Sheriffhales Primary School

SEND Information Report

Our Special Educational Needs and Disabilities Report.

Updated May 2026

Introduction

Sheriffhales Primary School is a small, rural school in Shropshire. We accept pupils from Reception to Year 6 and place inclusivity at the heart of everything that we do. Currently we support 4 classes: a Reception/Preschool class and a 1 /2 , 3 /4 and 5/ 6 class. Our most recent Ofsted stated June 2025 “Staff identify and support pupils with special educational needs and/or disabilities (SEND) very effectively. They carefully adapt the curriculum to meet the individual needs of these pupils. Consequently, pupils with SEND work alongside their peers and achieve well.” We welcome visits from any prospective parents of children with SEND and hope that you find the following information useful.

Key Staff

Justine Keeling-Paglia - Head Teacher
Sophi Vaughan – SENCO
Contact: 01952 460204
admin@sheriffhalesschool.org

Local Authority Information – Shropshire

For information relating to all special educational and disability needs across the county, information can be accessed via Shropshire’s ‘Local Offer.’ This is a single access point for a wide range of services across the

county including schools, clubs and activities. Parents and interested individuals can use it to search for SEND services that may be of use. It can be accessed via this link: http://shropshire.gov.uk/local-offer/

What does special educational needs and disability look like at Sheriffhales? What is our admission policy?

Sheriffhales is fully committed to supporting the needs of pupils with additional needs. Being a small, rural school, the profile of the children within our care can vary from year to year including the number of special educational needs children on roll. Our admission number per year group is twelve children and our school has a population around 100 children. For those pupils with complex needs and disabilities, the school welcomes discussion with parents prior to admission in order that we can ensure a smooth transition for the child. We also liaise with other external agencies as required so that when a child is admitted to our school, all necessary preparation and arrangements have been made. If the child has an Education, Health and Care plan, they will have priority for admission to school at the start of Reception year. Currently, we have 20% of pupils on roll receiving in school SEND support. We currently have 5 pupils in receipt of an Education, Health and Care plan, which is also below national average. This number does, however, fluctuate. For example, in some previous years, this number of SEND pupils in both categories has been above and below national figures. Regardless of numbers, we pride ourselves on welcoming and supporting **all** children regardless of need or disability and believe difference between individuals is important for helping our young people to understand equality and life within a modern society. SEND pupils are, wherever possible, fully integrated into school life and engage in lessons and activities alongside their peers. For full details of our admissions arrangements please contact the school office.

What can I do if I have a concern about my child?

Sheriffhales operates an ‘open door’ policy at all times. If you have any concerns relating to your child we would ask you, initially, to speak to your child’s class teacher. Alternatively, you can ask to speak to the school SENCo.
If your child is transferring from another setting, we would recommend that you visit our school so that we can answer any questions you may have. Our SENCo or head teacher would be happy to meet with you.

What happens if the school has a concern about my child?

If your child begins school at Sheriffhales, or transfers from another school, s/he will have his/her progress tracked through a wide range of informal and formal observations and assessments. Every half term your child’s teacher will make judgements about how well your child is progressing in order to ensure that any difficulties or concerns are identified as early as possible. If the class teacher begins to feel that there may be a concern about progress either academically, behaviourally emotionally or socially, then they will ask you to come into school to discuss the difficulty. At this point, the class teacher may suggest that your child may benefit from class based or out-of-class based interventions to help your child to get ‘back on track’. The class teacher may also suggest some ways in which you could support your child at home: many interventions will be temporary.

What happens if a special educational need is identified?

After initial interventions have taken place, school may feel that a special educational need is, or is possibly, underlying the difficulties your child is facing. At this point, in consultation with yourselves, it may be appropriate to seek external ‘specialist’ support to provide both school and home with suggestions of specific support. Furthermore, at this point if needed, referrals to diagnostic services or medical services may be deemed appropriate. The results of such advice may result in the recommendation that your child be placed

on the Special Educational Needs register within school or may suggest that shorter term interventions only are needed.

In very rare cases after external advice has been given it may be appropriate to request assessment for an EHCP (Education, Health and Care Plan). This is the terminology that replaced the old system of the 'Statement'. Further information on EHCP's can be found on the Shropshire Local Offer. https://next.shropshire.gov.uk/the-send-local-offer/education/how-is-sen-funded-in-schools/education-health-and-care-plan-ehcp/how-do-i-apply-for-an-education-health-and-care-needs-assessment-ehcna/

What if my child already has an identified Special Educational Need?

If your child has been identified as having a special need prior to starting school or at a different primary setting, we will liaise with these placements to ensure that we provide a smooth transition. We will also follow advice of any external agencies involved with your child. However, please be aware that if you are moving across counties this can have an effect on some external services and can result in delays with referral or diagnostic processes.

What can I expect if my child is placed on the Special Educational Needs Register?

Your child will not be treated any differently and will for the most part, or in the entirety, work alongside his or her peer group within the classroom. However, placing your child on the school SEND register ensures that their needs are formalised, which provides structure if in the longer term, assessment for an Education, Health and Care plan is needed or for transfer to other settings. It also provides protection for you because, as a school, we must follow the statutory **code of practice** when dealing with pupils with SEND. This code of practice lays down requirements for supporting children and young people up until the age of 25. The document can be accessed via this link: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 .

Within school, you can expect additional meetings throughout the year to discuss your child's progress and ongoing needs and you will be able to discuss the additional provision for your child with the class teacher and, if required, the SENCo. Your child, once placed on the SEND register, will have a Person-Centred Plan, drawn up in consultation with you, which will set individual targets to be achieved. Your child's thoughts are also included as part of the PCP review to take into consideration the progress that they feel they have made and also what they would like their next steps to be. The PCP will be reviewed regularly with you, at least termly. Dependent upon the nature of the targets, your child may then receive some individual or small group intervention work, which may take place outside of the classroom. If your child has an EHCP, these will be reviewed annually in conjunction with the Local Authority and other support services.

How do we involve other people and organisations in supporting our SEND children and their families?

We regularly utilise the skills of a wide variety of external services to ensure the best possible support for our children with SEND. We also employ an external SENDco who visits termly and can assess children: this early intervention means we can support all children's needs quickly.
Others services include advisory services that provide advice on academic needs, behavioural needs and social/emotional needs; NHS services such as speech and language therapy and occupational therapy; family support through the Early Help process which can lead to accessing further services such as parenting support and CAMHS (Child and Mental Health Service). Access to these services in done in consultation with the school and is based on individual needs. We can also provide parents with details of organisations that can support them such as IASS (see below). Examples of agencies we regularly use include:

Early Help http://new.shropshire.gov.uk/early-help
Learning support advisory teachers (either through Shropshire or Telford support services)

Educational Psychologist (bought in service via Shropshire Local Authority)
Speech and language therapy https://www.shropscommunityhealth.nhs.uk/childrenspeechlanguagetherapy
Occupational therapy https://www.shropscommunityhealth.nhs.uk/childrens-occupational-therapy
CAMHS mental health support for children Midlands Partnership University NHS Foundation Trust

However other services would be utilised if the need arose for a particular SEND child and this would always be fully discussed with you.

How do we support the emotional and social needs of our SEND children and protect against bullying?

The needs of our children are always considered on an individual nature and support for their social and emotional needs will be planned in this way. However, we have a variety of strategies and support mechanisms which can be used to ensure your child's time with us is a happy one. Our support systems ensure that all pupils, regardless of need or disability, are not disadvantaged or treated less favourably by their peers. *Any cases of bullying behaviour would be treated with priority in accordance with school policies.* Further details can be found in the school Anti-Bullying Policy. Our support includes, for example:

- A trained pastoral mentor on our staff who can work individually with the child or as part of a group.
- Social skills groups or individual programmes.
- A comprehensive PHSE programme to teach all pupils about difference and equality thus supporting the inclusion of SEND children and providing education and protection against bullying.
- Careful transition support between stages of education.
- A strong support staff ratio enabling staff to identify any difficulties quickly so that support can be planned and implemented including any potential bullying issues.
- The use of external agencies where social and emotional needs require additional advice.

- Wherever possible, full inclusion across the curriculum and all aspects of school life including ensuring that the achievements of our SEND children are fully celebrated as for all children.
- If needed, targets for social and emotional will form part of individual children's person-centred plans.
- Play supervisors on the playground to whom children may go to if they feel isolated.
- High levels of staff during playtimes.
- SEND pupils regularly have a chance to talk to staff and have the opportunity to express any concerns they have. This is both informal when the children work on a one-to-one basis or in a small group and more formally and additionally when the child's person-centred-plan is reviewed.

How do we ensure that our SEND children participate in the full life of the school alongside their peers?

At Sheriffhales, we strive to fully include any SEND children in the **full range** of the curriculum, activities and wider life of the school including extra-curricular activities. SEND children are never excluded from opportunities that their peers have. Where necessary, school will make adaptations to ensure your child can participate in events such as, for example, school visits. Activities will, when needed, be simplified or personalised and sometimes, in agreement with parents, children may spend some time in other classes particularly where there is a relevant behavioural or developmental need. Where needed, equipment can also be personalised or adapted to ensure children can participate in learning experiences. In all cases, decisions are basely solely on the needs of the child and what is in their best interests. At Sheriffhales, we have very limited experience of supporting children with more complex physical disabilities and we would recommend visiting our school to discuss your child's needs, to assist us in organising any necessary adaptations or arrangements. Please see our Accessibility Plan (on school website or from the school office) to see how we endeavour to accommodate all learners.

How can I be sure my child is getting the right support?

Children on our special educational needs register will have additional monitoring and tracking to ensure that the interventions and support they receive are appropriate and are helping them to reach their full potential. All of our interventions are regularly reviewed and we are flexible in our provision to ensure needs are met. The SEN Code of practice has a clear focus on the importance of including the views of children and young people & parents in decision making at individual and strategic levels. We encourage the children to take an active part in their own progress and development – as appropriate to their age. When appropriate, the children are actively involved in reviewing and setting their own targets with an adult. As parents, you are entitled to a termly meeting to discuss your child's progress in relation to their additional needs. This will usually be with your child's class teacher. This meeting is supplementary to the normal parent-teacher consultations that take place. As a school, we will invite you to these meetings where we will discuss your child's personal plan or 'PCP' (Person Centred Plan). In addition, children with an EHCP will also be invited to attend an annual review. We are also more than happy to meet with you at any other times across the term. Please do not hesitate to ask for additional meetings or more informal discussions. However, if you do, at any time, have concerns that you feel school cannot support, you can access the information and advice support service offered across Shropshire. This service is free and runs to support and champion the parents of children with special educational needs. These are the contact details:

https://www.shropshire.gov.uk/the-send-local-offer/family-support/information-advice-and-support-service-iass/

Contact Shropshire IASS on 01743 280019.
The referral line is manned Monday to Friday, 10am till 4pm.

What do I do if I need to complain?

Occasionally, you may feel that something is not going right with the support being provided for your child at Sheriffhales. Whilst we would hope that such a situation never arises, if needed we have a complaints procedure that can be followed. Initially we would ask that any concerns be discussed with your child's class teacher or the SENDCo. However if you then feel the complaint should be taken further a meeting with the head teacher is encouraged. If a discussion is unsuccessful then we would ask you to record your complaint in writing and send to the head teacher. If you require help doing this, school can provide it. Following this action, you can expect the following (in line with the school's complaints policy):

- The complaint to be formally acknowledged within five school working days
- School to tell you the name and telephone number of the person looking into your complaint
- A response to your complaint within twenty school working days

Or if it is not possible to give you a complete answer:

- School will tell you what is being done to investigate and how long it is expected to take.
- School will tell you if it has to be dealt with under a special procedure.

If you are not satisfied with the outcome of your complaint, you can write to the Chair of the Governors, **Mrs Helen Bibby**, who will arrange for the Governing Body to consider what you have to say.

If grievances have not been resolved at this point, matters should then be directed to the LA.

What happens when my child moves to secondary school?

Many children leave Sheriffhales to attend Idsall School based in Shifnal. As such with have close links with Idsall and their Special Needs department. In the summer term of Year 6 face to face meetings between Idsall and Sheriffhales staff takes place and all special needs children are carefully discussed and records passed on. In addition, it is possible for school to arrange additional visits to Idsall in the summer term for those children who may need support with transition.

Some children transfer to a range of other secondary schools. We would still ensure that we have had conversations with the appropriate secondary school staff and, again, all records would be passed before the end of the summer term. If specialist secondary provision is in the best interests of the child, there would be regular liaison between parents, school and the local authority from Year 5 onwards.

What training and expertise do staff have at Sheriffhales?

SEND training for staff takes place in order that staff are kept refreshed and current in their thinking. The nature of this training varies to ensure that staff are as informed as possible about a wide range of SEND.

In addition, individual teaching assistants have received training relating to particular special educational needs and intervention programmes.

Sophi Vaughan is currently working towards the National SENCo award.

What arrangements are in place for supporting SEN pupils who are looked after or previously looked after (LAC)?

At Sheriffhales, we recognise that Looked After Children may require additional support in certain aspects of the curriculum and in terms of their social or emotional development. Looked after children with SEND will be

supported using the same processes outlined in this report. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What facilities do we have for pupils with disabilities?

At Sheriffhales, all classrooms are based on the ground floor of the building and there is a ramp allowing access to the ground floor. There is a fully equipped disabled toilet. Parking is available directly adjacent to the school playground for those families who have additional needs. At lunchtime, pupils use the nearby village hall and this is a modern building with easy accessibility. *However, it should be noted that our main school building is a converted 17th century farmhouse which means that the layout of the building can involve some 'twists and turns'.* We welcome visits from prospective parents to enable a full discussion of needs. In this way, parents may assess for themselves whether our school is a 'best fit' for them.

Our accessibility plan can be obtained from school via a phone call (01952 385530) or direct request.

How do we know how well we are meeting the needs of our SEND pupils?

We may receive a monitoring visit from the Local Authority. In addition, our SEND provision is judged by Ofsted during inspection. In 2025 – our last inspection – we were judged to be 'Good' in quality of education and 'Outstanding' in all other categories. External assessments are, by necessity, periodic and so Sheriffhales has a range of internal measures in place to ensure we evaluate our effectiveness regularly, such as monitoring of effectiveness and appropriateness of interventions. We are also accountable to the Governing Body and our SEND governor supports school in evaluating this effectiveness. Our SEND governor can be contacted via school and is: **Mrs Joanne Matthews**

SEND features in termly reports to governors and our SEND governor has regular meetings with the SENCo. Impact of SEND provision is evaluated through the success of intervention programmes that include data on the pupils starting and finishing points (usually half termly), rates of progress from starting points in reading, writing and mathematics (evaluated half termly) and through comparison with published national data (annually). When our numbers of SEND pupils are very small, as is currently the case, evaluation is based on individuals rather than on wider school analysis.

Our Provision for pupils with SEND.

Communication and Interaction

1. Speech, language and Communication Needs

How could teaching adapted to ensure curriculum access?	How could support and intervention provided and needs assessed and reviewed? (if required)
- Language is simplified with shorter sentences or modified instructions - Visual prompts and pictures are used with all children and individually where extra support is necessary - Pre-tutoring of new vocabulary - Use of thinking time and talk partners to help expressive language	- Diagnostic tests can be administered via external services - Referral to SALT (speech and language therapy) and individual or small group implementation of any programme of work that is recommended - Talkboost intervention training received by staff- 4 higher level teaching assistants.

2. Autistic Spectrum Condition (including Aspergers)

How could teaching be adapted to ensure curriculum access?	How could support and intervention provided and needs assessed and reviewed? (if required)
- Classroom seating organised to provide the most quiet/spacious area possible - Environmental distractions minimised - Visual timetables - Appropriate adaptations for 'sensory' difficulties - All staff 'know' ASD children due to the small scale of the school population and have received ASD training - PHSE lessons deal with issues of difference and peer awareness of ASD included as required	- Referral to external agencies according to need including Educational Psychology Service, CAMHS (Child and Mental Health service) and Autism West Midlands. - 1:1 or small group work to develop social skills. - Use of social stories - 2 Teaching assistants have received training from Autism Education Trust.

Cognition and Learning

1. General/Moderate learning Difficulties

How could teaching be adapted to ensure curriculum access?	How could support and intervention be provided and needs assessed and reviewed?
- Differentiated lessons within mixed age classes allows learning to be adapted effectively for all levels. - Multi-sensory teaching methods including visual and kinaesthetic models and images - Teaching assistant support across classes is distributed according to need – smaller child:adult ratio - Use of ICT	- School's internal tracking of progress and data every half term, allows quick identification of pupils not meeting expected levels - Specialist assessment can be conducted, if necessary, via advisory teachers or the educational psychologist - Interventions are specifically tailored to the individual's needs and are reviewed at least every half term. These can be 1:1 or small group support in or outside of class – delivered according to need.

2. Specific Learning Difficulties (Dyslexia/Dyscalculia)

How could teaching be adapted to ensure curriculum access?	How could support and intervention be provided and needs assessed and reviewed?
- Use of ICT - Use of mind maps, scaffolded plans for written tasks, adult scribing - Coloured paper and overlays (if showing symptoms of visual stress) - Multi-sensory teaching methods including visual and kinaesthetic models and images	- Majority of teachers and teaching assistants have received dyslexia awareness training. - Intervention programmes may include Toe by Toe and Busy Fingers.

Social, Mental and Emotional Health

How could teaching be adapted to ensure curriculum access?	How could support and intervention be provided and needs assessed and reviewed?
- Consistent, clear and simple school rules - Range of learning experiences and challenges to ensure success builds on success - Flexibility with seating arrangements	- Reward systems and behaviour plans - 1:1 or group support with teaching assistants to develop behavioural skills appropriate to need such as: anger management, social skills and building self-esteem - Use of games- adult supported – to build friendships, life skills such as turn taking etc - Access and referral to a range of external services including CAMHS (Child and Mental Health Service), Educational Psychologist, CIN (Children in Need) meetings and Early Help Team support.

Sensory and Physical Difficulties

1. Hearing/Visually Impaired

How could teaching be adapted to ensure curriculum access?	How could support and intervention be provided and needs assessed and reviewed?
School follows advice given by the Sensory Inclusion Services.	-Eye and hearing tests are conducted by school nurse during reception and on request. -Staff look out for signs of sensory difficulty and would inform parents if noticed. Examples could include clumsiness, large

Please note that school has very limited experience of working with pupils with hearing or visual needs.	**handwriting, holding paper at strange distances, headaches, not responding to the adult etc.**

2. Physical Difficulties (including dyspraxia)

How could teaching be adapted to ensure curriculum access?	How could support and intervention be provided and needs assessed and reviewed?
- **Any advice from medical services would be implemented.** - **Spacing at tables would be considered and would be flexible according to need.** - **Resources would be appropriate and adapted if needed including the use of suitable writing equipment, writing wedges and 'fidget' cushions to develop core stability.** - **Rest breaks** ***Please note that Sheriffhales School is a converted farmhouse and, whilst accessible, was not purpose built for wheelchair use.***	- **Staff have experience supporting pupils with fine motor difficulties using a range of interventions.** - **Referrals can be made to appropriate external services such as Occupational Therapy. Any programmes of work provided by these services would be implemented in school on a 1:1 or group basis.**