

Allscott Meads Primary School and Nursery

‘Our School, Our Community’

Special Educational Needs and Disabilities Information Report



Allscott Meads

Approved by: Governors

Date: January 2026

Last reviewed on: September 2025

Next review due by: January 2027

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website [Policies and public documents - Allscott Meads Primary and Nursery](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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What types of SEN does Allscott Meads provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

1. Which staff will support my child?



Our special educational needs coordinator (SENCO) is **Kirsty Parkinson**, head teacher kirsty.parkinson@lct.education. Miss Parkinson is working towards achieving the NPQ in Special Educational Needs Co-ordination. She has over 30 years' experience in the primary sector across all age ranges.



Alison Ashley is the Director of SEND for the Learning Community Trust. Alison has 24 years of experience in special education and works to improve education quality, systems, and outcomes for vulnerable students in the Trust.



Nikki Morrison is the Lead Education Welfare Officer for the Learning Community Trust. She has extensive experience supporting vulnerable young people and their families across Shropshire.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Examples of recent training include

- Supporting pupils with ADHD and neurodiversity
- Contrastive pairs
- Talk Boost
- Speech and Language training for EYFS

Teaching assistants (TAs)

We have a team of 3 TAs, who are trained to deliver SEN provision and trained to deliver interventions such as Talk Boost, Listen with Lucy, contrastive pairs, phonics interventions, maths and English interventions

In the last academic year, TAs have been trained in Little Wandle and Talk Boost.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS), also called BeeU in Telford and Wrekin
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations

2. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can arrange a meeting with them via the school office or arrange it directly with your child's teacher

They will pass the message on to our SENCO, Kirsty Parkinson, who will be in touch to discuss your concerns, where appropriate.

You can also contact the SENCO directly

Kirsty.parkinson@lct.education

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

3. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include difficulties such as struggling to grasp phonics or decoding skills in reading, challenges in forming coherent sentences or organising ideas in writing, difficulties with understanding basic number concepts in maths, or struggling to form positive peer relationships or manage emotions effectively in social situations.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

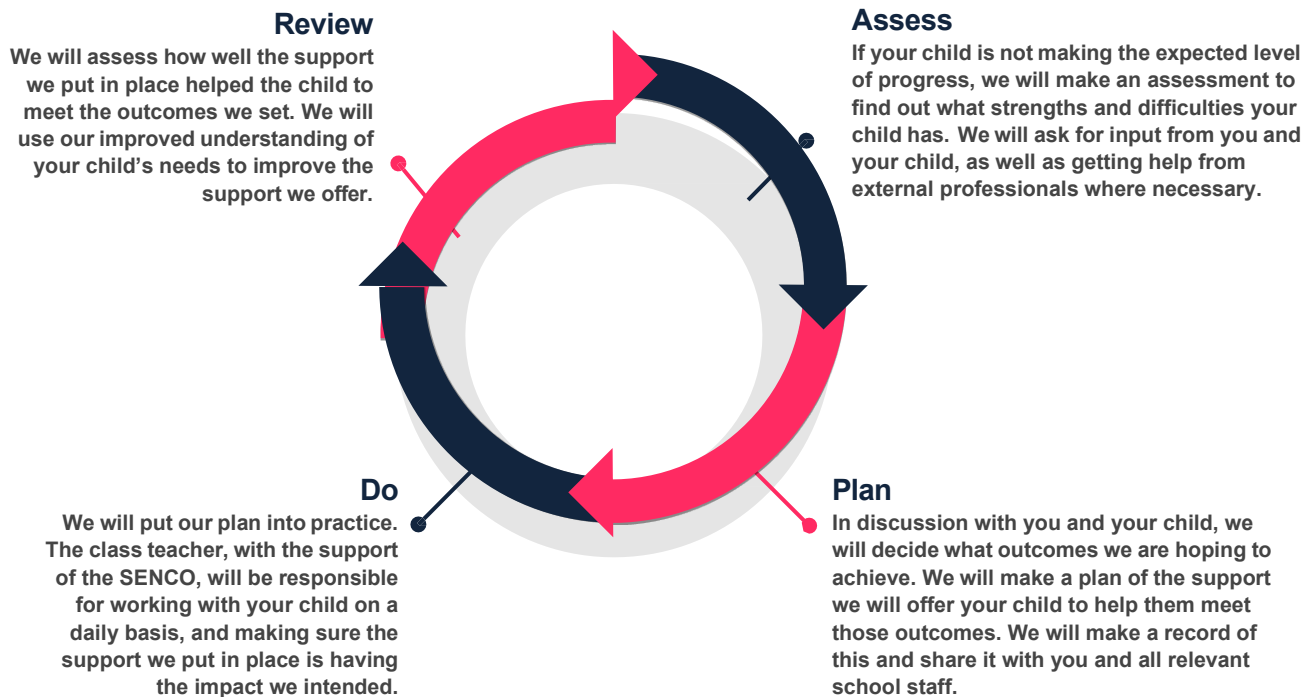
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

4. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

5. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you 3 times a year, to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office.

6. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

7. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or 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, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis or in small groups where appropriate

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
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Communication and interaction	Autism spectrum disorder (ASD)	<ul style="list-style-type: none"> - Visual timetables - Social stories - Sensory breaks - Clear and consistent routines
	Speech and language difficulties	<ul style="list-style-type: none"> - Speech and language therapy - Use of Makaton or alternative communication methods - Modelling correct speech and language
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> - Writing slopes - Use of coloured overlays or reading rulers - Access to assistive technology (e.g., text-to-speech software) - Scaffolding tasks and chunking information
	Moderate learning difficulties	<ul style="list-style-type: none"> - Differentiated curriculum - Use of concrete resources (e.g., counters, number lines) - Frequent repetition and reinforcement - Small group or one-to-one interventions
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> - Quiet workstation - Movement breaks - Clear and concise instructions - Positive reinforcement strategies
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> - Nurture groups - Access to a school-based counsellor - Zones of Regulation framework - Emotional check-ins with a trusted adult
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> - Use of hearing aids or sound field systems - Seating arrangements to optimise hearing - Repetition and clarification of instructions
	Visual impairment	<ul style="list-style-type: none"> - Limiting classroom displays - Enlarged or high-contrast print materials - Use of tactile resources (e.g., raised diagrams)
	Multi-sensory impairment	<ul style="list-style-type: none"> - Individualised sensory support plans - Specialist equipment (e.g., Braille or tactile books) - Regular input from specialist advisory teachers
	Physical impairment	<ul style="list-style-type: none"> - Use of adaptive equipment (e.g., pencil grips, ergonomic chairs, as recommended by medical professionals) - Accessible classroom layouts - Physiotherapy programmes integrated into the school day, recommended by medical professionals

These interventions are part of our contribution Telford and Wrekin's local offer.

8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks, depending on the intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

9. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, school plays, special workshops and visitors.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Children with an Education Health Care Plan which specifically names Allscott Meads Primary and Nursery will be allocated places.

After which applications will be considered and in the case of over-subscribed schools, the following criteria will be applied. Oversubscription criteria 2025/26 for Allscott Meads Primary School and Nursery:

1. Children who are looked after by Telford & Wrekin Council, or any other local authority, and children who were previously looked after.

And then

2. Children who live in the academy's defined attendance (catchment) area. If places are unavailable for all these local children, then places will be given first to:

a) Those children who have exceptional health reasons where there is written medical evidence that admission to the academy is essential for their medical wellbeing;
And then

b) Those children who will have on the day of admission a brother(s), sister(s), step-brother(s), step-sister(s), half-brother(s) or half-sister(s) living as a family at the same address and who attend the academy;

c) Children in receipt of Early Years Premium or Pupil Premium at the point of submitting the application request;

d) Other children living in the school's attendance area.

3. Children of staff at the academy

a) Where the member of staff has been employed at the academy for two or more years at the time at which the application for admission to the academy is made, and/or

b) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

4. Any places which remain available will be allocated to children living outside the academy's attendance area on the priority order 2 a) – c).

If there are insufficient places for children in any one category, places will be allocated on the basis of distance between home and the academy, as measured by straight line distance with those children closest to the academy having priority. Distances are measured using Telford & Wrekin Council's computerised mapping system.

Ensuring Fairness for Pupils with SEN or a Disability

- The school's oversubscription criteria have been designed to ensure that pupils with SEN or a disability are not disadvantaged. Exceptional health needs are explicitly recognised, and the process ensures that all pupils with an EHC Plan naming the school are admitted first.
- The admissions process is transparent, and support is provided to families of children with SEN or disabilities to understand the process and access necessary resources.
- The school works closely with the local authority and families to ensure reasonable adjustments are made during the admissions process and throughout a child's education, fostering an inclusive and supportive environment for all pupils.

12. How does the school support pupils with disabilities?

At Allscott Meads Primary and Nursery, we are dedicated to fostering an inclusive environment where all pupils, including those with disabilities, are supported to achieve their full potential. Our commitment is guided by the principles of equality, respect, and accessibility.

Preventing Discrimination

We take proactive steps to ensure that disabled pupils are not treated less favourably than their peers. These steps include:

- **Raising Awareness:** Regular training for staff to understand the needs of disabled pupils, including how to make reasonable adjustments and promote inclusivity.
- **Equality Policies:** Implementation of robust equality and inclusion policies that underpin all school activities and decision-making.

- **Anti-Discrimination Practices:** Ensuring that all school activities, including lessons, trips, and extracurricular activities, are accessible and inclusive.
- **Fostering Respect:** Promoting a culture of respect and understanding among pupils, staff, and the wider school community through assemblies, lessons, and our behaviour policy.

Facilities for Disabled Pupils

We have taken significant steps to provide facilities that enable disabled pupils to access education effectively, including:

- The school is all on one level and designed with wider corridors to ensure ease of access to all areas of the school.
- Accessible toilets and changing facilities to support pupils with mobility or personal care needs.
- Clearly marked signage to aid navigation.
- Technologies such as laptops and tablets, for pupils who require them.

Accessibility Plan

Our Accessibility Plan, reviewed regularly and available on the school website, outlines our commitment to improving access for disabled pupils. The plan focuses on three key areas:

1. **Participation in the Curriculum:**
 - Differentiated teaching strategies and personalised support to meet the diverse needs of pupils with disabilities.
 - Ensuring curriculum resources and materials are accessible, including the use of large print, as required.
 - Collaborating with external specialists, such as occupational therapists and speech and language therapists, to enhance curriculum access.
2. **The Physical Environment:**
 - Continuous assessment of the school site to identify and address accessibility barriers.
 - Installing sensory-friendly spaces or quiet zones for pupils who require a low-stimulation environment.
 - Regular maintenance of facilities to ensure they remain accessible and safe for all users.
3. **Accessible Information:**
 - Providing information in alternative formats, such as large print, upon request.
 - Using visual aids and symbols to support communication for pupils with additional needs.
 - Offering training for staff to support pupils needs, where these arise.

Finding the Accessibility Plan

The Accessibility Plan can be found on the school's website under the Policies section [Policies and public documents - Allscott Meads Primary and Nursery](#) or obtained from the school office upon request. For further information or specific queries, parents and carers are encouraged to contact the school's SENDCo.

By embedding inclusivity in all aspects of school life, we aim to provide a supportive and empowering environment where every pupil, regardless of their abilities, can thrive academically, socially, and emotionally.

13. How will the school support my child's mental health, and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any extra-curricular club especially those to promote teamwork/building friendships
- We provide extra support for listening to the views of pupils with SEN and can utilise our school-counsellor, where appropriate.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by promoting positive relationships throughout the curriculum and during all lesson, through our school values which are continually reinforced in all that we do, promoting positive behaviour in assemblies and teaching anti-bullying strategies and ways of reporting this, carefully recording any behaviour incidents and monitoring these carefully to ensure we can be preventative and pre-empt any relationship issues and through school council campaigns.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between schools

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

We work with the pupil to help them achieve their ambitions, which can include goals in their journey through education and participation in society.

15. What support is in place for looked-after and previously looked-after children with SEN?

Kirsty Parkinson is the designated teacher for looked after children and ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

We endeavour to do the best for all our children but if there are any complaints regarding SEN provision these should initially be discussed with the class teacher. If this fails to provide a satisfactory answer the issue should then be raised with the Head teacher/SEND-Co. Ultimately, if not resolved, concerns should be addressed to the Governing Body in line with our complaints policy [Policies and public documents - Allscott Meads Primary and Nursery](#). If you require further independent support and advice we recommend you contact the SEND IASS (information, advice and support service) [Telford SENDIASS | SENDIASS Telford](#).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Telford and Wrekin's local offer. If you live in Shrewsbury you will need to look at the local offer for Shropshire. The local authorities publish information about the local offer on their website:

[SEND - Local offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.telfordsendiass.org.uk/>

Local charities that offer information and support to families of children with SEN are:

[A Z Booklet.pdf](#)

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

18. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Glossary of Acronyms

Below you will find a glossary of acronyms that you may hear regarding Special Educational Needs and Disabilities. Click on the links below for more information:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
BSAT	Behaviour Support Advisory Team
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CCG	Clinical Commissioning Group
CDC	Child Development Centre
CIC	Child in Care
CYP	Children and Young People
DCO	Designated Clinical Officer
DCT	Disabled Children's Team
DfE	Department for Education
EHC	Education, Health and Care
EHCNA	Education, Health and Care Needs Assessment

EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistants
EP	Educational Psychologist
EPS	Educational Psychology Service
EYAT	Early Years Advisory Teacher
EYFS	Early Years Foundation Stage
EYIF	Early Years Inclusion Fund
HI	Hearing Impairment
IRC	Initial Record of Concern
ISF	Inclusive School Forum
ISPP	Inclusive School Provision Plan
ITT	Independent Travel Training
LA	Local Authority
LDA	Learning and Disability Assessment
LSAT	Learning Support Advisory Team
MLD	Moderate Learning Difficulty
MPFT	Midlands Partnership NHS Foundation Trust
	Neurodiversity
OT	Occupational therapist
PfA	Preparing for Adulthood
PODS	Parents Opening Doors
RAS	Resource Allocation System
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and /or Disabilities
SENDIST	Special Educational Needs and/or Disabilities Tribunal
SEND IASS	Special Educational Needs and Disabilities - Information, Advice and Support Service
SIS	Sensory Inclusion Service
SLD	Severe Learning Difficulty
STEP	SEND Transition in Education Partnership
TAC	Team Around the Child
VI	Visual Impairment

YJS

Youth Justice System