



Pathway Primary Federation

Special Educational Needs and Disabilities (SEND) Information Report

Our SEND Leadership Team

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Our Inclusive Ethos

Pathway Primary Federation is committed to providing a high-quality education for every child. We are an inclusive Federation and believe that all children, regardless of need, should be supported to achieve their full potential and be well prepared for the next stage of education and life.

SEND provision is a shared responsibility across the Federation. The Executive Headteacher, Heads of School, Assistant Headteacher, SENCOs, class teachers, governors and support staff work collaboratively to ensure that pupils with SEND receive appropriate, high-quality support.

What Kinds of SEND Do We Provide For?

We provide additional and/or different provision for pupils with a range of needs, including:

Communication and Interaction

- Autism Spectrum Condition (ASC), including profiles previously described as Asperger's Syndrome
- Speech and Language difficulties

Cognition and Learning

- Dyslexia
- Dyspraxia
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties

Social, Emotional and Mental Health (SEMH)

- Attention Deficit Hyperactivity Disorder (ADHD)



- Emotional regulation needs
- Mental health needs

Sensory and/or Physical Needs

- Visual impairments
- Hearing impairments
- Sensory processing difficulties
- Epilepsy
- Physical disabilities

How Do We Identify SEND?

We follow the SEND Code of Practice (2015). A pupil is identified as having SEND where they have a learning difficulty or disability which calls for special educational provision to be made for them.

We identify needs through:

- Ongoing teacher assessment
- Tracking progress and attainment
- Observations of social, emotional and behavioural development
- Discussions with parents
- Pupil voice
- Information from previous settings
- Advice from external professionals

Slow progress or low attainment alone does not automatically mean a pupil has SEND.

When special educational provision is required, we implement the graduated approach.

The Graduated Approach (Assess–Plan–Do–Review)

We follow the four-part cycle:

Assess – Clear analysis of need drawing on assessment data, staff observations, parental views and specialist advice.

Plan – Outcomes are agreed with parents and the pupil. Support and interventions are planned.

Do – The class teacher remains responsible for the pupil's learning and works with support staff to implement the plan.

Review – Progress towards outcomes is reviewed regularly and next steps agreed.

Pupil Centred Plans (PCPs) are reviewed termly.



Pupils with Education, Health and Care Plans (EHCPs) receive a formal Annual Review in line with statutory timescales.

How We Evaluate the Effectiveness of SEND Provision

We evaluate provision through:

- Termly review of individual outcomes
- Pupil Progress Meetings
- Monitoring of interventions
- Pupil voice
- Safeguarding and Wellbeing meetings
- Senior Leadership monitoring
- Annual reporting to Governors

For pupils with SEMH needs, progress may also be measured through reductions in incident frequency, improved regulation and increased independence.

How We Adapt Teaching and Learning

High-quality teaching is the first step in responding to pupils who have SEND.

Adaptations may include:

- Differentiated tasks
- Scaffolded learning
- Visual supports
- Assistive technology
- Flexible grouping
- Pre-teaching and overlearning
- Adapted resources

Higher Level Teaching Assistants (HLTAs) and Teaching Assistants work under the direction of the class teacher and SENCO to deliver targeted interventions and in-class support.

How We Monitor Progress

Progress is monitored continuously by class teachers.

Formal assessments take place in Reading, Writing, GPS and Maths. Some pupils may be assessed using Pre-Key Stage Standards where appropriate.

Pupils with SEND may receive access arrangements for statutory assessments in line with national guidance.



How We Work with Parents and Pupils

We believe strong partnerships are essential.

- Class teachers are the first point of contact.
- SENCO meetings are available when needed.
- Parents are consulted before referrals to external agencies.
- Professional reports are shared and discussed.
- Pupil voice informs planning and review.

PCPs are reviewed termly with parents and pupils.

Supporting Pupils with Medical Conditions

We comply with our statutory duty to support pupils with medical conditions (Children and Families Act 2014, Section 100).

Where required, Individual Healthcare Plans are developed in partnership with parents and relevant health professionals.

Accessibility

Each school within the Federation maintains an Accessibility Plan and Accessibility Policy, reviewed annually.

We make reasonable adjustments in line with the Equality Act 2010 to ensure pupils with disabilities are not disadvantaged.

Risk assessments are completed for trips and residential visits, and reasonable adjustments are made to enable participation wherever possible.

Staff Training

SENCOs undertake regular training and attend local SEND network meetings.

Training is identified through:

- Pupil needs
- EHCP requirements
- External agency recommendations
- Federation priorities

We access specialist training where required.

SEND Funding

Schools receive a notional SEND budget as part of their overall funding. This is used to provide additional support for pupils with identified needs.



Where a pupil has an EHCP, additional top-up funding may be provided by the Local Authority to meet the provision specified in the plan.

External Agencies

We work with a range of professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Sensory Inclusion Service
- BEE U Mental Health Services
- Health professionals
- Social Care

Our Resourced Provisions (Hubs)

Our Resourced Provisions are specialist settings designed to meet the needs of pupils with complex needs.

Placement is determined by the Local Authority through the EHCP process. The provision must be named in the EHCP.

For information about placements, contact: senteam@shropshire.gov.uk

Supporting Transition

We carefully support transitions:

Moving to Another School

- SENCO contact with receiving school
- Transfer of records
- Additional visits where required
- Transition meetings

Moving Between Classes

- Staff transition meetings
- 'Move Up' sessions
- Personalised transition resources
- Additional support where required

Emotional and Social Development



Class teachers lead pastoral care. Additional support may be provided by Learning Mentors or support staff.

Team Around the Child meetings may be held to coordinate support.

Governance and Accountability

The SEND Governor meets regularly with the SENCO to monitor provision and outcomes.

Termly reports (anonymised) are provided to Governors.

The Local Authority Local Offer

The Shropshire SEND Local Offer provides information about services available to children and young people with SEND and their families, including EHCP processes, health services and support groups.

It can be accessed at:

<https://shropshire.gov.uk/the-send-local-offer/>

Complaints

We are committed to working in partnership with families.

If concerns cannot be resolved through discussion with the class teacher or SENCO, parents may follow the Federation's Complaints Policy, available on the school website.

For concerns relating to an EHCP, parents have the right to request mediation and may appeal to the First-tier Tribunal (SEND). Information about this process is available via the Shropshire Local Offer.

Contact

For further information or to discuss SEND provision, please contact your child's class teacher or the SENCO via the school office.