

Brown Clee C.E. Primary School

SEND INFORMATION

REPORT



Most recently reviewed: **Autumn '25**

Future review date: **Autumn '26**

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Summary

The aim of this report is to explain how we, at Brown Clee, implement our SEND policy and how SEND support works in our school.

SEND Local Offer

Our SEND support is centred around Shropshire Council's SEND Local Offer.

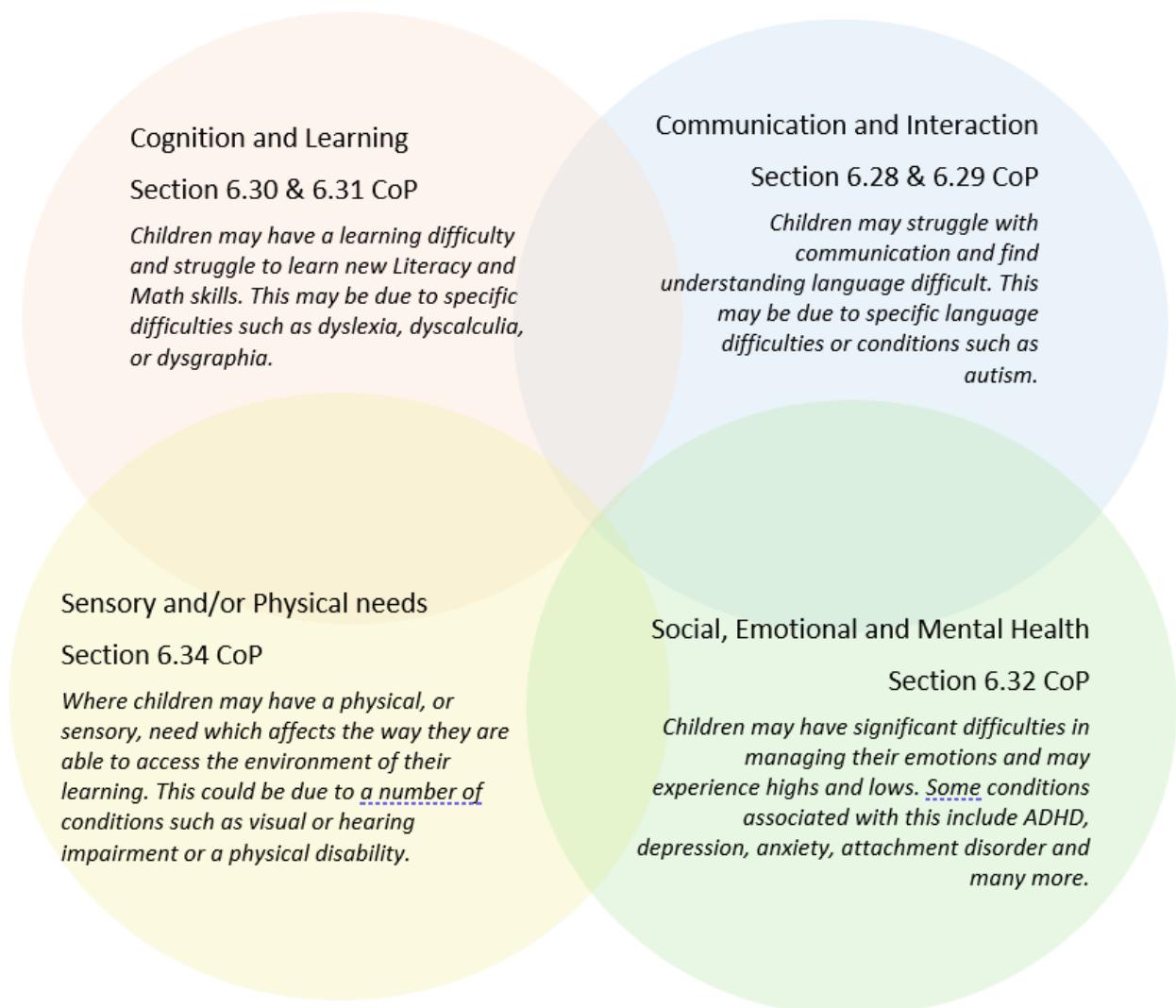
"The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them. It's been designed with a family's needs at the heart of the process."

Further information on Shropshire's SEND Local offer can be found here:

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

SEND Categories

As per the [SEND Code of Practice](#), the types of SEND can be broadly categorised in the following ways:



Often, you will find that children's needs overlap and are rarely confined to one area of need, which is central to our approach with all of our children is to always gain a wholistic view.

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SEND Key Individuals

At Brown Clee, we feel it is important that the responsibility for supporting the needs of pupils with SEND is that of all staff.

SEND Co-ordinator (SENDCo.):	Becki Ratcliffe
SEND Link Governor:	Julie Pinches
SEND Support Assistant:	Kerry Godfrey
Contact email:	SENDCo@browncllee.shropshire.sch.uk

Mrs. Ratcliffe has worked within SEND settings as a qualified teacher for 18 years. She has worked as a SENDCo. at Brown Clee since November 2024 and is currently working towards achieving the National Professional Qualification in Special Educational Needs Co-ordination.

All class teachers work closely with SEND pupils, as with all pupils, to support pupils' education at different stages of development by having a clear understanding of the needs of all pupils. Class teachers are supported closely by our SENDCo. in maximising this effectiveness of support. Our teachers have received in-house and external training, such as Attachment and Trauma training.

We have a highly experienced team of teaching assistants, who have a wealth of experience working with pupils with SEND. Many of our teaching assistants have SEND-specific training such as ASD Awareness, Speech and Language, and Talk Boost.

External Agencies

As part of our support for SEND pupils, we sometimes require the additional support of external agencies or Shropshire Council's support team. This includes...

- Educational Psychologists
- School Nursing Team
- BeeU
- Education Welfare Officers
- GPs or Paediatricians
- Safeguarding services
- Virtual Schools
- Speech and Language Therapists
- SEND advisors
- Spectra

Identifying and assessing pupils with SEND

1. Class teachers will flag any potential concerns about any potential additional needs a pupil will have with the SENDCo. This may be brought to their attention by concerns raised by parents/carers, support staff or observations made themselves.
2. Pupils with concerns are placed on our "monitoring list". All pupils on this list will receive additional interventions or support structures and will be closely monitored for a period of time. This may involve observations by the child's class teacher, teaching assistant, SENDCo and/or headteacher. Needs may be identified during analysis of pupil attainment.

If parents/carers do have concerns regarding potential additional needs or progress of their child, they

should contact their child's class teacher to discuss this further.

3. After a period of monitoring, if the SENDCo. (in conversations with class teachers, support staff and headteacher) will make a decision regarding the next steps. This could be...
 - a. Continue monitoring/support structures in place
 - b. Escalated support and/or additional external observations/referrals and placing the child on the SEND register
 - c. Removal of pupil from monitoring list

Parents/carers will be made aware and involved in discussions around this (usually via the child's class teacher).

Supporting pupils with SEND

Central to our visions at Brown Clee (to support all individuals to be the best they can be), our approach to SEND support is one of empower pupils to overcome barriers – and not just removing them or leaving pupils prevented from learning because of them.

This involves all staff having an effective and open working relationship with pupils. Knowing the pupils is vitally important step in ensure the support can be tailored to be as effective as possible.

Pupils with SEND will not have ceiling placed upon them because of their additional needs and will be supported to accessing the same opportunities as their peers. To achieve this, staff will work flexibly, adapting their approach to the dynamic changes in each individual's ever-evolving needs.

Reasonable adaptations will be made to the curriculum and learning environment where necessary and feasible to do so.

As with all pupils, pupils with SEND will be challenged, and push out of their comfort zones. A close understanding of each individual child is central to ensuring that this is managed effectively for all pupils.

SEND-registered Pupils

Pupils that are place on the SEND register will have a Pupil Support Plan (PSP) – which is designed to help support each child's individual needs. The PSPs are written by class teachers (as the individual with the closest working relationship with the pupil), and updated each term, with the guidance and support of the SENDCo. Each PSP is then checked by the SENDCo. and headteacher before shared with parents/teachers.

PSP will run from the 2nd half term of the Autumn term and reviewed, and targets updated, by each half term. Parents/carers will be invited to a PSP-update meeting with your child's class teacher (and occasionally the SENDCo.) to discuss previous targets and propose new ones.

Pupils with an EHCP (Educational Health Care Plan) will also have an annual review of their needs - as well as termly PSP meetings.

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Transition and moving on

Our Year 6 teacher, SENDCo. and headteacher work closely with secondary schools and detailed discussions take place between Brown Clee and the child's proposed secondary school. This will involve discussions with parents/carers – and we will request additional sessions between the child's proposed secondary schools SENDCo. and/or head of Year 7.

Our reception teacher, SENDCo. and headteacher also work closely with local nurseries – particularly the on-site Little Explorers to ensure all pupils' transition is as smooth and effective as possible. During the summer term, all pupils with a place at Brown Clee for the following term will be invited to a series of transition day/mornings to aid this. In cases where nurseries have existing concerns regarding potential additional needs, we will have additional meetings with staff and observations/meetings with pupils in their own setting.

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