

# Prees C.E Primary School

## SEND Information Report

Update December 2025

*Believe and Achieve*

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**SEN Governor: Mr M Hares**

Prees CE Primary School is an inclusive school which encourages all pupils to achieve their potential and thrive in a caring and supportive environment. We currently have 191 pupils on roll aged 2-11 years.

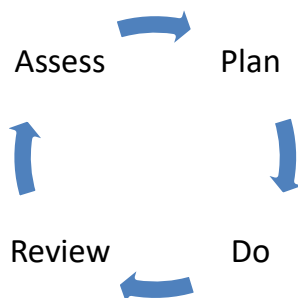
In our SEND Information Report we set out to clearly explain how Prees Primary approaches the identification of SEN (Special Education Needs) and the provision we make for children with Special Educational Needs (including a disability).

### **Whole School Approach:**

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Quality First Teaching (QFT) and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These discussions help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about QFT and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. This approach is covered in more detail below linked to questions you may have as a parent:

### **Who are the best people to talk to about my child if I think they may have difficulties with learning or a special educational need?**

The first step is to talk to your child's class teacher. They are the ones who have a working knowledge and understanding of your child's learning needs and will be able to offer advice in the first instance.

If, after a period of monitoring, a specific barrier to learning is identified, the class teacher will be responsible for delivering and adapting the curriculum to meet your child's needs and ensuring that your child's progress is monitored. The class teacher will identify, plan for and, with the help of our support staff, deliver additional support your child may need in the classroom and ensure that they meet your child's individual needs through making adjustments and

employing additional resources. The class teacher will be keen to listen to and share information about your child and appointments should be made at a mutually convenient time.

After this meeting, it may be appropriate to meet together with Helen Rose (SENCo) and/or Nicola Brayford (Headteacher), who can be contacted through the school office.

If you would like to seek information outside of school, the Shropshire Local Offer gives important advice and guidance for parents and young people. <https://shropshire.gov.uk/the-send-local-offer/>

### **How will I be consulted and involved in the provision for my child with a SEND?**

We work closely with all our parents and carers and by working together children will achieve their full potential. Parents and carers of a child with SEND will be consulted and their views sought when we are planning provision that is additional to or different from for your child. Parents and carers permission must be given if a child is placed on our SEN Register and if a referral is made to an outside agency, such as a speech therapist, for assessment. During an assessment parents are encouraged to meet with the professional who is assessing their child and to share your views with them as this is a vital part of the process and we encourage a face to face meeting as this proves the most informative for all parties involved. Once an assessment has been completed you will be given a copy and will be invited in to school to discuss the findings and recommendations.

Parents will be invited in once a term to help co-produce a Pupil-Centred Plan (PCP) for your child which will record any concerns / meetings/ additional to and different from support and assessments. This is a simple, easy to read document by which we can all track the provision for your child. You will be able to review and contribute to your child's PCP as we believe that your child will make the best progress if they are supported to work towards targets that are set and valued by themselves, yourselves and the school.

If your child has a an Educational and Health Care Plan (EHCP) then you will be invited to Annual Review meetings to discuss your child's progress and plan the next steps forward.

### **How will my child be involved in the process?**

The views of your child are very important. They are the crucial element in the whole process and therefore we have to ensure that the 'Pupil Voice' is heard. We try to encourage involvement from the very first step in the process by asking them what they feel their strengths are and in which areas they find difficult. Their views are recorded on their one-page pupil profile completed at least once a year and they will be involved in reviewing their progress and planning the next steps when writing their PCP usually completed termly. If it is felt your child would benefit from in taking part in any support which is additional to or different from then we will invite them to take part and ensure they feel comfortable with it.

### **What provision will be made for my child?**

Every child is unique and therefore provision will be tailored to meet the needs of your child, however there are four main areas of special education need: Speech, Communication and Language need; Cognition and Learning; Social, Emotional and Mental Health need; and Sensory and Physical Difficulties.

Government research from 13<sup>th</sup> May 2021 (Supporting SEND), identifies 3 main aspects for effective provision for pupils with SEN:

- The importance of class teachers understanding the needs of individual pupils – this will enable the class teacher to recognise and work with a pupil's strengths to build confidence no matter where their difficulties lie. It will also ensure that the identification of a pupil's needs is accurate so that the right support put in place and adjustments can be made.
- Teachers must have high expectations for SEN pupils and encourage their independence as learners.

- Teacher must provide tailored support for individual pupils according to their area of need. Below we show the pathways that we take at Prees to identify and meet the needs of children with SEND for each of the four broad areas of need:
  - 1. Communication and Interaction**
  - 2. Cognition and Learning**
  - 3. Social, Emotional and Mental Health (SEMH)**
  - 4. Sensory and/or physical**

# 1. Communication and Interaction:

## Speech, language and communication needs (SLCN)

<i>How we identify needs, assess and review progress</i>	<i>How we adapt our teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those pupils with identified needs</i>
<p>School will work hand in hand in with parents and carers to identify and work with children with SLCN (Speech, Language and Communication) issues. Early years staff have a vital role in identifying SLCN difficulties. Nursery staff screen using Shropshire Speech and language resources, The Stoke Speaks Out (SSO) Screening Tool and Wellcomm for under 5's to identify areas of strength and weakness. School will alert parents and carers as soon as possible if we have any concerns. Once a child is over 5 then class teachers will alert the SEN teacher of concerns. Informal assessments are made prior to and on completion of an intervention programme and findings are recorded on a PCP (Pupil-Centred Plan)</p> <p>If progress is limited or parents / schools feels that more guidance is needed than a referral is made to Shropshire Speech Therapy and their advice is taken.</p> <p>Pupils are reviewed at the end of each assessment by the Key worker, SEN teacher and Class teacher and next steps are identified.</p>	<p>Class teachers and support staff will use pre-tutoring of vocabulary and language to enable children to access learning in the classroom. This involves giving children a chance to become familiar with the vocabulary and language they need in individual or small groups prior to it being used in a whole class situation.</p> <p>Talk activities are used daily in classroom and children have nominated talk partners where they can use model language and learn from their peers.</p> <p>Visual resources such as timetables are incorporated in all areas of the curriculum and teachers try to provide a visual model for all pupils.</p> <p>Talk scaffold structures are provided as guidance so that good language is modelled and children have a structure to respond with.</p> <p>IT resources such as record boards are used so that pupils are able to record and listen back to themselves.</p>	<p>At Prees, we have a teacher who is ELKAN (a company with expertise in SLCN) trained.</p> <p>We have a wide range of resources such as ELKAN, Black Sheep, Talk About, Sequencing activities amongst others.</p> <p>Quiet, withdrawal spaces are provided in school.</p> <p>We also use Wellcomm and Talk Boost resources to deliver bespoke interventions for individuals or small groups.</p> <p>SALT and SLICC are welcomed into school and the information they provide is acted upon.</p>

**Autistic Spectrum Condition (ASC)/Autism Spectrum Disorder (ASD)**

<b><i>How we identify needs, assess and review progress</i></b>	<b><i>How we adapt our teaching to ensure access to the curriculum</i></b>	<b><i>How we provide support and intervention for those pupils with identified needs</i></b>
<p>Parents and staff will discuss concerns they have over interaction and in order to create a 'full picture' we encourage others such as Health visitors, GP's to have an input.</p> <p>We will observe and record any observations so we can track progress at school.</p> <p>If it is felt that progress is not being made at the expected rate then we will consult with other agencies such as Edvocation Outreach and incorporate their recommendations and track progress. If it is still felt that there is a need we will complete an EHAF (Early Help) referral and take advice from Bee-U (the new children's mental health service in Shropshire). All interventions and assessment are recorded on a PCP are reviewed to ensure children are making progress.</p>	<p>Class teachers will provide a secure and safe environment for children to learn in. Where possible they will tailor themes and topics to appeal to the interests of the child and adapt the success criteria and learning objectives to take into account the child's preference for learning.</p> <p>Visual timetables and the pre-tutoring of different or unusual events are used to ensure children are aware changes so they feel more prepared.</p> <p>Instructions are given in small steps and clearly defined so that children can understand what they need to do in order to achieve.</p> <p>Class teachers will ensure that working walls and resources are accessible.</p>	<p>We have a nurture room and a full-time learning mentor.</p> <p>Staff are experienced in making adjustments to the classroom environments and learning strategies that support individuals with ASC.</p> <p>We use an 'Autism Spectrum Profile' to identify the characteristics of ASC that are specific to individual pupils. This profile is passed through the school so that each new teacher has a clear understanding of the pupils' needs.</p>

## 2. COGNITION AND LEARNING

### Moderate/ General Learning Difficulties

<b><i>How we identify needs, assess and review progress</i></b>	<b><i>How we adapt our teaching to ensure access to the curriculum</i></b>	<b><i>How we provide support and intervention for those pupils with identified needs</i></b>
<p>At Prees, we assess and track all our pupils closely using PIVATS. Parent/carers are encouraged to work alongside their child and if they have a concern then they should discuss it with their child Class teacher.</p> <p>Staff are able to meet with the SENCo to seek advice on next steps for individual pupils.</p> <p>Assessments are made at the beginning and end of a time limited specific programme in order to measure assessments.</p>	<p>Class teacher will differentiate work for all children in their class. This may be through the resources given, the task or the support given.</p> <p>We use additional adults in the classroom who have a good working knowledge of specific areas such as mathematics to support children at specific times and specialist teachers work with the children who have the greatest need.</p> <p>Class teachers support all learning styles in their classrooms and value the importance of multi-sensory learning. Resources to aid learning always accessible.</p>	<p>Some of the specific intervention programmes we run are named below:</p> <p>Read Write Inc Speed Sounds, Fresh Start In Literacy, Listen, Think, Do, In an Instant, Nessy (a dyslexia friendly IT Program.)</p> <p>SNIP</p> <p>Precision Teaching.</p> <p>Our support staff are experienced with delivering these interventions.</p>

### Specific Learning Difficulties e.g. Dyslexia and Dyscalculia

<b><i>How we identify needs, assess and review progress</i></b>	<b><i>How we adapt our teaching to ensure access to the curriculum</i></b>	<b><i>How we provide support and intervention for those pupils with identified needs</i></b>
<p>Parent/carers/school will discuss and identify concerns. Individual assessments are carried out to identify strengths and weaknesses. Outside agencies such as Edvocation may be consulted in order to provide a detailed profile and look at specific needs of the child.</p> <p>This will all be recorded on a PCP and when specific interventions take place assessments will be completed on entry and completion in order to monitor progress.</p>	<p>At Prees we are very aware that Specific Learning Difficulties such as Dyslexia and Dyscalculia must be tackled as a whole school. All staff are aware of 'dyslexic friendly' ways of working and ensure that this model is part of every classroom. This will come across in ways such as different coloured backgrounds on boards, children given a choice of ways of recording learning and IT resources used.</p>	<p>At school we can provide different coloured overlays, reading rulers, enlarged resources, Nessy IT programme and exercise books with pale yellow pages. We also ensure that children's specific interests and learning preferences are encouraged and fostered as much as possible.</p>

### 3. SOCIAL, MENTAL AND EMOTIONAL HEALTH (SEMH)

<i>How we identify needs, assess and review progress</i>	<i>How we adapt our teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those pupils with identified needs</i>
<p>We encourage Parents/ carers and all those involved with the child such as a GP, Health Visitor etc to discuss with us at school to create a 'full picture'. At Prees, we are then able to use screening materials such as the Boxhall Profile to create a more in-depth picture and can make an EHAF referral if necessary.</p>	<p>We provide a secure environment and have 'safe spaces' in the school which children are encourage to use at times of tension.</p> <p>We place a high value on mental health and we have PSHE programmes, such as Jigsaw, which are run throughout the school to develop resilience and a positive outlook in all of our children.</p> <p>Class teachers may incorporate a traffic light system for a child to be able to indicate when they are finding things difficult.</p> <p>Time limited tasks are given with specific steps in order for the child to be able to achieve success.</p>	<p>Access is provided to a nurture room which provides a comfortable safe environment where a part time learning mentor is based who can provide counselling and an opportunity to talk and discuss.</p> <p>A member of staff is a fully trained Emotional Literacy Support Assistant (ELSA) who takes individuals and small groups to complete a 6 week intervention programme. At times, children may work with the ELSA for longer than 6 weeks.</p> <p>We have a key members of staff who have undertaken training in understanding challenging behaviour and training in counselling skills.</p>

## 4. SENSORY AND / OR PHYSICAL

### Hearing Impaired

<b><i>How we identify needs, assess and review progress</i></b>	<b><i>How we adapt our teaching to ensure access to the curriculum</i></b>	<b><i>How we provide support and intervention for those pupils with identified needs</i></b>
The school Nurse will screen all children aged 5 on their entry to school and will inform parents of any issues which may arise. Staff at school will also note any concerns and inform parents immediately if they feel that a child is having difficulty hearing in any school scenarios. We worked alongside SIS (Sensory Inclusion Services) to assess and review progress and identify next steps for a child with hearing impairment.	Class teachers and support staff facilitate inclusion to all areas of the curriculum through seating position, using radio transmitters and visual resources. Pre-tutoring of vocabulary and language take place in an acoustically sensitive room.	We currently have one pupil who requires support which is "additional to or different from" as identified by SIS. Support is provided through 1:1 or small group work in an acoustically sensitive environment, if required.

### Visually Impaired

<b><i>How we identify needs, assess and review progress</i></b>	<b><i>How we adapt our teaching to ensure access to the curriculum</i></b>	<b><i>How we provide support and intervention for those pupils with identified needs</i></b>
The school Nurse will screen all children aged 5 on their entry to school and will inform parents of any issues which may arise. Staff at school will also note any concerns and inform parents immediately if they feel that a child is having difficulty seeing. We worked alongside SIS (Sensory Inclusion Services) to assess and review progress and identify next steps for a child with a visual impairment.	Class teachers will adapt materials by enlarging or changing the colour of the background. IT resources are used so that the child is able to change the size of fonts of reading material. Children are sat in a position that is the most beneficial for them.	Currently we have no children with this identified need at our school but we would take advice from SIS to meet the needs of a child with visual impairment if the need arose.

### Physical Difficulties

<b><i>How we identify needs, assess and review progress</i></b>	<b><i>How we adapt our teaching to ensure access to the curriculum</i></b>	<b><i>How we provide support and intervention for those pupils with identified needs</i></b>
School would inform a parent if we had concerns that a child has physical difficulties we would share observations from school and engage in a full discussion with all those involved with the child to try to create a 'full picture'. We would record	The class teacher adapts the curriculum to take into account the physical difficulties and the need for support. This could be through IT resources, resources such as pencil grips or adult support.	At Prees, we have a fully adapted school environment for wheelchair and walker access. We have a disabled toilet in a wet room and equipment is currently used such as a mobile and track hoist for pupils currently in school. We work alongside outside

concerns on a PCP and any interventions which take place. If it was felt that more detailed assessments were needed we would refer to Occupational Health.	Additional time is also allocated and specific timetables created in order to ensure the child is given access to all areas of school life.	agencies such as OT and physiotherapist to build up our knowledge of specific programmes and tasks which may be appropriate to a child with a physical difficulty and have members of trained in manual handling and use of equipment such as hoists.
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### **How do you know if the SEND provision is working?**

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. We evaluate the effectiveness of our SEND provision on an individual, group and whole school level. Each pupil on the SEND register has a PCP where assessments and progress are recorded. Interventions groups are assessed in order to ensure that the programme is benefiting the majority of children and to assess the suitability of a programme to meet a child's needs. Our SEND pupils are identified on our whole school tracking so we can ensure that they are making expected progress in the long term.

### **How is Prees Primary School ensure that SEND pupils have full access?**

At Prees, we have ensured that our building and playground is accessible to all by providing easy access through ramps and wider doors. We are single level and have disabled toilets with shower facilities and tracked hoist. Our Equality Plan is reviewed annually by the Equality team which ensures that there is access for all and no one is discriminated against.

### **What additional support is available for myself and my child?**

At Prees, we call upon outside agencies to provide guidance and additional information if we feel we have exhausted our own skills and knowledge base when working with SEND children. We have a service level agreement with Edvocation, a company who offer outreach services to support and assess pupils in school. We also have access to Educational Psychologist services to support us with assessment and training in the coming year. We are currently working with the following outside agencies for children we have on our SEN register:

Speech Therapists  
School Nurse  
Occupational Therapy  
Edvocation  
Education Psychologist.  
Bee-U

Over the years we have worked alongside many other however pupils needs determine what additional support we call upon / is available.

We also understand that parents / carers of children with SEND often need additional support and will offer parents details of PACC and IASS support groups.

### **What happens when my child moves schools / goes through a period of transition?**

We are very fortunate at Prees that we have a nursery as part of our school. This enables us to ensure a smooth transition between settings and close communication between staff. Relationships built with parents and carers at this early stage in their child's education can then be built upon as their child moves through the school.



We work closely with the local secondary schools to ensure a smooth and anxiety free transition. We are aware that often our SEND pupils require more time and guidance in preparing for moving on and therefore will arrange additional visits for these pupils to their chosen school.

#### **What if I think my SEND child is involved with bullying?**

At Prees we are very aware that pupils with SEND can be adversely affected by negative attitudes and perceptions of difference. We address issues of bullying involving SEND pupils in-line with our anti bullying policy however we also take into account factors such as:

- SEND pupils may need help to recognise “bullying behaviour”
- Some SEND pupils may have difficulty remembering things so it may be necessary to act quickly
- Some SEND pupils may have difficulties telling people about bullying or reporting it and staff need to provide extra support including the need to carefully check their understanding.

#### **If I have a compliment or complaint about the SEND provision who should I talk to?**

We hope that the open door policy we operate and the close relationship we build with our parents/ carers would mean that all issues are dealt with as they arise however a clear complaints procedure is operated by the school as is available on request.

#### **Further development**

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We will be updating formats for record keeping and monitoring such as PCP (Pupil-Centred Plans) and updating how we track SEND pupils to fit in with our new assessment model.

#### **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

As of December 2025, we have 35 children on the SEND Register ( 33 at SEN SUPPORT and 2 with an EHCP).