Idsall School

Special Educational Needs and Disabilities

INFORMATION REPORT

2026 / 2027

AIMS

Our SEND Information Report aims to:

- set out how our school will support and make provision for children and young people with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for children with SEND

At Idsall School, we work alongside the Governing Body, Marches Academy Trust, Local Authorities, Health Professionals and community organisations to provide the most appropriate and effective support for the children within our care.

Our mission is to enable children to be successful, creative, lifelong learners participating in a journey of selfdiscovery through the Trust vision of 'Achievement through caring'. It is our belief that all children have the right to a great education, full of opportunities and new experiences that fit hand in hand with traditional values around behaviour, manners and respect.

We see all learners and potential learners, and their parents and carers, as of equal value and as individuals, irrespective of ability, race, gender, need or disability. children with SEND are integrated and included fully into the life of the school as a whole, including its enrichment and social activities.

All our staff have a responsibility to ensure that every child has an equal opportunity to reach their maximum potential in all aspects of the curriculum. We are committed to the ongoing training and development of our staff to ensure that they are equipped to provide a high quality, inclusive education. We seek to foster positive working relationships with our parents and carers of SEND children. We work hard to develop partnerships with home and strive to understand the varied and changing needs of the child so that we can the right support in the right place at the right time.

We are committed to providing a rich and varied curriculum that finds the talent in everyone. It is our aim to develop a love for learning so that our young people are driven to seek educational experiences that both inspire and challenge them as they progress throughout the school, and beyond.

The following documents and resources will give you more information in relation to SEND and how school and home can support children. If you have any concerns or wish to discuss SEND at our school, please do not hesitate to contact us.

LEGISLATION & GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEND and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

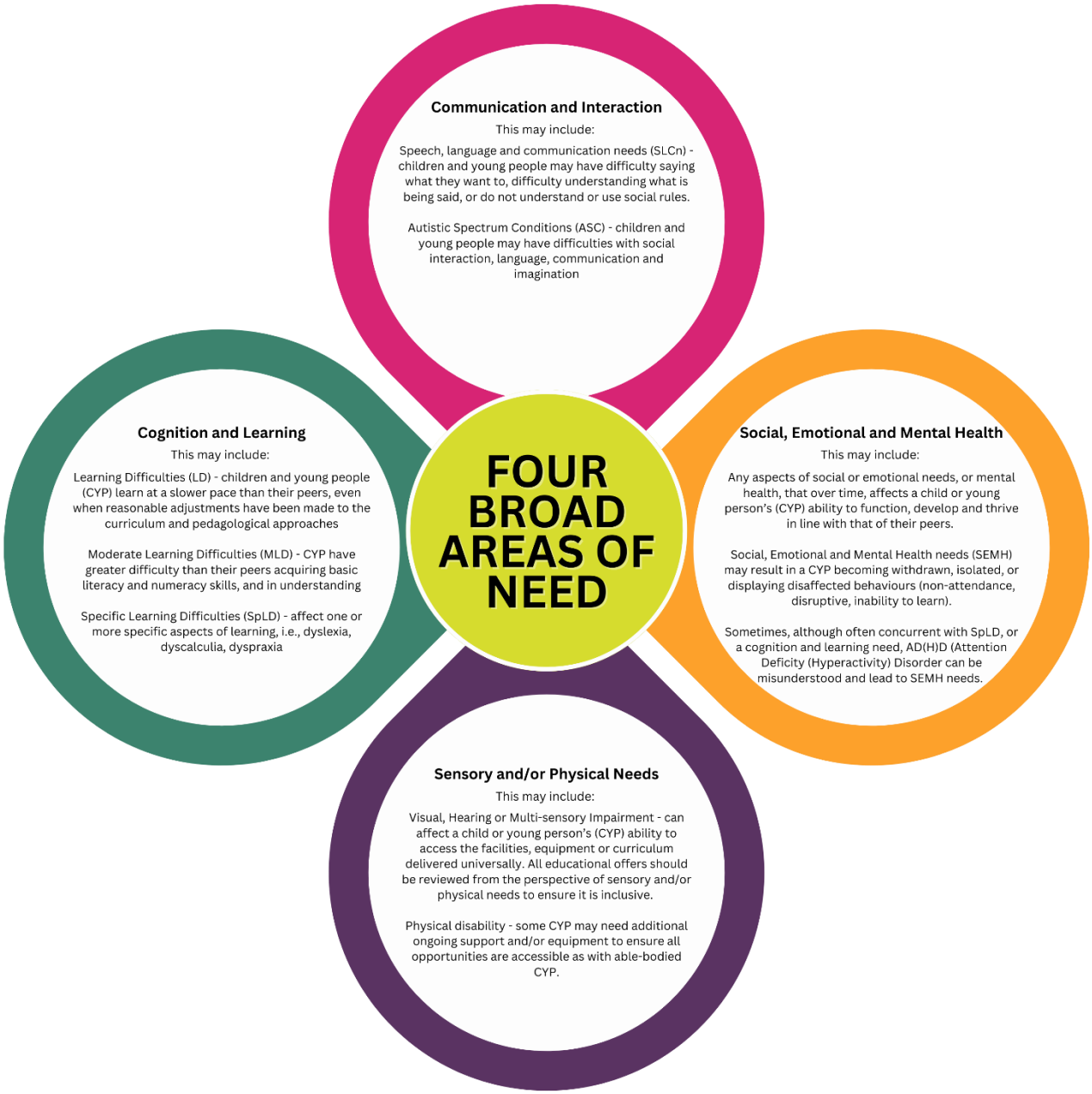
WHAT IS SEND?

A child has SEND where their learning difficulty or disability calls for special educational provision. This means provision that is different from or additional to that normally available to children of the same age.

A child has SEND where their learning difficulty or disability calls for special educational provision to be made for him or her. This means provision that is different from or additional to that normally available to childrens of the same age.

We identify SEND needs in the following ways:

- Transition information provided by Primary School SENDCOs
- Concerns raised by parents or carers
- Referrals from teachers and academic progress monitoring
- Testing and screening
- Identification of needs provided by health professionals



CONTACTING THE SEND TEAM

The Special Educational Needs and Disability Co-Ordinator (SENDCo) is: Michelle Marston



Please contact at:
Email: send@ids.mmat.co.uk

- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meet their needs in school. This includes developing and monitoring the school's graduated response of support for our SEND children and supporting the assessment of progress and impact.

- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the school's SEND Development Plan.

- Ensuring that parents are involved in supporting their children's learning, kept informed about the support their children is getting, and involved in reviewing how they are doing.

- Liaising with all the other people who may be coming into school to help support a children's learning e.g. Speech and Language Therapy, Educational Psychology, etc.

- Updating the school's SEND register (a system for ensuring all the needs of children with SEND in the school are known) and making sure that there are excellent records of your children's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

- Applying for additional support and funding where necessary for our most vulnerable children.

- Coordinating with Pastoral Leaders to ensure the best support is given to the children on the SEND register and those with Graduated Support Plans and Education, Health and Care



The SEND Manager is:
Miss Emma Davis

Email: send@ids.mmat.co.uk She is responsible for:

- Coordinating Education Health and Care Needs Assessment applications

- Organising Education Health and Care Plan reviews
- Liaising with outside agencies such as Bee-U
- Answering SEND related queries
- Liaising with schools for children transitioning to Idsall

Your child's Teachers and Head of Year are responsible for:

- Checking on the progress of a children with SEND and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the children, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, in addition to differentiated Quality First Teaching.
- Ensuring that the school's SEND Policy is followed in all classrooms and for all the children they teach with SEND.
- Implementing recommendations from outside agencies eg. Educational Psychologists



The Headteacher is:

Miss Michelle King

She is responsible for:

- the day-to-day management of all aspects of the school, this includes the support for children with SEND.
- giving responsibility to the SENCo and class teachers but is still responsible for ensuring that your children's needs are met.
- making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- support the school SENCo in terms of budgeting the SEND provisions.

The SEND Governor is

Sophie Brady

She is responsible for:

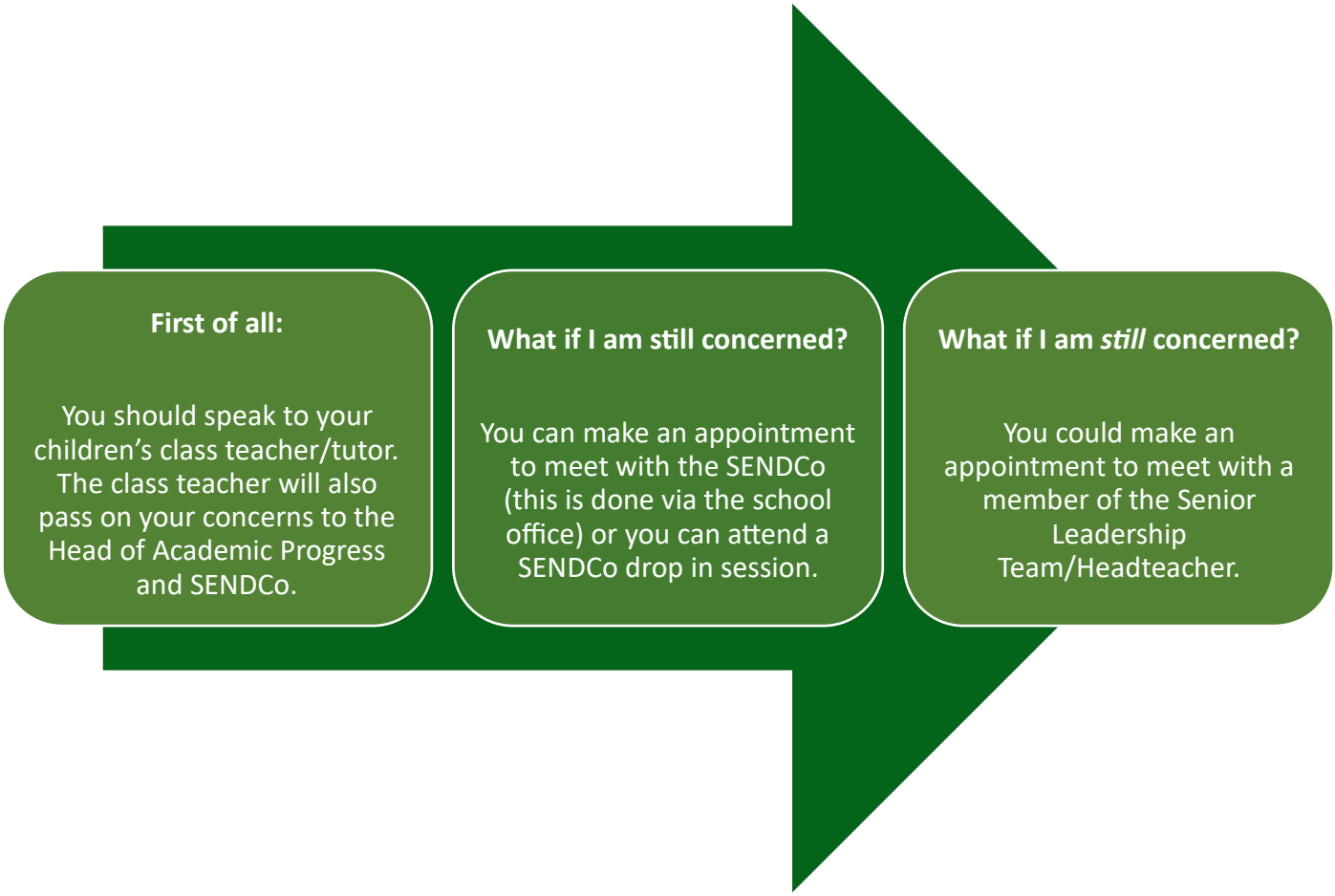
- making sure that the necessary support is made for any children who attends the school who has SEND.
- challenging the school's SEND department to ensure ALL children are supported to reach their full potential.

If you have concerns about your children's progress or you feel that they may have additional needs that have not been identified please contact us.

- Your children's Team Leader will be able to answer questions about progress, behaviour and wellbeing with you and discuss any concerns you have around additional needs. They will pass on any relevant information to the Pastoral and SEND teams

- Contact the SEN Manager or SENDCo for concerns about progress for children already on the SEN register or where you are concerned about potential SEN needs. They will be able to provide advice, arrange testing, screening or observations and ask teaching staff for progress feedback.

If you feel that identified needs are not being met or you are unhappy with support being provided please contact the SENDCo, Mr Matt Ward, directly. Our aim is always to work with you to solve any issues in the best interests of the children.

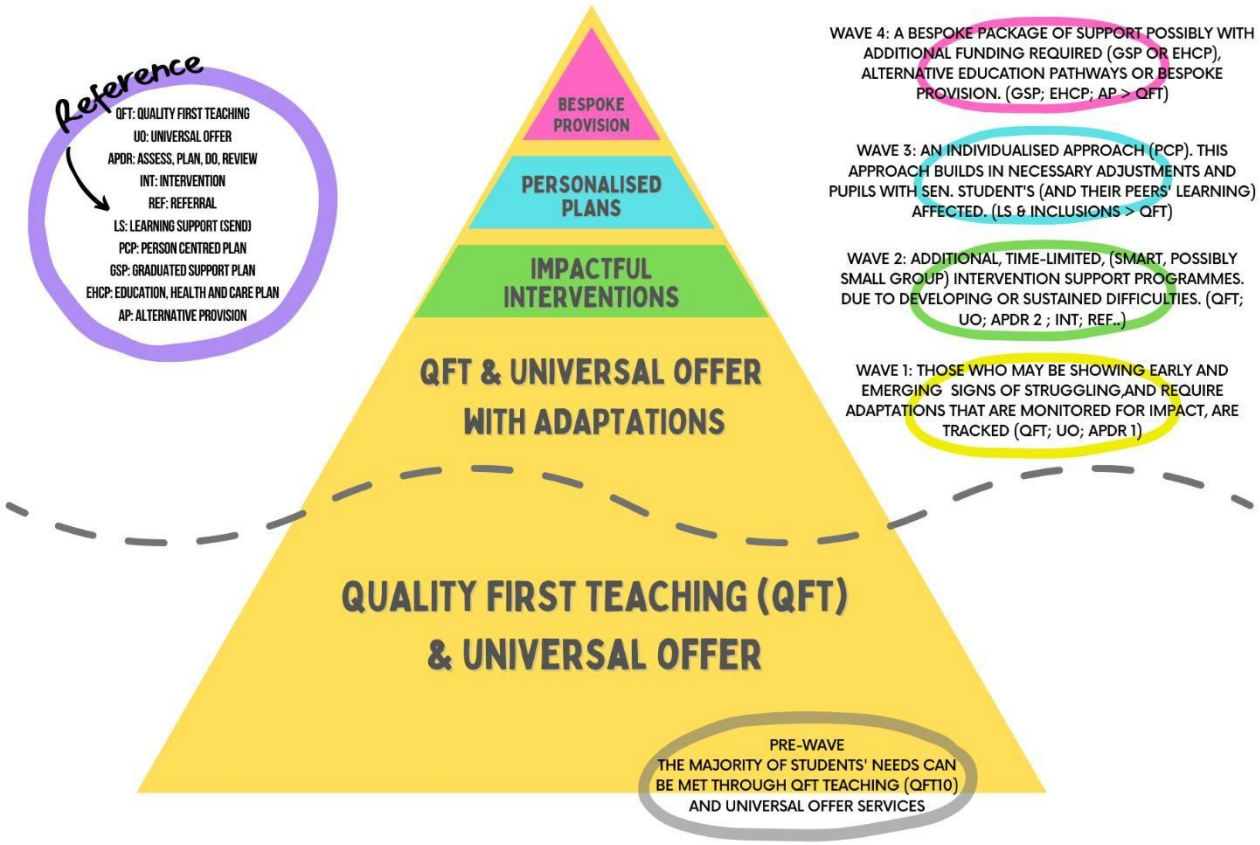


HOW WILL SCHOOL LET ME KNOW ABOUT ANY SEND CONCERNS?

Your child's progress will be discussed with you Parents' Evening and through reports. If it is felt that your children would benefit from being on the SEND Register, the school will set up a meeting with you to discuss this in further detail and to:

- listen to any concerns you may also have.
- develop a holistic overview of the child
- plan any additional support for your child.
- discuss with you any referrals to outside professionals to support your child's learning.

Wherever possible and appropriate these meetings will involve the child so that their views and experiences can be fully taken in to account and they feel part of the process.



Support is provided along a graduated pathway at Idsall School whereby the majority of childrens' needs are met through the Universal Offer, including Quality First Teaching. Where a child's needs are greater than the Universal Offer, an assessment of need will identify the appropriate next steps to support the children to a provision that meets their need: specific, low-level intervention, high-level intervention or an extensive provision, possibly with additional funding required, via a bespoke provision offer (Graduated Support Plan or Education, Health and Care Plan.)

child already knows, can do and can understand.

- we teach to the top and provide scaffolding to help children with

children has progressed in their learning that morning:

- may be led inside the classroom or in a different room.
- may be led by a teacher or a teaching assistant who has had the appropriate training to lead the group.

Support through Intervention Groups is available to all childrens, as appropriate, who have been identified as needing some extra support in order to help them make good progress. This will include children on the SEND Register, as appropriate to their individual needs.

Specialist support by an outside agency

children on the SEND Register in the category of School Support may also receive support from a member of staff from an

- your children will have been identified by the Class Teacher/SENDCo (or you will have raised your concerns) as needing more specialist support instead of, or in addition to, Quality First Teaching and intervention groups.
- you will be asked for your permission for the school to refer your children to the appropriate agency.
- an appropriate professional will work with your child to understand their needs and make recommendations to school staff - this advice may be about particular teaching strategies or specialist resources that would benefit your children.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified bespoke support

This is usually provided by a **Graduated Support Plan** or **Education, Health and Care Plan (EHCP)**. This means your child will have

LANS

Following intervention from both the school and outside agencies, it may be felt that your children's needs are particularly complex and cannot be addressed from the budget available to the school. School (or you as a parent) may wish to request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for them.

This will mean:

for statutory assessm
mation about your ch

attainment levels, strategies and resources that have been used in school, areas of difficulty, external professionals' advice and attendance.

The LA will then decide if your child's needs seem complex enough to require a statutory assessment. If this is the case, they will then ask you and all professionals involved with your child to write a report outlining their needs. If they do not think your child needs a statutory assessment, they will ask the school to continue with SEND Support.

After the reports have all been received by the LA they will decide if your child's needs are severe, complex and lifelong and if additional support is required to enable them to make good progress. If this is the case they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with SEND support.

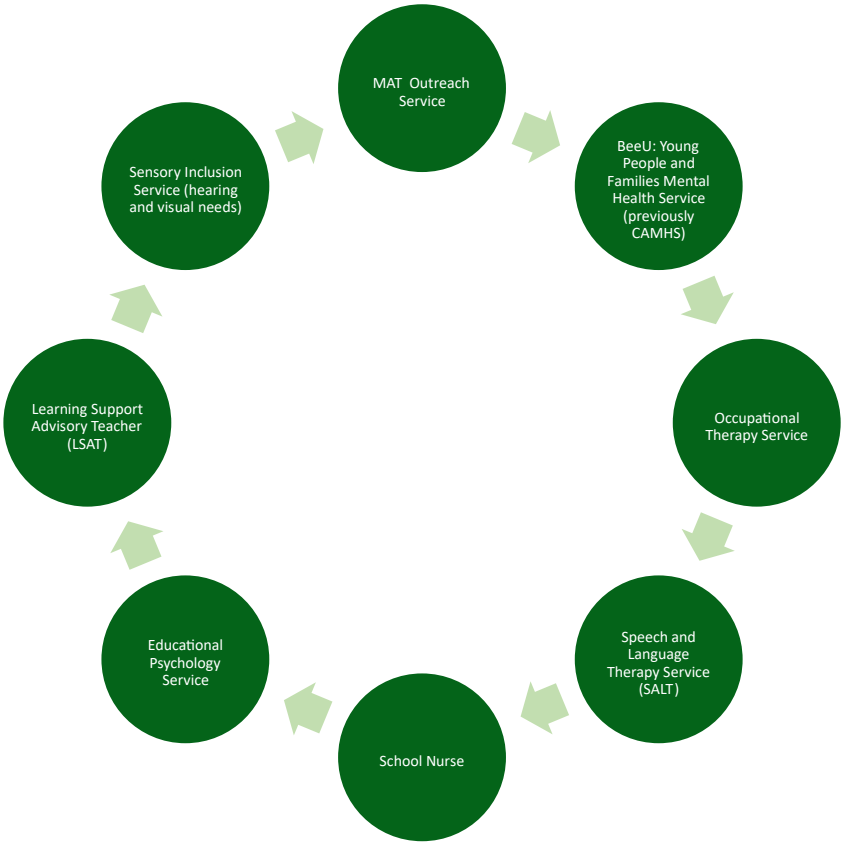
The EHCP will outline the band of support your children will receive from the LA and how the support should be used and what strategies must be put in place to help your children meet long and short-term goals. This support may be used to support your children with whole class learning, run individual programmes or run small group interventions to include your children.

HOW IS EXTRA SUPPORT ALLOCATED?

- The school budget includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND in consultation with the School Governors and SENDCo, taking into account the children already receiving support, the children needing extra support and the children who have been identified as not making as much progress as would be expected.

- The SENDCo will coproduce with you and your children a SEND Passport which details the support classroom teachers should put in to place.
- We have a team of Teaching Assistants who may be tasked to provide specific in class support.
- If appropriate, children may also be part of targeted intervention groups to address particular needs.
- All resources and support are reviewed regularly, and changes made as needed.

WHO ELSE PROVIDES SERVICES TO STUDENTS AT IDSALL?



- The SENDCo supports class teachers in planning for children with SEND.
- Idsall School has a training plan for all staff to improve teaching and learning for all children and this includes whole school training on SEND issues such as ASD, speech and language difficulties, etc.
- Individual members of staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

HOW IS TEACHING ADAPTED TO MEET ADDITIONAL NEEDS?

- Class teachers are provided with a SEND Passport for each child that they teach who is on the SEND register.
- Class teachers plan lessons taking into account the needs of all children in their class, including those with SEND.
- Specially trained teaching assistants can adapt teacher's planning further to meet the needs of individual children, if needed.
- Your child may also be part of an intervention group to target a particular area of learning i.e. phonics or handwriting.
- If appropriate, particular resources may be provided to help your child's learning i.e reading pen, pencil grips, laptop.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

HOW DO WE EVALUATE THE EFFECTIVENESS OF SUPPORT?

- All children, including children with SEND, have their progress and attainment tracked throughout the year. Currently there are three main dates throughout the year where data is collected.
- children progress meetings are held regularly throughout the year to identify children including those with SEND that are not making expected progress and the support being put in place for these children.
- Targeted interventions are put into place for children who are not making expected progress and interventions are tracked and analysed to evaluate the impact.
- Regular meetings with staff, parents or carers and children ensure that interventions and additional support have the desired impact on children' progress, attainment and personal development.

HOW DO WE ENSURE SEND STUDENTS ARE INCLUDED?

- We ensure that all children have equality of opportunity
- All our children are encouraged to join in a large range of extra-curricular activities.
- We ensure that our school environment is adjusted and adapted to meet the specific needs of any individual children.
- Where needed the SEND team will support extra-curricular and subject based activities, trips and residentials by providing relevant guidance, support staff and risk assessments where required.

HOW DO WE PROMOTE THE PERSONAL AND SOCIAL DEVELOPMENT OF STUDENTS WITH SEND?

The wellbeing of all our children is paramount.

- Our SEND team works very closely with the safeguarding leads in school to ensure that all children are well supported in their wellbeing.
- Our PSHE curriculum supports the needs of all children including those with SEND.

- For those children with particular social and emotional needs, targeted intervention groups are made available.
- Our Anti-Bullying policy outlines the school's approach to all instances of bullying. All children are taught about bullying and how to prevent it.
- Clear and consistent behaviour policy application promotes positive behaviour and is used across school, and also promoted during assembly time.
- For children with particular social needs we provide support at breaks and lunchtimes to ensure they have a place where they can relax and be social.

HOW WILL WE ENSURE STUDENTS ARE PROGRESSING?

Progress will be formally reviewed every term by the subject teachers and given a level in each subject based on assessments.

- Idsall School uses a variety of assessments to assess and monitor attainment and progress in children's learning.
- Children with SEND have a Passport which will be reviewed with you regularly. Children with higher needs will have support plans which are reviewed regularly. You will be able to access these through our Provision Map system.
- Children's plans, Passports and assessment data are monitored by the SEND team each term to ensure learning approaches are appropriate and children with SEND are making progress.
- If your children has an EHCP, this will be formally reviewed with you at an Annual Review with all adults involved in your child's education.

HOW IS IDSALL ACCESSIBLE TO CHILDREN WITH DISABILITIES?

- All classrooms at Idsall are at ground level with good access. There are limited steps in some areas but all areas have alternative access facilities such as ramps. Access for children with disabilities is reviewed regularly.
- We ensure that equipment used is accessible to all children regardless of their needs. We take advice from Occupational Therapy and other professionals when considering these requirements
- After school clubs are open to all children, including those with SEND.
- We ensure children have the opportunity to attend appropriate school trips.

HOW DO WE WORK TOGETHER?

We believe that the best way to support children is to include them, wherever possible in decision making and review of their support. We value their opinions and insight in to their needs and challenges and what works best for their learning.

- SEND Passports are created and reviewed with the children regularly
- Children participate where possible in setting targets.
- Children with higher needs have a keyworker who is their main point of contact for SEND who they can discuss day to day issues with
- We encourage all our staff to develop good working relationships with the children they teach

Parents and carers are the experts on their child and we firmly believe that parent/carer involvement and support is vital to the success of the education of every child, and especially those with SEND. We work together to coproduce support plans for children.

- At Idsall we have an open-door policy and we are always available to discuss your children's progress or any concerns you may have, at a mutually convenient time.
- The SENDCo is available to meet with you to discuss your children's progress or any concerns/worries you may have. An appointment can be made through the SEN Manager. Drop in sessions are available on a regular basis for all parents to discuss SEND.
- children with higher needs will have a keyworker who will be the day to day contact for parents and carers and will share with you strategies that are working well in school for your children so that similar strategies can be used at home if appropriate.
- You can access Passports and SEND support plans and provisions through our Provision Map system which allows you to see current plans and to make direct comments to SEND staff.

We work closely with all parents/carers to listen to their views so that we can build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

All parents/carers are encouraged to attend Parents Evening each term. During the SEND meetings your children's SEND profile and targets will be reviewed and updated together. Support and strategies will be discussed to support your children both at home and in school.

Children who have an EHCP will also have an annual review. The children, parents/carers and professionals who are working with the children, will be invited to the meeting to review progress and set new challenging targets for the future.

All information from outside professionals will be discussed with you by the professional concerned, or where this is not possible, in a report.

Homework will be adjusted as appropriate to meet your child's needs.

We respect the differing needs of parents/carers such as disability or communication and linguistic barriers. We offer our English as an Additional Language (EAL) children a Teaching Assistant (TA) to attend meetings where appropriate to provide support. Parents/carers are also encouraged to bring an appropriate friend/relative to meetings if they wish to do so.

WHAT EXPERTISE IS AVAILABLE WITHIN OUR SCHOOL?

Teaching Assistants have a vast range of skills, including:

- Mental Health First Aid practitioners
- Emotional Literacy Support Advisors
- Supporting children with Dyslexia
- Fresh Start/ Ruth Miskin (KS3)
- Zones of Regulation
- Access Arrangements support
- Adaptive Teaching
- Visual timetables
- Multi-sensory activities
- Additional use of ICT
- Social Skills
- Activities to develop memory skills
- Use of resources to focus concentration e.g. lap pads, fidget toys
- Catch Up Literacy
- Precision Teaching
- No Worries Programme
- Boxall profiling

LOCAL AUTHORITY OFFER

Shropshire

www.shropshire.gov.uk/the-send-local-offer/

Further support is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.

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

Email address: iass@shcab.cabnet.org.uk

Website: http://www.cabshropshire.org.uk/shropshire-iass/

Telford and Wrekin

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

SENDIASS

Further support is available from The Telford and Wrekin Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.
Contact Telford IASS on 01952 457176

Email address: info@iass.org.uk

Website: https://www.telfordsendiass.org.uk/

HOW DO WE SUPPORT TRANSITION & CHANGE?

We recognise that transitions can be difficult for all children and particularly children with SEND. We therefore take the following steps to ensure transition is as smooth as possible:

When your child moves to another class in our school we will;

- ensure teachers have a transition meeting or information is disseminated before your children moves class, in order to pass on information such as the child's Passport

If your child moves to another school, we will:

- contact the SENDCo at the new school and ensure they are aware of the support your child's needs.
- ensure that all records about your child are passed on as soon as possible.

In Year 11 we will:

- ensure SEND team liaises with staff from destination settings
- provide focused learning activities about aspects of transition to support your children's understanding of the changes ahead.

For Primary to Secondary transition. This could include:

- arranging visits to the school prior to entry to support with transition.
- meetings with primary school teachers/SENDCo/external agencies where appropriate to gather information.
- meetings with parent or carers to reassure and discuss specific needs. • providing photographs/virtual tour of the school
- identifying where the child may feel anxious.
- adjusting groups to ensure friendships can be maintained.
- providing an agreed buddy
- specific and relevant information and guidance available to all teaching staff

SEND Information Report 2025/2026

Idsall School

If you have any questions, concerns, complaints or compliments about our provision for children



We understand that things sometimes do not go as planned or how we or parents / carers would want them to. The SEND team is here to ensure that we deal with problems and frustrations as quickly and efficiently as possible to minimise the impact on children's progress or welfare. If you are unhappy please get in touch with us as soon as possible.

Idsall School Provision Map

	All children have access to:	Additional strategies for children with SEND may include (when appropriate):
Cognition and Learning	• • • Quality first teaching Adaptive teaching strategies • Flexible teaching arrangements e.g. seating Stimulating curriculum	• Focused teaching on individual targets • In class TA support for English and Maths to focus on basic skills (small group or 1:1) • Multi-sensory activities e.g. for spelling • Extra 'thinking time' to organise thoughts and complete work • Additional reading with an adult or Sixth Former • Additional use of ICT (information communication technology) • Visual timetables • Scribe for writing • Activities to develop memory skills • Use of resources to focus concentration e.g., fidget toys • 1:1/small group teaching for phonics • Intervention groups e.g. reading, numeracy • Individual support from LSAT, Educational Psychologist and ASD Outreach service

	All children have access to:	Additional strategies for children with SEND may include (when appropriate):

Communication and Interaction	• • • Quality first teaching Adaptive teaching strategies • Flexible teaching arrangements • e.g. seating Stimulating curriculum High focus on speaking and listening activities	• Visual timetables • Multi-sensory activities • Peer support to model language • Additional use of ICT • Intervention groups e.g. social skills group • Individual support from Speech and Language Therapist, LSAT or Educational Psychologist • Safe Social Space during break and lunchtimes
	All children have access to:	**Additional strategies for children with SEND may include (when appropriate):**
Social, Emotional and Mental Health	• • Quality first teaching • Adaptive teaching strategies Flexible teaching arrangements • • e.g. seating Stimulating curriculum • • Whole school behaviour policy • – rewards and sanctions Whole school and class rules • Focused PSHE curriculum Awards and other strategies for recognition Positions of responsibility e.g. Prefect	• Focused teaching on individual targets • In class TA support and reminders • Playground support • Separate tables for independent work when appropriate • Visual timetables • Small group work • Access to quiet 'time out' space • Social stories and comic strip activities • Regular contact with a keyworker • Individual support from Educational Psychologist, BeeU, ASD Outreach and SALT.
	All children have access to:	**Additional strategies for children with SEND may include (when appropriate):**
Sensory and Physical	• • Quality first teaching • Adaptive teaching strategies Flexible teaching arrangements • • e.g. seating • Stimulating curriculum • PE curriculum After school sports clubs School games teams	• Focused teaching on individual targets • In class TA support • Use of resources such as pencil grips, writing slopes, different paper types, larger fonts, alternative PE equipment • Visual timetables • Additional use of ICT • Individual support from Sensory Inclusion service, Occupational Therapy, Physiotherapy

This SEND Information Report will be updated and reviewed in September 2027 This SEND Information Report will be updated and reviewed in September 2026