



The SEND Information Report

Ludlow Church of England School

This document forms part of the Local Authority's Local Offer

Introduction/ Overview

Ludlow Church of England School is an 11-16 comprehensive school of approximately 600 students, serving the market town of Ludlow and its surrounding area. Ludlow School supports the inclusion of all pupils and we aim to focus on providing inclusive practices and removing barriers to learning. We endeavour to remove barriers to learning, in order that pupils with learning needs and physical or sensory disabilities can be educated alongside their peers and participate as fully as possible in the school curriculum, and other educational and enrichment activities. We believe in equal opportunities and we try to meet the physical, emotional and learning needs of all of our pupils. This policy should, therefore be read, alongside the Equality Policy and Accessibility Plan.

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether onto employment, further or higher education or training

We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND Department, put appropriate interventions in place, if necessary. The four areas specified in the SEND Code of Practice are:

- **Communication and interaction** (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- **Cognition and learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- **Social, Emotional and Mental health** (including Attention Deficit Hyperactivity disorder (ADHD))
- **Sensory and/or physical needs** (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age,
- or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The school maintains and regularly updates an SEND list. The progress of the pupils on this list is monitored at least termly. The list includes students who have Statements of SEN or Education Health Care Plans (EHCP) and their progress will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly.

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

As well as a team of teaching assistants to support within the classroom setting, the SEND Department comprises the following team of professionals:

Member of staff	Mr B. Faulkner (NASENCO Award)	Mrs. S. Johnson / Mrs. S. Smith	Ms. T. Gough	Mrs C. Seaman (HLTA)
Area of need	SENCO	SPLD	Code of Practice admin.	Inclusion
Core links	Academic and Pastoral systems / Student Inclusion	1:1 Multi-sensory SPLD teaching / Access Arrangement	Teaching Assistants / Examinations	Inclusion / All departments
Responsibilities	Oversight of the school's SEND policy and statutory duties. Coordinating provision for children with SEN. Staff SEND training. Advising on deployment of school's delegated budget and other resources. Liaison with Shropshire LA, other schools, external agencies and parents. Performance management of SEND staff. Students monitoring through ILP and annual review process.	Specialist teaching of students with SPLD. Exam access arrangement testing and advice. Annual pupil screening tests and analysis to identify additional needs. SPLD screening to identify dyslexic tendencies. Advising staff on strategies to support students with SPLD. Staff SPLD training. KS4 Study Skills support. Student monitoring through ILP and annual review process.	Day to day TA deployment and management of TA staff team. Arranging TA support for cover, trips and exam invigilation.	Day to day operation of the Pupil Support Centre. Homework Club

How we consult with parents and carers of children with Special Educational Needs

Members of the SEND team are happy to make themselves available for formal or informal consultations with parents and carers. However, there are also planned, regular opportunities for discussion and consultation:

- Meet with parents/carers in year 5 and 6 prior to school as necessary.
- Attend year 5 and 6 Annual Reviews and arrange additional parent/carer visits and meetings as necessary.
- SEND staff available for consultation at year 6 Parents' Evening (Summer term)
- SEND staff available for consultation during Open Evening (Autumn term).
- ILP's updated and sent home with parental feedback slips.
- Regular contact via email and telephone as appropriate/necessary.
- Parents invited to monitor Positive Behaviour Reports.
- Parents/carers invited to attend Annual Review of Statements of SEN/EHCP, and to provide written feedback.
- SEND staff available for individual consultations during Parent/Carer Teacher Evenings for all year groups.
- School SEND policy and SEND Governor's report on SEND is published on school website.

How we consult with our pupils with Special Educational Needs

- 'Student Voice' via weekly work scrutiny with SENCO.
- Via tutor mentoring programme.
- Use of key person for 1:1 mentoring
- Via mentoring through the Pupil Support Centre.
- Students are encouraged to discuss ILP/EHCP reviews and new targets with their tutor.
- Feedback given by students at their Annual Review meetings.
- If students are 'looked after', via Personal Education Plan meetings.

How we support our pupils at times of transition

- Initial contact made with parents/carers at Open Evening in the October of the year prior to joining Ludlow School.
- For 'looked after' children, meetings with carers and social workers: PEP/LAC Review/Core group.
- Additional visits made to Ludlow School by vulnerable students during the Summer term prior to their arrival at Ludlow School.
- The school works in collaboration with Woodlands Outreach Services to facilitate transition for vulnerable/ASD pupils.
- SEND staff attend year 6 Annual Reviews
- Early links made with primary schools to discuss meeting the needs of disabled pupils who may require modifications to the site prior to their arrival.
- Student Profiles created for Statemented pupils and those subject to an EHCP.
- Allocation of key person time, where appropriate
- IAG professional attends Annual Reviews as required to offer advice on careers and further education
- Individual visits made to Post 16 Providers, or visits made by professionals from their providers to school

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Students are set according to ability or need in some subject areas.
- Teaching Assistants are deployed according to need of individuals/groups and may provide support to individuals or small groups in or outside of the classroom
- Teachers are required to differentiate their teaching in order to take into account the learning needs of individual students and groups
- Teachers are asked to mark dyslexic students' work for content rather than spelling
- Adapted arrival to/departure from lessons to support pupils with ASD or physical difficulties
- We provide additional learning support through the Pupil Support Centre to support pupils with SEND in their completion of coursework, exam preparation, and to provide general learning support through differentiated timetable provision, as appropriate
- Students are assessed for exam access arrangements (readers/scribes/extra time) and may have an opportunity to complete their exams in a separate room
- At KS4 students with exam access arrangements are offered support during mock exams and controlled conditions assessments
- Extra literacy and numeracy intervention is targeted at students who are not making expected progress
- Maths and Reading programmes (e.g., Lexia Reading Programme, 123 Maths), target individuals whose needs have been identified through screening.
- Pupil Support Centre provides additional emotional, social and behavioural support as well as support for learning
- Vocational courses taught as an alternative to some GCSE qualifications are available to identified students at KS4
- Additional curricular opportunities, such as horse-riding for identified students

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify need:</u></p> <ul style="list-style-type: none"> • Information from previous school setting. • Concerns expressed by parents. • Concerns expressed by staff. • Advice of specialist outside agencies such as Speech and Language Therapy Team (SaLT) <p><u>How we access and review progress:</u></p> <ul style="list-style-type: none"> • Through whole school monitoring and assessment process. • Through the ILP and Annual Review process. • SEND departmental scrutiny of progress at data collection points. 	<ul style="list-style-type: none"> • Modify our questioning and breakdown extended verbal instructions into smaller chunks. • Use of visual aids. • Encourage verbal use of subject-specific vocabulary. • Keywords recorded in exercise books. 	<ul style="list-style-type: none"> • 1:1 SLCD programme with trained TA. • Strategies and advice contained in ILPs. • TAs trained in use of social stories. • Pupil Support Centre supervised during unstructured times to encourage social interactions. • Advice from SaLT disseminated to staff • Exam access arrangements. • 1:1 mentoring where appropriate.

2. Autistic Spectrum Disorder

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> • Information from attending year 6 meetings/Annual Reviews. • Liaison with SPECTRA ASD Team. • Concerns expressed by staff or parents. • Via tutor mentoring. <p><u>How we assess progress:</u></p> <ul style="list-style-type: none"> • Involvement of SPECTRA ASD Outreach Team/Autism West Midlands. • Involvement of CAMHS. • Completion of an EHAF. • Via Educational Psychologist advice. <p><u>How we review progress:</u></p> <ul style="list-style-type: none"> • Via the Annual Review of Statements. • Review of ILPs. • Through whole school monitoring and assessment process. • Scrutiny of progress by SEN team at data collection points. 	<ul style="list-style-type: none"> • Student Profiles produced for year 6 transition for individual pupils with identified learning needs • All staff made aware through COP document and SEND register. • Pupils may need to leave lessons early to avoid crowded corridors. • 'Time Out' card when required. • Flexible approach to curriculum expectations and use of Pupil Support Centre to support attendance. • Teachers respond sensitively to the needs of pupils with ASD providing a flexible approach to seating arrangements and awareness of the classroom environment on pupils, as well as differentiated teaching strategies. 	<ul style="list-style-type: none"> • Teaching Assistants trained in ASD awareness. • Nurture group/self-esteem sessions. • Use of social stories to help with understanding. • Use of Pupil Support Centre during unstructured times for opportunities to socialise in a safe and supervised environment. • Allocation of 'Key Person'. • Purchase of SPECTRA Outreach Support package. • Use of disabled changing areas and toilets where necessary. • Autism Learning Support strategies sheets available to staff through SEND COP document.

Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify and assess needs:</u></p> <ul style="list-style-type: none"> • Student information from previous school setting (Annual Reviews/ILPs/meetings). • Observations made during year 6 induction days. • Work scrutiny/Pupil Voice. • Whole cohort screening for reading and spelling in year 7. Partial cohort screening in year 8 and 9. • Completion of individual assessment by SPLD teachers where necessary. • Concerns shared and assessments requested by staff or parents. • Educational Psychologist's assessments. • Assessments by SPECTRA Learning Outreach Team. <p><u>How we review progress:</u></p> <ul style="list-style-type: none"> • Through whole school monitoring and assessment. • Progress of pupils on Lexia Reading programme is monitored regularly. • Spelling and reading ages for Annual Reviews and ILP Reviews. • Educational Psychologist reports. 	<ul style="list-style-type: none"> • Appropriate grouping by departments. • Teaching staff differentiate work to meet the learning needs of individual pupils. • Teaching Assistants are deployed to support the learning of individuals and groups within and outside of the classroom. • Students provided with extra time to complete tasks/process information. • Use of laptops where appropriate. • Differentiation of homework tasks. 	<ul style="list-style-type: none"> • Teaching Assistants deployed to support individuals and groups. • Pupil Support Centre used to provide additional learning support. • Maths and Literacy intervention programmes (e.g. Lexia, 123 Maths), delivered by trained TA staff. • Specialist teaching staff deliver literacy and numeracy intervention for identified pupils. • Homework Club.

2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> • Student information from Primary school. • Parental/Staff concerns. • Work scrutiny/Pupil Voice. • SPECTRA Inclusion Support service commissioned reports. • SPLD screening in school. <p><u>How we assess and review progress:</u></p> <ul style="list-style-type: none"> • EP reports. • SPECTRA Learning Team. • SPLD screening. • Through whole school monitoring and assessment process. • ILP reviews. • Annual Reviews of Statements of SEN / EHCP. • In-school reading and spelling tests. 	<ul style="list-style-type: none"> • Encourage use of coloured screens for reading. • Use of coloured paper for work sheets where appropriate. • Access to scribe and reader in lessons and exams. • Staff to mark for content rather than spelling. • Use of laptop in lessons. • Alternative methods of recording information encouraged. • Teachers provide hand-outs rather than expecting extensive copying from the board. • Students given extra time to process information and plan written work. • Staff differentiate their teaching in order to meet the needs of individual pupils and use ILP strategies as guidance. 	<ul style="list-style-type: none"> • Specific information and guidance to staff available in SEND COP booklet. • ILPs provide strategies to teaching staff and TAs to help support pupils. • 1:1 or small group SPLD teaching support. • Additional Literacy and Numeracy intervention via departments. • Dyslexia booklet provided to pupils with tips and advice. • Use of laptops to complete extended pieces of writing. • Access to Homework Club. • Participation on Lexia reading and 123 Maths Programmes. • Pupils' guide to using exam access arrangements made available at KS4.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> • Student information from Primary Schools. • Concerns expressed by parents/staff. • Through Early Help process. • Through outside agency involvement especially CAMHS, EWO, Educational Psychologist, Safeguarding Team, Enhance, School counsellor, etc. • Through work scrutiny/Student Voice sessions. • Via Tutor Mentoring programme. • Through scrutiny of behaviour data. • Through involvement of 'Key Person' and other mentoring staff. <p><u>How we assess and review progress:</u></p> <ul style="list-style-type: none"> • School reports. • CAMHS/Health Care professionals. • School Counsellor. • Pastoral team. • Educational Welfare Services. • Early Help Process. • Via Core Group, CIN and Child Protection meetings. • Interim reports from staff. • Scrutiny of academic progress and learning habits via school merits system and whole school monitoring and reporting. 	<ul style="list-style-type: none"> • Care taken when deciding groups and seating arrangements. • Use of 'Time Out' card where appropriate. • School wide teaching approach of 'PIP/RIP' (Praise in public, reprimand in private). • Adapted timetable to allow for Pupil Support Centre support. 	<ul style="list-style-type: none"> • Pupil Support Centre provides self-esteem and enrichment programmes. • Pupil Support Centre used to support reintegration after periods of absence/school refusal. • Exam access arrangements. • Risk assessments for individual pupils. • Flexible timetable allowing for support sessions in the Pupil Support Centre. • Nurture group/Circle Time for identified pupils. • Positive Behaviour Targets. • Access to school counsellor. • 'Key Person' allocated where appropriate. • School nurse available each week for individual consultations. • Homework Club.

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> • Student information from previous school. • Liaison with Sensory Inclusion Service. • Information from GP/hospital. • Information from School Nurse. • Staff/parental concerns. <p><u>How we assess:</u></p> <ul style="list-style-type: none"> • Through Sensory Inclusion Service. • Through GP/hospital 	<ul style="list-style-type: none"> • Care taken to seat pupil appropriately within the classroom. • Consideration of how background noise can create difficulties in hearing. • Teachers wear transmitter when appropriate. • Teachers/TAs check for understanding. • TAs makes notes to allow pupils to listen to the teacher. 	<ul style="list-style-type: none"> • Needs identified in SEND COP document. • ILPs regularly updated to reflect recommendations of Sensory Inclusion Service. • Sessions with Teacher of the Deaf. • Risk assessments completed where necessary. • Exam access arrangements. • Whole staff training undertaken by Sensory Inclusion Services.

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs</u></p> <ul style="list-style-type: none"> • Student information from primary schools • Liaison with the Sensory Inclusion Service • Health professionals: GP; consultants; school nurse, etc. • Information from parents • Staff concerns <p><u>How we assess and review progress</u></p> <ul style="list-style-type: none"> • Via the Sensory Inclusion Service • Health professionals: GP; consultants; school nurse, etc. 	<ul style="list-style-type: none"> • Seating plan to allow for clear view of board/teacher • Written materials prepared in clear N12/14 type. • In practical lessons, pupil has access to own work area and is familiarised with equipment beforehand. 	<ul style="list-style-type: none"> • Students are identified on SEND list and staff provided with an ILP. • Sessions with sensory Inclusion Service • Risk assessments completed • Exam access arrangements • Information to staff is updated on the advice of the Sensory Inclusion Service or health professionals • Physical site adapted where necessary

3. Physical Difficulties:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify need:</u></p> <ul style="list-style-type: none"> • Student information from primary school • Information from parents • Information from health professionals: consultants, G.P., school nurse, etc. • Occupational Health assessments • Staff concerns <p><u>How we assess and review progress:</u></p> <ul style="list-style-type: none"> • From health professionals: consultants, G.P., school nurse, etc. • Occupational health and other health reports 	<ul style="list-style-type: none"> • Staff informed of the impact that the physical difficulties may have on learning • Use of the Pupil Support Centre at break and lunchtimes and to provide respite from agreed curriculum areas • Dedicated PE teaching assistant • PE department modifying curriculum appropriately and providing adjustments to allow for participation 	<ul style="list-style-type: none"> • Identified on SEND list • Staff provided with strategies on how to support the student in class • Specialist equipment purchased to allow for full participation in subjects, e.g., height-adjustable tables and chairs. • Workstations adapted to create space and height appropriate equipment provided, e.g. cooker and hob. • Flexibility in leaving lessons early to navigate corridors safely • Personal access to lifts and disabled toilets and changing room

How we involve parents and carers in the assessment and review process

Where a student is receiving SEND support that is different from and additional to that normally made available to all students, we will involve parents in the planning and reviewing of support and interventions. The involvement of parents and students is important, as this can build confidence in the actions being taken in school, as well as strengthening the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Regular contact with parents can provide an opportunity for the parent to share their concerns and, together with teaching staff, agree their aspirations for the student.

- SEND staff are available for consultation during Parents' evenings.
- Parents receive reviews of ILPs and are invited to feedback their views of any changes.
- Parents are informed if there are important changes to interventions available to their children.
- Parental views and permission are gained to enable contact with external agencies for additional support or advice.
- Parents written and verbally views are sought during the annual reviews of Statements/EHCPs.
- Parents of students on the Lexia reading programme are informed of progress made at the end of the programme.

How we involve our students with Special Educational Needs in the assessment and review process

- Assessments and reviews follow a Person Centred Approach.
- Students' views are sought as part of the review process of Statements/EHCPs.
- Students are encouraged to share their views as part of the tutor mentoring programme.
- Students with SEND meet weekly for a Student Voice session with the SENCO.
- Students are invited to join review meetings including Pupil Planning meetings and Annual Reviews.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and students in this process

- Through the Annual review process.
- Parental feedback from ILPs.
- Review of ILPs leading to removal of pupil from SEN list as making expected progress.
- Student progress monitored in core subjects every half term.
- Student progress data sent home at 3 data collection points (termly).
- GCSE results via RAISE Online (min 3 levels of progress).
- Internal SEN gap data analysis for English and maths.
- Annual Governors' SEND report to parents.
- All subject department reviews include an SEND focus.

How we ensure access to our facilities for all of our students

- All schools have a duty under the *Equality Act* to follow the principal of equal treatment of all students. However, the *Equality Act* also puts a duty on schools to change their practices to ensure, as far as possible, that a disabled person can benefit from what we have to offer to the same extent that a person without a disability can. We must adhere to these duties for disabled students irrespective of whether or not they have special educational needs. This means we must take reasonable steps to try and avoid any disabled student being disadvantaged in comparison to non-disabled students. We will make the reasonable adjustments necessary, and will provide auxiliary aids and services to disabled pupils, where it is reasonable for us to do so. Alterations to physical features of the school are part of our planning duties; details are in our *Accessibility Plan*.
- As part of the *Disability Equality Scheme*, the school's *Accessibility Plan* provides details regarding our on-going commitment to making reasonable adjustments for disabled students. These adjustments include modifications to buildings and site, as well as the provision of specialist equipment to support the inclusion and participation of disabled students.

What activities are available to our students with Special Educational Needs, in addition to the curriculum?

- Use of the Pupil Support Centre during break and lunchtimes.
- Breakfast Club available daily for identified students.
- Homework Club available to students Monday and Tuesday evenings.
- Gardening, cooking and other enrichment activities available through the Pupil Support Centre.
- Students with Statements of SEN / EHCP are supported on school trips, where appropriate.
- Weekly nurture/Circle Time group.
- Completion of Certificate of Personal effectiveness course at Key Stage 4.
- Riding for the Disabled sessions every 2 weeks.

What support is available for our students with Special Educational Needs?

- Pupil Support Centre offers emotional, social, behavioural and learning support.
- Full time SPLD teacher offers 1:1 Dyslexia teaching.
- Pupil Support Centre offering supervised support available during lunch and break times.
- Key Person mentoring time available to identified pupils.
- Additional TA support in tutor periods where appropriate.
- 1:1 language programme with SLCD-trained teaching assistant.
- Support in exams and controlled assessments (reader/scribe/extra time).
- Support from a teaching assistant in lessons, where appropriate.
- Placement in a small SEN teaching group for core subjects, where appropriate.
- Use of laptops in lessons, where appropriate.
- Teaching Assistant available in the school canteen if appropriate.
- Parent- school handover for identified high needs pupils

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively

Staff have had the opportunity to receive training on:

- Autism.
- Dyslexia.
- Attachment.
- Attention Deficit Hyperactivity Disorder
- Supporting Teaching and Learning.
- Hearing impairment.
- 'Team Teach' safe handling.
- Differentiation.
- Teaching Assistant and teacher collaborative working.
- Social Stories.
- Supporting pupils with speech, language and communication difficulties.
- Child Protection.
- Supporting visually impaired pupils.
- Supporting Pupils with food preparation.
- CAMHS Emotional Health and Wellbeing.
- Invigilator/scribe/reader exam access support.
- Dyscalculia
- Loss and bereavement
- Solution Focussed Approaches to positive behaviour management
- Zones of Regulation behaviour support programme
- De-Escalation training

How we obtain the services, provision and equipment required by our students with Special Educational Needs

Additional intervention to support the learning of identified students may be provided through teachers and subject departments. However, where a student continues to make little or no progress over a sustained period, despite teacher or subject department-based support and interventions, we may consider involving specialists, including those secured by us or from outside agencies. Parents will always be involved in any decision to involve specialists. Services, equipment and provision may be sought from:

- Educational Psychology Service package purchased.
- SPECTRA Learning/Behaviour/ASD Outreach package purchased.
- Fully qualified full-time teacher of pupils with Specific Learning Difficulties employed by the school.
- Fully qualified counsellor employed 1 morning a week.
- Educational Welfare Service present in school.
- School Nurse available in school.
- Sensory Inclusion Service – visually and hearing-impaired students.
- CAMHS engaged via the Early Help process.
- Enhance (with targeted youth service).
- Initial Contact Team and Child in Need Teams.
- Red Cross Young Carers.
- Autism West Midlands – signposted by school.

How we support the emotional and social development of our students with Special Educational Needs

We are mindful that students with SEND may become the victims of bullying due to their learning needs or disability. The school's Anti Bullying Policy outlines the school's commitment to tackling all bullying issues quickly and effectively. In order that vulnerable students feel safe in school, they have access to the Pupil Support Centre during unstructured times. We further support the emotional and social development of pupils with SEND by offering the following services:

- Pastoral teams based on a house system lead by Curriculum Learning Tutors.
- Tutor Mentoring Programme
- School counsellor
- Support staff trained to deliver Solution Focused Therapeutic approaches to behaviour support
- Engagement of appropriate external agencies
- Pupil Support Centre
- 'Key person' mentoring
- Breakfast Club for identified pupils
- Peer mentoring

If you have any questions, concerns or complaints or compliments about our provision for students with Special Educational Needs

Ludlow School encourages parents to contact the school if they have any queries or concerns.

The initial point of contact for general enquiries is the tutor or the CLT. Straightforward questions and requests can be made via the student planner. However, parents are invited to speak directly with the SENCO regarding specific learning support-related issues. Parents may contact the school by telephone to speak to the SENCO, or make an appointment for a meeting. Alternatively, parents and carers may email the SENCO directly with their queries if a meeting is not necessary:

Bryn Faulkner (SENCO)

Tel: 01584 872691

Email: b.faulkner@ludlowschool.com

The SEN governor is Mrs Barbara Ball

The SENCO and members of the SEN team are available for consultations at all Parent-Teacher Evenings.

Should your queries or concerns not be resolved, please contact Mrs Hearle (Head Teacher and Line Manager of SEND). For making a formal complaint, please see our school guidelines on the school website: www.ludlowschool.com "Formal Complaints Procedure".

Glossary of Terms

Annual review: the review of an EHC plan which the authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Service (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties.

Child In Need (CIN): A designation of need within the child protection process.

Code of Practice (CoP): Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

Core group: A team of professionals who meet to support vulnerable children.

Early Help Assessment: A social care assessment of a child or his or her family, designed to identify needs at an early stage.

Education, Health and Care Plan (EHCP): An EHCP details the education, health and social care support that is to be provided to child or young person who has SEN or a disability.

Education Welfare Officer (EWO): Part of the Education Access Service which provides support to pupils struggling to maintain good school attendance.

Higher Level Teaching Assistant (HLTA): A teaching assistant holding a Level 4 national award.

Individual Advice and Guidance (IAG): Careers advice offered in school by an IAG professional.

Individual Learning Plan: An individualised plan outlining a pupil's special educational needs, setting short-term targets and providing strategies for support.

Individual Health Care Plan: A plan drawn up by school, in consultation with parents and acting on the advice of healthcare professionals, which ensures that schools effectively support pupils with medical conditions.

Learning Support Plan (LSP): An information sheet outlining a pupil's difficulties with learning and offering teachers and teaching assistants strategies to support them in school.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education, Health and Care Plan (EHCP).

Mentor: A teacher or teaching assistant offering 1:1 support and a 'listening ear' to individual pupils.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child.

Pupils' Attitude to School and Self (PASS): An on-line pupil questionnaire which allows pupils' attitudes to school and learning to be analysed and presented in order to plan appropriate support and interventions.

Pupil Support Centre: An in-school resource offering support for pupils with behavioural, social, emotional and/or learning difficulties.

Pupil Voice: Opportunities for pupils to share their thoughts and feelings about school to school staff.

Special Educational Needs and Disability (SEND): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Special Educational Needs Coordinator (SENCO): A qualified teacher in a school who has responsibility for coordinating SEN provision.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils of the same age, which is designed to help children with SEN or disabilities to access the National Curriculum at school.

Speech and Language Therapy Service (SaLT): Speech and language therapy is a health care profession which supports children with speech, language and communication difficulties.

Teaching Assistant (TA): An adult in school who provides learning and personal support to a pupil.