet the needs of all of the children.

Training

A list of training attended by TAs is available to read on the school website. Within 2024-25, staff have been trained in a range of SALT courses including contrastive pairs and colourful semantics. Other training delivered by the Learning Support Advisory Teacher has included Precision Teaching. All staff are trained in Emotion Coaching to support children with social and emotional needs and understanding children with autism including Demand Avoidance and Oppositional Defiance.

A significant focus of SENDCo work has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching. The SENDCO support has worked with parents to build up our coffee morning support group. She has also worked directly with a number of children to observe and offer support.

Whole staff training in 2024-25 has also focused on the adaptive curriculum, and how adaptations will benefit all children – not just those with SEND needs.

An area of focus for 2025-26 is the PINS project – Partnership in Neurodiversity – as we continue to support all our children including those with or without a diagnosis of Autism or with ADHD. This project is funded and works with a range of professionals and parents. A further focus is developing our alternative provision room – a space to support all children to provide them with an alternative led curriculum offering a needs-based environment to reduce levels of anxiety, be sympathetic to sensory needs, minimise heightened emotions and increase their overall well-being.

External Professional support

As a school we work closely with a range of agencies for training and support for staff in including a range of interventions and adaptations for our children. These agencies include:

- Educational Psychologist – Katie Jobson
- Learning Support Advisory Teacher – Ashleigh Pain
- Speech and Language Therapists – assigned to individual children
- Occupational Therapy
- Virtual School
- Local Authority SEND Advisors
- Health visitor and health professional including the School Nurse Team
- Emotional support – SmashLife – a mentoring / coaching group as a bought in service
- Behaviour Support Team (LA)

These professionals will complete staff training; assess children and produce reports for school and parents; work with parents; work with groups and individual children.

It may be necessary at times to complete an Early Help Assessment or call a Team Around the Family (TAF) meeting to ensure that all the needs of the child are being met. This will involve all agencies, including social support, strengthening families workers and health care workers, as necessary.

As part of the schools Early Help offer, the school can signpost parents and carers to agencies and voluntary services to support at home.

Additional support services for parents can be accessed through **Family Connect: 01952 385385**

Progress of Pupils with SEN and those in care or previously in care

All the children who are currently receiving support are making progress and meeting their individual targets set out in their Individual Education Plans. Each term the progress of children with SEN is reviewed, with targets set in September, January and May, taking into account the results of standardised scores and teacher assessment. Targets are set with the SENDCo, and then additional meetings are held with parents to share progress and targets.

Social and emotional development is reviewed at parent conversation meetings, and ongoing as part of regular pupil assessments. Pupils with SEND, are supported through specific targets, and the deployment of staff to ensure that their needs are met. All children have equal opportunities to activities, including clubs and opportunities within the wider school community.

Changing phase of education

Across school, and between classes, there is good transition and transfer of information, particularly for pupils with Special Educational Needs or disabilities. This would involve parents, teachers, pupils as appropriate and other professionals where necessary. For children starting school in Reception, the EYFS teacher will meet early years and nursery professionals at pre-school establishments. New Reception parents also meet the class teachers in the first week of school to share information, including SEND information. Where specific SEND have already been identified within another early years setting, then staff will attend meetings, including TAC or SEN review meetings to ensure that all information is fully shared and support can be put in place prior to entry. If necessary, additional transition dates are established in addition to the 5 sessions in place for Reception children. We work closely with all other agencies.

For pupils transferring to Key Stage 3, the school SENDCo and class teacher liaise closely with parents alongside Year 7 tutors and Secondary SENDCo to ensure that all information is transferred. When necessary, additional transition session will be organised to support pupils. Meetings can be set up to include secondary transition staff through TAC meetings or SEN review meetings. On occasions additional transition sessions are organised with staff from High Ercall Primary school, to take children to secondary settings.

Inclusion and Equality including adaptation of the learning environment

We are committed to inclusion and equal access for all regardless of special needs or disability.

All pupils with SEN and / or a disability will be treated equally by all members of the school community. There is an expectation that all pupils follow our behaviour expectations as set out in our policy, and that includes how all pupils behave towards each other. Aspects of monitoring of learning and welfare, along with good relationships with parents ensure that all children are treated the same.

All pupils with SEN and /or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips. Where necessary, additional staff will support on trips, and additional arrangements will be put in place to ensure equal opportunities. This includes pupils with medical needs.

The curriculum is adapted as necessary to ensure that all pupils with SEND and / or a disability have equal access to learning. We ensure that the delivery of information to pupils with SEND meets their needs, which may mean adaptation of the way information is shared to increase its accessibility.

Accessibility

The Single Equality Policy and Accessibility Plan are both available to read on the website, and should be read in conjunction with this Information Report as this details how we ensure equal access to both the physical and learning environment at our school. The school is fully accessible for pupils with SEND. This includes ramp access to the older parts of the school, and adapted toilets. Further modifications would be made if necessary to support a new pupil.

Admissions

The school admissions policy is operated by the Local Authority. Details are on the school website. Admissions for pupils with an EHCP for SEN and / or a disability take precedence, and in line with LA policy, these pupils take priority on the admissions criteria list. Pupils with an EHCP for a learning or physical need are awarded school placements before any other child.

Link to the Local Authority admissions page: https://www.telford.gov.uk/info/20026/school_admissions

Complaints

Any complaints with regards to the SEND provision are dealt with according to the school complaints policy, which is on the school website.

In the first instance, we would ask all parents to contact school directly, to talk through any area of difficulty and hopefully resolve any issue. Further details are within the policy.

The Governing Body will follow the protocol set out in the Complaints Policy – and has appointed First and Appeals Committees if the complaint is not resolved in school.

High Ercall Primary School Offer:

<https://www.highercallprimary.co.uk/school-information/helping-children-with-special-needs>

Telford and Wrekin Local Offer

<https://www.telfordsend.org.uk/site/index.php>