



SEN Information Report

July 2021

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SEN Governor: Emma Talla

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Dedicated SEN time: 2 days per week

Local Offer Contribution: <https://www.telfordsend.org.uk/site/index.php>

Text in black refers to reopening of school in September 2020

Text in red refers to Lockdown 2 (5th November – 1st December 2020)

Text in blue refers to reopening of school (2nd December 2020)

Text in green refers to Lockdown 3 (6th January – 7th March 2021)

Text in purple refers to reopening of school (8th March 2021)

What kinds of SEND do we provide for?

September -November 2020

Our school provides a provision which is additional to and/or different from others for pupils with a range of needs, including:

- Communication and interaction (CI) e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning (CL) e.g. dyslexia, dyspraxia & dyscalculia
- Social, emotional and mental health difficulties (SEMH) e.g. attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs (SPD) e.g. hearing impairments & processing difficulties
- Moderate/severe/profound and multiple learning difficulties

During Lockdown 2 (November 2020), our staff continued to support children identified with a SEND need by noting down any specific observations and patterns in behaviours (learning or otherwise) using the class blog and by keeping in close contact with parents via email/phone calls. Some support staff also connected with specific groups of children and their families.

Return to school in December, a full provision for all needs was resumed as much as possible, given the context of re-integration. The most vulnerable were phased back into school. Some families opted to keep their children at home. In such instances regular contact with home was maintained and work was provided for these pupils.

Lockdown 3 (January – March 2021) – our staff continued to support children identified with a SEND need by using the class blog, email/phone calls and the introduction of Microsoft Teams 'TEAM TALKS' to note specific observations and patterns in behaviours. Staff were able to interact directly with pupils.

On the return to school in March, a full provision for all needs was resumed as much as possible, given the context of re-integration. Our most vulnerable were phased back into the new school routines.

How do we identify children and young people with SEND and assess their needs?

September 2019 – March 2020

We assessed each pupil's skills and levels of attainment on entry, building on information from previous settings and key stages, where appropriate. Class teachers made regular assessments of progress for all pupils and identified those whose progress:

- was significantly slower than that of their peers starting from the same baseline*
- failed to match or better the child's previous rate of progress*
- failed to close the attainment gap between the child and their peers*
- widened the attainment gap*

This included progress in areas other than attainment, (for example, social needs.)

N.B. Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision was required, we started with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We used this to determine the support that was needed and whether we could provide it by adapting our core offer, or whether something different or additional was needed.

During Lockdown 2 in November, identification of need was made more accessible as formal assessments/input from external specialists was carried out virtually. School staff continued to observe any patterns of need or behaviours, as part of the overall online provision provided. Concerns raised were shared with the SENCO/SLT for further follow-up when the children returned to school.

Return to school in December, internal assessments resumed, including records and observations of student . External advice and input from agencies mostly remained an online process.

Lockdown 3 (January – March) formal assessments/input from external specialists was carried out virtually. School staff continued to observe any patterns of need or behaviours, as part of the overall online provision provided. Concerns raised were shared with the SENCO/SLT for further follow-up. The SENCo made follow-up phone calls/held virtual meetings with parents directly if staff expressed concerns about pupils.

Return to school in March, internal assessments resumed to assess gaps in learning. External advice and input from outside agencies started as virtual assessments but then became face-to-face assessments/observations. Records and observations of students were resumed and monitored.

How do we consult with and involve parents and pupils?

September 2020-November 2020 We had early discussions with pupils and their parents when identifying whether they needed special educational provision. These conversations made sure that:

- everyone developed a good understanding of the pupil's areas of strength and difficulty
- we took into account the parents' concerns
- everyone understood the agreed outcomes sought for the child
- everyone was clear on what the next steps were
- notes of these early discussions were added to the pupil's record and given to their parents
- we consulted with parents to decide whether a pupil would then need to receive SEN support

Once they were on the SEN register, all parents of children with SEN were encouraged to have regular contact with the class teacher and contact the SENCo to form an effective working partnership. We encouraged a partnership with parents of children with SEN in order to create a situation where parents did not feel afraid or apprehensive about contacting us.

The views of parents of children with educational health care plans (EHCPs) formed an integral part of the annual review and they were made to feel welcome. Review meetings were held virtually and arranged at a time convenient for them to attend. Their views of the pupil's provision were paramount to the successful implementation of that provision.

In November 2020, regular calls were made to parents/ carers regarding the SEN needs of pupils. The conversations focused on provision delivery and support at home, as well as the overall wellbeing of the child and family. The SENCo encouraged parents of pupils with Education and Health Care Plans to allow their children to attend school if it were possible and all of these pupils accessed provision at school for at least some part of the lockdown.

Return to school (December 2020) Discussions were held with parents prior to their return, asking them to describe their experience of lockdown – highs and lows, plus any details of loss they had experienced in their community network that would affect their child.

Lockdown 3 (January 2020-March 2020) regular calls were made to parents/ carers regarding the SEN needs of pupils. The conversations focused on provision delivery and support at home, as well as the overall wellbeing of the child and family. Calls were carried out by teachers, support staff and SLT. The SENCo encouraged parents of pupils with Education and Health Care Plans to allow their children to attend school if it were possible and all of these pupils accessed provision at school.

Return to school (March 2020) was discussed with parents. Plans were put in place by the SENCo for some SEN pupils who were uncomfortable with returning. Discussions were held with parents prior to their return, asking them to describe their experience of lockdown – highs and lows, plus any details of loss they had experienced in their community network that would affect their child. Extra sessions with our learning mentor were arranged for children who were having social and emotional health issues. Online parents' evenings were held in the summer term.

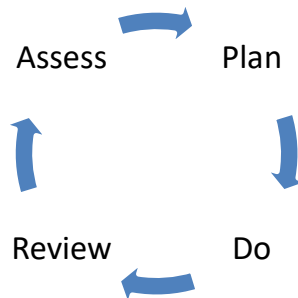
How do we assess and review pupils' progress towards outcomes?

September 2020 – November 2020

At Priorslee Academy we were committed to the early identification of and intervention for children who had or may have had special educational needs. Identification came through considering all of the information gathered from within the Academy about the pupil's progress, alongside national data and expectations of progress and included high quality and accurate formative assessment using effective tools and early assessment materials. Progress was monitored using a range of assessments including:

- *Observations*
- *Baseline assessments*
- *P-scales*
- *Foundation stage profile*
- *Level descriptions in the National Curriculum at the end of each key stage*
- *Standardised tests*

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



Assess: *When starting a new topic or unit of work, assessments were carried out by class teachers to distinguish children’s starting points.*

Plan: *From the outcomes of assessments, teachers planned the children’s work, taking into account the starting points and needs of all children in their class.*

Do: *Class teachers delivered an appropriately differentiated and challenging curriculum to all pupils in their class.*

Review: *Teachers reviewed the progress made by their pupils via formative and summative assessment.*

In Lockdown 2 (November 2020), reviewing pupil progress was undertaken through conversations with parents/carers. For children who were in school, (i.e. children of key workers), this was undertaken by staff.

Return to school in December 2020. Reviews continued as part of the graduated approach and within the government guidelines.

Lockdown 3 (January 2020 March 2021) Pupil progress was undertaken through conversations with parents/carers and through the online learning that took place. For children who were in school, (i.e. children of key workers), this was undertaken by staff.

Return to school in March 2020. Assessments and reviews continued as part of the graduated approach and within the government guidelines. Many of the new outcomes set focused on reintegration and opportunities for students to process lockdown, in a constructive manner. After analysing results, new targets/outcomes were also set to address gaps in learning; many of the outcomes were extended over longer periods of time, to ensure students received the support they needed and achieved the outcomes initially agreed. Gaps in the learning were identified and progress monitored. External agencies were involved, as necessary.

How do we support pupils moving between phases and preparing for adulthood?

September 2020-November 2020

In Year 6, SENCoS from the proposed secondary schools were invited to the Annual Review to discuss the information and files children with EHCPs

However, other transitions had to be arranged differently this year.

For SEN pupils arriving at our school in September 2020, online meetings or phone calls were carried out with children and their parents. This gave parents and prospective pupils/students the opportunity to ask questions.

Transition of pupils within school was also managed differently for this academic year. At the end of Summer 2020, the SENCo arranged all current class teachers & new class teachers to have online meetings together with a Learning Support Advisory Teacher – this enabled information about SEN pupils to be discussed whilst the LSAT gave recommendations for to support these pupils in their new classes. All pupils filled out a one-page-profile so that teachers were aware of pupils' strengths, areas of development, interests and the best ways to support them.

To support the transition of students out of our school, separate online meetings/phone calls were held with the receiving institutions. Information regarding needs and the provision required to meet those needs were passed onto the respective institutions and organisations. Where possible, meetings were set up online to enable students to meet staff from the institution they were moving onto.

Returning to school in March afforded the staff to build on transition processes started during lockdown. Transition remained online and socially distanced to begin with. As visits started again in the summer term, some students were able to meet face-to-face their new teachers. For the most vulnerable pupils, extra transition sessions were organised so that pupils with EHCPs could visit their new schools with either/or their parents or their support assistants. Even if teachers could not visit the children in person, contact was made with new schools to discuss the needs of all of our pupils.

Pupils with SEN were given extra time to get used to upcoming changes by making transition books with photographs of new teachers and their support assistants before actually meeting new staff and spending time in their new classrooms.

What is our approach to teaching pupils with SEND?

September 202 to November 2020

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is always our first step in responding to pupils with additional needs. This is differentiated for individual pupils. When necessary, SEN pupils have access to resources which are over and above, and different to, the rest of their class.

As part of our high-quality teaching, we implemented reasonable adjustments. For some pupils we also delivered short-term interventions (6-12 weeks). These were either in-class or out of class, depending on need and resource. Some children required long-term support and interventions. Due care was taken in determining the right provision for students, so there was support as well as an increasing focus on developing independence.

During Lockdown 2 (November 2020), teaching approaches for pupils with SEND were adapted to be accessible via a class blog on the website Edublogs. This was undertaken through differentiated materials and children had a clear timetable to follow, were they able to. Working from home, many were able to work at a slower pace and benefitted from having one-to-one support from their parents. Students who were in school were taught in year group bubbles, supported in the best manner possible, given social distancing guidelines. This was reviewed regularly. For students who were in school due to parents being key workers, due care was taken to ensure they received the support they needed, within the guidelines at the time.

Return to school (December 2020) The graduated response to teaching resumed. Small group interventions resumed. Resources were made also made available to pupils to support other needs, such as social communication skills, speaking & listening and emotional health.

During Lockdown 3 (January – March 2021), differentiated materials and teaching approaches were made available for all pupils, including those with SEND. These were accessible via a class blog on the website Edublogs. Staff introduced a live element to their online lessons by narrating PowerPoints for pupils to follow. Working from home, many were able to work at a slower pace and benefitted from having one-to-one support from their parents. Students who were in school were supported in the best manner possible, given social distancing guidelines. This was reviewed regularly. For students who were in school due to parents being key workers, due care was taken to ensure they received the support they needed, within the guidelines at the time.

Return to school (March 2020) The graduated response to teaching resumed and small group interventions started again. Resources were made also made available to pupils to support other needs, such as social communication skills, speaking & listening and emotional health. Parents were part of these discussions to ensure that their children were making progress.

How have we adapted the curriculum and the learning environment?

September 2020 – November 2020

We made the following adaptations to ensure all pupils' needs were met:

- Quality first teaching for all pupils.
- Differentiating our curriculum to ensure all pupils were able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables etc.

During Lockdown 2 in November, the learning environment switched from being face-to-face to online on Edublogs. A range of tools were used. Work was broken down into smaller chunks and due care was given to using a variety of methods for presentation. If parents could not access blogs due to a lack of technology, laptops were made available.

Return to school (December 202), the learning environment was determined by government guidelines, applied to our setting.

During Lockdown 3 (January – March 2021) If families could not access blogs due to a lack of technology, laptops were made available. Blogs were made easier to follow with daily class timetables for the children to work through. Staff introduced a live element to their online lessons via narrating PowerPoints for pupils to follow. Some classes offered small group maths Teams sessions to enable staff to differentiate work appropriately and provide appropriate support.

Return to school (March 2020) Quality first teaching resumed, as well as exploring different ways to differentiate the children's work during SEN staff meeting sessions to make it accessible and achievable for all.

What additional support for learning is provided?

September 2020 – November 2020

We have a number of teaching assistants who are trained to deliver interventions. Teaching assistants supported pupils on a 1:1 basis when their needed to be an individual focus e.g. those with an Educational Health and Care plan, or those who need an individual focus for learning. Teaching assistants supported pupils in small groups when several children need access to the same provision or intervention.

Additional support during Lockdown 2 (November 2020) was limited. In some instances, support staff led small groups for any keyworker pupils in school.

Additional support during the return to school phase (December) was ad hoc, due to social distancing and staff absence. The school also faced challenges, when designated bubbles needed to be sent home and staff needed to be re-assigned to other duties. This was a day-by-day decision-making process. Teaching staff continued to deliver support and interventions, where possible. Students were monitored and observed, as capacity would facilitate.

Additional support during Lockdown 3 (January – March 2021) was limited. Some year groups were able to use support staff as an extra support tool during live Teams lessons. In some instances, support staff led small groups for any keyworker pupils in school.

Additional support resumed in the return to school phase (March 2021) but was sometimes ad hoc initially, due to social distancing and staff absence. The school also faced challenges, when designated bubbles needed to be sent home and staff needed to be re-assigned to other duties. This was a day-by-day decision-making process. Teaching staff continued to deliver support and interventions, where possible. Students were monitored and observed, as capacity would facilitate. As restrictions were loosened, additional support across year group bubbles resumed as normal.

What is the expertise of staff and how do we train staff?

September 2020 – November 2020

Priorslee's SENCO has worked at Priorslee since 2002 and is on the senior leadership team. She has completed the NASENCO qualification. Currently, she is allocated 2 days a week to manage SEN provision.

Priorslee has a large team of teaching/support assistants, including 4 higher level teaching assistants (HLTAs), some who are trained to deliver SEN provision.

We carried out a support staff audit to ascertain the training support staff need to support our pupils in school and to develop their expertise. This happens annually in order to ensure that the provision matches pupil need.

An audit was taken of the children on the SEN register to consider the needs for the academic year. This year, we focused on training staff in supporting children's literacy skills.

All support staff were given online training in the autumn term to be able to deliver interventions in precision teaching.

In weekly socially-distanced staff meetings, the SENCO offered a ten-minute SEN input at the beginning of each meeting to remind staff of their obligations under the Code of Practice. All staff were asked to read Chapters 1 and 5 of the Code of Practice and EYFS staff also read Chapter 6.

During Lockdown 2 in November 2020, staff working from home used additional time to upskill themselves in effective learning methods online. Staff kept a record of what training they undertook, and this was shared with their respective line managers, as part of the appraisal process. In addition, the SENCO hosted surgery sessions for staff online to come and discuss any concerns they had about any pupils.

Return to school in December 2020, staff meetings took place via Microsoft TEAMS. Support staff were encouraged to attend. Student needs and progress remained the focus of discussions, in addition to staff well-being.

During Lockdown 3 (January – March 2021), staff meetings continued to take place via TEAMS and support staff continued to be encouraged to attend. The aim was to check on mental health and to keep everyone up-to-date with current practice and the needs of the pupils.

After returning to school in March 2021, SENCo input at the beginning of staff meetings resumed, giving messages about SEN to all staff, not just teachers. Online training for staff was offered to staff in a range of areas using the SEND Station virtual training. After consultation with the SENCo and line managers, staff were booked on to appropriate training to support the needs of our pupils.

How does the school's equipment and facilities support pupils?

September 2020 – November 2020

The governors' Disability Audit considers the children on the SEN register and any additional needs for the academic year. Using advice from the SENCo, changes can be made to the school's Accessibility Plan.

Additional resources are purchased according to the needs of the children in school at that time. The SENCo continually adds to our range of books to represent the needs of children in school, including dyslexia, autism, dyspraxia, ADHD, hearing impairment and stammering. This ensures that our SEND children have positive representations during their time at Priorslee.

During November 2020, the school was mainly hosted via class blogs. More laptops were offered to pupils who didn't have access to appropriate technology. Teachers were able to share examples of work, as were pupils. Activities were adapted, where possible to meet different needs.

Upon returning to school in December, the school followed government guidelines at the time in terms of school facilities. Social distances were marked, start and finish times were staggered, lunch and break times were staggered, children ate in their classrooms and year groups remained in bubbles.

During Lockdown 3 between January – March 2021 staff offered more support on the class blogs by using voice notes and Teams meetings with pupils. Activities were further adapted to meet children's different needs.

In March 2020, after assessments, further resources were bought to support all pupils, including those who are SEN, to close any gaps in learning, including READING EGGS, Joint handwriting and Pathways to Literacy writing scheme. Equipment for individuals including writing slopes, footrests and ear defenders were purchased.

How do we evaluate the effectiveness of our provision for pupils?

September 2020 – November 2020

We evaluated the effectiveness of provision for pupils with SEN by

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions after each half term
- monitoring by the SENCo
- reviewing intervention records to measure progress
- holding annual reviews for pupils with statements of EHCPs.

Provision for pupils during Lockdown 1 in November 2020 was monitored through regular communication with families via phone calls, emails and online meetings. Parents / carers were able to give us feedback on the type of work being set, volume and pace via a questionnaire. Feedback was used to adapt provision and enhance effectiveness.

Upon return to school in December, staff continued to monitor pupil progress.

Lockdown 3 January – March 2021, parents / carers were able again, to give us feedback on the type of work being set, volume and pace via a questionnaire. Feedback was used to adapt provision and enhance effectiveness. Provision continued to be monitored through regular communication with families via class blogs, phone calls, emails and online meetings.

When returning to school in March 2021, the majority of students were keen to be back in school, however as the routine set in, it was clear to see that some had been affected by the lockdown process. Priority on return to school was to consider emotional wellbeing of students and staff, during this time of change. The return included extra sessions in classes about managing and dealing with emotions. Effectiveness was measured through questionnaires and regular emotions sessions. There was also a focus on identifying gaps in learning through assessments in reading, spelling and maths so that teachers could set appropriate targets and organise short-term interventions.

What do we do to ensure that pupils with SEND have equal access to all activities available to all pupils in school?

September 2020 – November 2020

Priorslee Academy is a single-storey site with ramps leading to the two demountable classrooms and a disabled toilet. (More information can be found within the Academy's Disability and Equality Scheme policy on the school website.)

No pupil would ever be excluded from taking part in activities because of their SEN or disability.

Due to Covid restrictions, extra-curricular activities, special workshops and school visits were not available to any pupil.

In Lockdown 2 in November 2020, staff predominantly used Edublogs to ensure all pupils were taking part in home learning. If pupils did not engage, teachers contacted parents on a regular basis.

The return to school in December 2020 meant that whole school approaches were adopted to support the social emotional wellbeing of students and additional support was provided for those who had experienced loss and /or had a special educational need.

In Lockdown 3 (January – March 2021) staff used Edublogs and Microsoft Teams to ensure all pupils were taking part in home learning. If pupils did not engage, teachers contacted parents on a regular basis. Some families had work printed by school and worked through this with their pupils.

When pupils returned to school in March 2021, our extra-curricular activities were available to all pupils, including our breakfast and after-school clubs. All pupils were encouraged to take part in special online workshops. Other clubs, such as Crossbar Coaching and Mini-Medics were offered, including all children who wanted to attend. When pupils were isolating, work continued to be made available to all pupils.

What support is in place for improving emotional and social development of our pupils?

September 2020 – November 2020

We provide support for pupils to improve their emotional and social development in the following ways:

- Priorslee has a zero tolerance approach to bullying.
- Some staff have 'Future in Mind' mental health training
- SLT and all staff offer support to families and pupils who are having social and emotional health issues
- The SENCo has training in completing Early Health Support referrals and plans

During Lockdown 2, our SLT and teachers identified which children were vulnerable and at risk. Throughout lockdown, regular communication with homes was undertaken to support academic engagement and check in on wellbeing. For some children, having one-to one telephone conversations with staff was a welcome break from being at home.

When returning to school in December 2020, social and emotional health remained a significant whole-school focus during the return to school. However, some students who had experienced personal loss or trauma during lockdown were provided with additional, socially distanced support.

In Lockdown 3 (January – March 2021) SLT and teachers continued to monitor children who were vulnerable and at risk. Throughout lockdown, regular communication with homes was undertaken to support academic engagement and check in on wellbeing. Microsoft Teams meetings or one-to one telephone conversations with staff took place to support all pupils.

When pupils returned to school in March 2021, SLT and teachers continued to monitor vulnerable and at-risk pupils.

How do we involve other agencies in meeting pupils needs and how do we support families?

September 2020 – November 2020

In cases when SEN pupils do not make adequate progress despite high quality teaching and after a substantial period of intervention and review, the class teacher, in consultation with the SENCO and parents/carers, may seek help and support from agencies outside of the Academy. If a child continues to make less progress than his/her peers, it may be necessary to seek support from an external agency. We work with the following agencies to provide support for pupils with SEN:

- Learning support advisory service
- Speech and language therapy
- Sensory inclusion service
- BeeU
- Occupational therapy
- Behaviour support
- Educational psychology
- SPECTRA Inclusion Support Team
- Strengthening Families

Parents are involved and kept informed of progress, assessments and review dates. If an SEN pupil fails to make progress after a number of reviews, even with the help and support of those outside agencies, the Academy seek LA guidance (in consultation with parent/carers) as to whether a statutory assessment may be appropriate.

During Lockdown 2, in November, some access was possible online. However, this was limited and was restricted to agencies meeting practitioners and parents virtually. EHCP annual reviews were held online with parents and some external agencies did engage.

During the return to school in December, some agency support and input remained online but other agencies, like the Learning Support Advisory Team attended school in person to make assessments.

In January – March 2021 (Lockdown 3) input by external agencies took place online.

Upon returning to school in March, and following government guidelines, external agencies returned to visiting school in person and working with the children in school.

What arrangements are in place for handling complaints regarding SEND provision?

Complaints about SEN provision in our school should be made, in the first instance, to the class teacher. If the teacher, with the support of the SENCO and/or Head of School, cannot resolve the issue, the parent will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Who can you speak to with regards to SEND at Priorslee Academy?

September 2020 – November 2020

All parents with children on the SEND register are made aware that the class teacher and the SENCo are always available in school to answer any queries they may have. Parents of children of SEN may wish to make appointments to have phone conversations or online meetings with the class teacher to discuss their child's progress. The SENCo is also available for meetings about pupils with SEN; parents can book any appointments by emailing the office or the SENCo directly.

Any parent dissatisfied with any aspect of SEND provision should, in the first instance, discuss any concerns with the class teacher. The SENCo may then be contacted if there are further concerns. In the event of a parent/carer not being satisfied with provision after contacting the class teacher and SENCo, they should make an appointment with the Head of School to discuss their concerns. If these concerns remain, the governor with SEND responsibility will bring the matter to the attention of the governing body. The appeal procedure is detailed in the Academy's prospectus.

In Lockdown 2 (November 2020) the SENCO was the main point of contact for families of children with SEND during Lockdown. However, parents were advised to first speak to the teachers. The SENCO used emails with staff and online meetings to gather information about students and offer further support and guidance.

During the return to school in December, parents continued to contact staff and the SENCo using online methods.

In Lockdown 3 (January – March 2021) parents were still encouraged to contact staff and the SENCo using email, telephone or via Microsoft Teams.

After returning to school in March 2021, parents have continued to be able to communicate with teachers and the SENCo using email, telephone or via Microsoft Teams.

Contact details of support services for parents of pupils with SEND:

Priorslee Academy School Office: 01952 387927 (please use this number to contact the child's class teacher and/or the SEN governor)

Joanne Hart (Business Manager) joanne.hart@taw.org.uk

Mrs. R. Brewer (SENCo) rebecca.brewer@taw.org.uk

Mrs. J. Cooper (Head of School) jodie.cooper@taw.org.uk

Mr. S. Tilley (Executive Principal) steven.tilley@taw.org.uk

Parents may also look for advice from outside agencies. Here is a list of useful contacts:

- Kerry Ruston (LA SEND officer) kerry.ruston@telford.gov.uk
- Strengthening Families reece.Dyer@telford.gov.uk
- Telford IASS (formerly Parent Partnership) <http://www.telfordsendiass.org.uk/>
- Parents Opening Doors (PODs) <https://www.podstelford.org/>
- BEAM <https://www.childrensociety.org.uk/information/young-people/well-being/services/beam-shropshire-telford-wrekin>
- Barnados – supporting children with grief <https://www.barnados.org.uk/how-to-talk-to-your-child-about-grief>

During Lockdown 2 in November, a list of useful services and contacts was provided to our most vulnerable families. Many families requested information on supporting mental health.

During Lockdown, (January – March 2021) the SENCo signposted a number of families to organisations including PODs, BEAM, Stamma and CEREBRA (sleep support) for specialist advice.

When returning to school in March 2021, a questionnaire provided us with information about which families had experienced direct loss of someone in their network. Contact details for bereavement and counselling services were provided for those families. The SENCo made some Early Help Assessment referrals to provide support alongside Strengthening Families.

The Local Authority Offer: <https://www.telfordsend.org.uk/site/index.php>