



**Trefonen CE Primary School**

***'Shine your Light'***

***Kindness - Respect - Friendship***

### **SEND Information Report 2025 - 2026**

**1. Our Inclusive Vision :** *We strive to help each child to shine their own light and flourish within our community. We support every child to grow in kindness, respect and friendship."*

Trefonen C.E. Primary School is a warm, nurturing community where every child is valued, included, and supported to thrive. We believe that all pupils — including those with Special Educational Needs and Disabilities (SEND) — deserve an ambitious, high-quality education that enables them to flourish academically, socially, and emotionally.

Our approach is rooted in:

- Kindness, respect and friendship
- High expectations for all learners
- Strong relationships with families
- A trauma-informed, person-centred ethos

### **2. Statutory Responsibilities**

Trefonen C.E. Primary School maintains a SEND Policy, SEND Information Report, and Accessibility Plan in line with statutory duties under the **Children and Families Act 2014**, **SEND Code of Practice (2015)**, and the **Equality Act 2010**. These documents are reviewed annually and reflective of current practice.

We meet our duties under:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- SEND Regulations (2014)

Our SEND Information Report explains:

- How we identify and support pupils with SEND
- How families are involved
- What provision looks like in our school
- How we work with external agencies
- How we ensure accessibility for all

For more detail, see our **SEND Policy** and **Accessibility Plan**.

### **3. Who to Contact**

- SENCO: Cathy Dunleavy [senco@trefonen.shropshire.sch.uk](mailto:senco@trefonen.shropshire.sch.uk)
- Assistant SENCO: Lucy McKinney [senco@trefonen.shropshire.sch.uk](mailto:senco@trefonen.shropshire.sch.uk)
- Headteacher: Cathy Dunleavy
- SEND Governor: Emily Armstrong

Families can contact the school office [parentcontact@trefonen.sch.uk](mailto:parentcontact@trefonen.sch.uk) or the SENCO directly [senco@trefonen.shropshire.sch.uk](mailto:senco@trefonen.shropshire.sch.uk) for advice, concerns, or support.

#### 4. Statutory Context

Trefonen C.E. Primary School maintains a SEND Policy, SEND Information Report, and Accessibility Plan in line with statutory duties under the **Children and Families Act 2014**, **SEND Code of Practice (2015)**, and the **Equality Act 2010**. These documents are reviewed annually and reflective of current practice.

#### 4. What is SEND?

A child has SEND if they require additional or different support from their peers in order to learn effectively. We follow the four areas of need outlined in the SEND Code of Practice:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & Physical Needs

#### 5. How We Identify SEND

We use a combination of:

- Teacher observations
- Assessment data
- Pupil voice
- Parent/carer discussions
- External agency advice

Early identification is a priority. If concerns arise, we follow a clear, supportive pathway using the **Graduated Response**.

#### 6. The Graduated Response (Assess–Plan–Do–Review)

Our approach is structured, evidence-based, and personalised.

- **Assess:** We gather information from staff, parents, pupils, and specialists.
- **Plan:** We agree outcomes and strategies through a **Person-Centred Plan (PCP)**.
- **Do:** Staff deliver targeted support and interventions.
- **Review:** Progress is reviewed termly with families and pupils.

This cycle ensures support is responsive and effective.

#### 7. Support We Provide

We offer a wide range of provision, including:

- Quality First Teaching
- Small-group and 1:1 interventions
- Precision teaching
- Speech and language programmes
- Emotional regulation support
- Social skills groups
- Adapted resources and technology
- Access arrangements for assessments

Our nurture space, **The Owl's Nest**, provides a calm, therapeutic environment for pupils who need emotional support.

#### 8. Working With Families

We value strong, open communication. Families are involved at every stage through:

- Regular review meetings
- Shared PCPs
- Open-door communication with the SENDCo
- Support with referrals and external advice

We aim to work in genuine partnership with parents and carers.

## **9. Pupil Voice**

Children are active participants in their support. They help shape their plans, review their progress, and share what helps them learn best. This builds confidence, independence, and ownership.

## **10. Support for Looked After Children (LAC) with SEND**

We recognise the additional vulnerabilities faced by Looked After Children. For pupils who are both LAC and have SEND, we ensure:

- Close collaboration with Virtual School professionals
- Enhanced pastoral support
- Trauma-informed approaches
- Regular PEP and PCP alignment
- Priority access to interventions

## **11. External Agencies We Work With**

Where needed, we collaborate with specialists such as:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Woodlands Outreach
- Sensory Inclusion Service
- Early Help and Social Care

These partnerships strengthen our provision and ensure pupils receive the right support at the right time.

## **12. Accessibility**

Our Accessibility Plan outlines how we ensure our school environment, curriculum, and communication systems are accessible to all pupils, including those with physical, sensory, or communication needs.

We provide:

- Ramps and accessible routes
- Adapted learning materials
- Visual supports
- Assistive technology
- Staff training on inclusive practice

## **13. Monitoring Progress**

We track progress using:

- Teacher assessments
- Intervention records
- Pupil voice
- Personalised outcomes
- Small-step progress tools (being expanded for 2025–26)

This ensures progress is visible, meaningful, and individualised.

## 14. Transition Support

We provide enhanced transition for pupils with SEND:

- Additional visits
- Visual guides
- Meetings with new staff
- Liaison with secondary SENDCos
- Tailored transition plans

This helps pupils feel confident and prepared for change.

## 15. Compliments, Concerns or Complaints

We welcome feedback. Families can speak to the SENDCo or Headteacher at any time. Formal complaints follow the school's Complaints Policy.

## 16. Local Offer

Shropshire's Local Offer provides information about SEND services across the county. You can access it here:

**Shropshire Local Offer:** <https://next.shropshire.gov.uk/the-send-local-offer/>

## 17. Glossary of Key Terms

A parent-friendly glossary will be added in early 2026 to support accessibility and understanding.

## 18. Review Cycle

This SEND Information Report is reviewed annually and updated mid-year if practice or statutory guidance changes.

## EXTERNAL BENCHMARKING AND REVIEW SUMMARY

### 1. External Benchmarking / Review Summary

Our documentation was benchmarked against three comparable schools. Key findings include:

- **School 1:** Strong accessibility and clear signposting; however, the Graduated Approach lacked clarity and parent-facing guidance was limited.
- **School 2:** Comprehensive documentation including LAC-specific provision and case studies; accessibility of language and layout could be improved.
- **School 3 (closest comparator):** Clear structure and strong early identification practice; areas for development included transition detail, pupil voice, and glossary provision.

These findings align with national expectations that SEND Information Reports must be **accurate, accessible, and reflective of lived practice**, with clarity for families prioritised.

### 2. Trefonen School – Current Position (December 2025)

Trefonen's SEND documentation is compliant, up-to-date, and reflective of our inclusive, trauma-informed practice. Our Graduated Response is clearly articulated and implemented consistently, with **termly person-centred reviews**, structured interventions, and strong collaboration with external agencies.

Our documentation meets the statutory expectations outlined in the SEND Code of Practice (sections 6.79–6.83), including:

- Clear identification pathways
- Co-production with families
- Pupil involvement in planning

- Transparent review processes
- Accessibility and clarity of information

### 3. Strengths in Practice

- **Inclusive Ethos:** SEND is a whole-school responsibility. Staff receive regular CPD and work collaboratively with external professionals.
- **Early Identification & Graduated Response:** Evidence-based interventions are implemented promptly and reviewed termly.
- **Pupil Voice:** Pupils contribute meaningfully to their plans, supporting autonomy and engagement.
- **Parent Partnership:** Communication is open, timely, and collaborative, with families fully involved in reviews.
- **Therapeutic Provision:** The Owl's Nest nurture room provides a safe, regulated space supporting SEMH needs and wellbeing.

### 5. Stakeholder Feedback

- **Parents:** One parent of a pupil with an EHCP noted that reports emphasised attainment over personalised progress. This highlights the need for **more bespoke, small-step progress illustrations**, consistent with best-practice recommendations for accessible reporting.
- **Staff:** Teaching Assistants report strong guidance from current documentation and value the CPD provided.
- **SEND Governor:** Confirms strong alignment between policy and practice; recommends integrating **visual progress-tracking tools** to support clarity for pupils working outside age-related expectations.

### 6. Areas for Development (Aligned to 2025 Expectations)

- **Glossary of SEND Terms:** To support accessibility for families, reflecting NASEN's recommendation for best practice in SEND Information Reports .
- **Parent-Friendly Format:** Simplify language, improve layout, and incorporate visual aids to enhance accessibility.
- **LAC Provision:** Include explicit reference to provision for Looked After Children with SEND, ensuring clarity and compliance with statutory duties.
- **Visual Tracking Tools:** Develop small-step progress graphs or visual summaries to illustrate progress for pupils working significantly below age-related expectations, aligning with sector expectations for clarity and transparency.

### 7. Conclusion

Trefonen C.E. Primary School continues to deliver high-quality, inclusive SEND provision that meets statutory requirements and reflects our Christian ethos and values. Our SEND Policy, Information Report, and Accessibility Plan are embedded in daily practice and demonstrate our commitment to early identification, co-production, and personalised support.

Enhancements planned for 2025/26 include improved accessibility features, clearer progress-tracking tools, and strengthened LAC-specific information. This will further improve transparency, family engagement, and outcomes for pupils with SEND.

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## APPENDIX A : SEND Policy

### **Trefonen School SEND Policy: Special Educational Needs and Disability Policy – September 2025**

#### ***'Shine your Light' Kindness - Respect - Friendship***

### **1. Introduction**

At Trefonen we have high aspirations for all of our SEND pupils. SEND provision at Trefonen is strong. Parents tell us that they choose our school with this in mind. Pupils with SEND make good progress and benefit from a personalised approach facilitated by our small school.

Our school aims to create an inclusive environment in which all pupils can thrive.

At Trefonen Primary School inclusion means: '...that pupils with Learning Difficulty and or Disability should, wherever possible receive their education in a mainstream school, but that they should join fully with their peers in the curriculum and life of the school' (DfES Excellence for All Children – Pg44)

At Trefonen we use the definition of Special Educational Needs taken from the 2014 Code of Practice (xii)

'A child or young person 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'. (pg15)

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

### **2. Principles**

The principles of Special Educational Needs and Disabilities (SEND) provision at Trefonen revolve around creating an inclusive, supportive, and individualised educational environment for all pupils:

- 1. Inclusion and Equality**  
Every child, regardless of ability or need, has the right to access a high-quality education. Our SEND provision aims to include all pupils in mainstream activities and curriculum activities whenever possible, ensuring they are valued members of our school community.
- 2. Early Identification and Support**  
Early identification of SEND is crucial in order to recognise and address needs early, this improves outcomes for pupils and helps them thrive in our school and beyond.
- 3. Individualised Support and Personalisation**  
Each child's needs are assessed individually, with tailored strategies and resources put in place. This approach supports diverse learning styles and the unique needs of our SEND pupils.
- 4. Whole-School Responsibility**  
SEND is a collective responsibility; all staff members in our school are aware of their role in supporting SEND pupils. This includes teachers, support staff, and leadership who work collaboratively to implement effective strategies.
- 5. Parental and Community Involvement**  
We work closely with the families of our SEND pupils to co-create plans and strong support systems.
- 6. Continuous Professional Development (CPD)**  
At Trefonen we have continuous staff training on SEND strategies e.g. adaptive provision, to ensure that our staff have up to date knowledge and use the best, research based strategies to support our pupils.
- 7. Pupil Voice**  
At Trefonen we listen to our SEND pupils. Ongoing communication with our SEND pupils is essential in ensuring that our pupils feel safe, listened to, supported and engaged.

## Objectives

At Trefonen we will:

- 1. Provide Access to Quality Education for All**  
Ensure that SEND pupils can access the full curriculum and participate in school life as much as possible. This includes adapting lessons, using assistive technologies, and offering tailored learning materials.
- 2. Create a Safe and Supportive Learning Environment**  
Develop an atmosphere where SEND pupils feel safe, understood, and supported. Emotional and social support are just as important as academic support for pupils' well-being and growth.
- 3. Promote Independence and Confidence**  
Equip pupils with the skills and confidence to work independently e.g. teaching specific learning strategies, life skills, or communication methods that help SEND pupils gain autonomy.
- 4. Establish Clear and Realistic Targets**  
Set measurable and realistic goals that help to track progress
- 5. Use Person Centred Plans (PCPs)** to guide learning with achievable targets that align with each pupil's capabilities and learning needs.
- 6. Foster Collaboration with External Specialists.** Building strong relationships with external specialists and use the best specialist to support each pupil
- 7. Monitor and Evaluate Progress Regularly**  
Regularly review the effectiveness of our SEND strategies and adapt as needed, including formal assessments and informal observations to ensure that support is meeting pupils' evolving needs.
- 8. Raise Awareness of SEND among All Students**  
Promote understanding and empathy among all pupils to encourage a supportive peer environment. Engage in whole school activities that promote diversity, inclusivity and foster a culture where SEND pupils feel accepted and valued.

## 3. Improving outcomes for the children and families

At Trefonen our SEND Policy is based on valuing each pupil as a unique member of our school community and responding to their specific needs. We provide a nurturing environment for children to grow and fulfil their potential. As a school we promote equal opportunities and work to meet the physical, emotional and intellectual needs of all our children. This policy should therefore not be read in isolation but be read alongside the school's policies, such as disability, equal opportunities, etc.

We aim to work closely in partnership with parents and carers, recognising the important knowledge that they provide to help us to understand and build on children's needs, including their previous experiences and skills. We involve children and parents in setting targets and identifying strategies to help the child both at home and in school. This collaborative approach will ensure that the whole family contributes and develops a shared understanding of the child's Special Educational Needs.

#### **4. Working in collaboration**

The 2014 code of practice states:

- if children and young people with SEN or disabilities are to achieve their ambitions and the best possible educational and other outcomes, including getting a job and living independently as possible, local education, health and social care services should work together to ensure they get the right support.
- At Trefonen we work closely with all other agencies when supporting a child and their family.

#### **5. The Identification of SEND**

The aim of SEND provision at Trefonen is to provide opportunities for all children to learn and achieve in line with their peers. The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These are used to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

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

This also includes progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

#### **Screening**

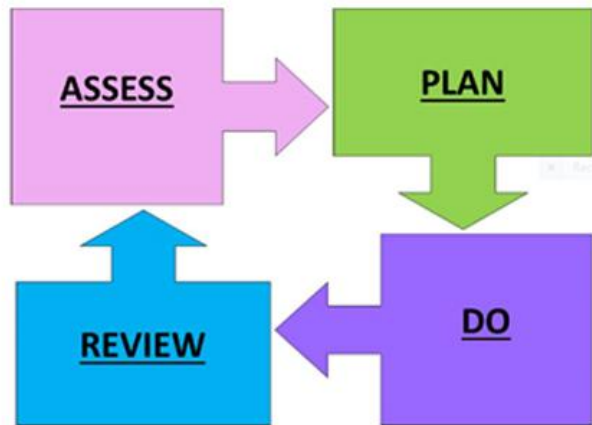
At Trefonen we routinely screen pupils as they move through our school to check that they are making expected progress e.g. speech & language screening in Rec & KS1, dyslexia screening in Year 3. Where a particular pupil is not making sufficient progress in their learning or their behaviour we will assess them using our Special Needs Assessment Profile (SNAP). Parents/ carers will be invited to contribute to the assessment. Pupils will be facilitated to participate in the assessment. We will share the outcome of the SNAP assessment with parents / carers and use the information to put in place a Person Centred Plan.

#### **6. The Graduated Approach to SEND**

Our school adopts the graduated approach to ensure all children make progress. It is a 4-step, ongoing cycle:

- **Assess** – thorough assessment and understanding of the child's specific needs.

- **Plan** – what teaching strategies and targeted provision will we put in place.
- **Do** – putting the strategies and provision in place under responsibility of the class teacher.
- **Review** – reflecting on the strategies and provision, based on the child's progress. What has worked well? What will secure better outcomes for the child?



### **7. First response**

The first response to less than expected progress is high quality teaching, targeted at the specific areas of need that have been identified. The class teacher will use adaptive provision to meet the child's needs and ensure that success and progress is achieved. Other classroom strategies will be quickly put into place, for instance extra teaching or other rigorous interventions designed to secure better progress in the identified area of need. With the correct support at the correct time, marginal gaps may be narrowed and the child may 'catch up' with their peers. Depending on the impact of these strategies on a child's progress, a PCP (Person Centred Plan) may be discussed with the child, parent or carer.

### **8. Person Centred Plan (PCP)**

Where a child needs is significantly different from, or different to his or her peers / the typical provision for a child of their age, the class teacher, in consultation with the SENDCO, will create a personalised plan (PCP) for the provision that the child needs to ensure they make progress.

The Person Centred Plan (PCP) will include:

- Identification of key barriers / specific needs
- Long term outcomes – goals that we want the child to achieve by the end of their key stage, or for their transition to secondary school.
- Short term targets – usually up to 3 achievable, highly focussed, individual targets that match the child's needs (SMART Targets)
- The teaching and learning strategies to be used, including the provision to be put in place that is *additional to, and different from, the normal provision* i.e. targeted small group work, 1-1 teaching times etc...
- Success criteria – how we will know if the child is making progress towards the targets set? This will include smaller steps of progression towards the target.
- Progress review – Evidence to support the child's progress against their targets. *This may include samples of work that shows evidence, observational notes based on teacher assessment and milestones achieved.*
- As a PCP is a working document, targets will be constantly under review to ensure that appropriate targets are set and the child is making progress. PCPs are altered as and when the child achieves the outcomes required. PCPs will be formally reviewed – October, February and June (or earlier if required), in consultation with the child and their parents/carers.

Writing, implementing and reviewing PCPs is the responsibility of the class teacher, supported by the SENDCO and senior teachers.

## **9. Involving Specialist Professionals and Services**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need (normally after 3 cycles of 'plan-do-review'), we will consider involving specialists to help to assess the child's needs.

This may include local authority specialists (Educational Psychologists, Speech and Language Therapy – SALT, Bee-U (formally known as CAMHS) or other local specialists (Edvocation, Spectra)

Referrals into these services will be carried out in consultation with parents/ carers.

Information and recommendations from specialists will be considered alongside school resources and where appropriate implemented in school as part of the graduated approach for the child.

## **10. Education, Health and Care Plan (EHCP)**

Despite the school putting relevant actions into place some children with higher levels of need will not make the expected progress. Trefonen will work with parents and other agencies to consider requesting statutory assessment for an EHC plan from the local authority to secure additional long-term support for the child.

## **11. Trauma Informed Approach**

How we serve vulnerable and traumatized children?

At Trefonen we use a Trauma informed Practice (TIP) / Trauma Informed Approach (TIA) that is inclusive, effective and sustainable strategies based on the whole child and whole school systems and approaches:

- Provision of safe, nurturing and supportive environments in which all children feel safe, respected, valued and meaningfully engaged
- Staff training to increase knowledge of the effects of trauma and strategies to mitigate its impact. School staff must be able to identify the symptoms of trauma and know their own biases and triggers to minimize the risk of traumatization
- The classroom needs to feel safe and comfortable. If a child feels safe and valued they are in a good place to learn. The classroom should be predictable and have routine. Their lives are full of uncertainty, they need to count on their classroom to be a place of consistency.
- Pupils need positive pupil-teacher relationships. The relationship between children and their teachers is critical. Staff should focus on building positive relationships because that is the major factor to mitigate against the impact of trauma and adversity. Every child needs a positive pupil- teacher relationship:
  - Notice the little things e.g. new haircut, cool shoes, because to the child they are 'big' and will make them feel important and valued
  - Validate their feelings and emotions, both positive and negative and be present / be there for them
  - Be vigilant, spot if they are struggling and intervene early
- A calm teacher presence has a calming effect on pupils. It is important that staff stay calm at all times and do not take pupil misbehaviour personally. A trauma-informed teacher is able to stay regulated and be aware of their own brain state (behaviour and emotions). School staff should be constantly monitoring themselves to make sure they are operating in their frontal-lobe/cortex (the thinking part of their brain) and are being objective, not reactive.
- Provision of therapeutic interventions where needed (e.g. Lego Therapy, Time to Talk Programme, Time Out sessions in our 'Owls Nest')

- Explicit and implicit teaching of social and emotional skills to promote resilience and effective communication (including PSHE programme of study, school Values Curriculum, everyday interactions and relationships)
- Establishment and reinforcement of clear expectations for behaviour, based on respect, trust and equality
- Respond to challenging behaviours, not react to them. Such behaviours are a 'call for help' or a way to cope with stress. Look for the deeper need that is not being met. Recognise that pupils are not purposely being defiant – these behaviours have served the pupil as a way of coping. See challenging behaviours as unmet needs and self-regulation issues, not as defiance. Understand pupils at their level. Ask not 'what is wrong with them?', but 'what has happened to them and how can I help?'

We can't change their past, but we can change their future – we can make a difference.

## 12. The Owl's Nest

The Owl's Nest is Trefonen School's nurture area / safe haven. This is a short term break out space for children who are struggling with their social and emotional regulation and are not coping in their classroom.

There are times that children need a safe space in school, but out of class. There are times that children may struggle to come into school and are not ready to go into their classroom. There are times that children may feel overwhelmed and need to be in a smaller, quieter space.

At certain times during the school day children may take themselves to 'The Owls' Nest' if they find the classroom situation overwhelming. The arrangements for this will be agreed with the child before-hand and will be part of the child's support package.

At certain times of day, children may be sent to 'The Owls' Nest' by their class teacher, if their dysregulation within the classroom is compromising learning and preventing the class from moving on with their learning.

At Trefonen, we recognise that when children are in 'The Owls' Nest' they are in the Safe place that they need to be at that time and they are doing what they need to do to feel safe at that time.

The Owls Nest is only supervised at specified periods during the day. During these times children are supervised and supported to engage in activities that help them to feel safe and help them to regulate their emotions to the point at which they are able to re-join their peers in their classroom.

## 11. Evaluation

The following criteria will be used to evaluate the success of the SEND policy:

- That all staff know about the policy and use it to support teaching and learning
- That children with SEN and/or Disabilities are identified as early as possible
- That parents are treated as partners and kept fully involved throughout the child's time at our school
- That the child's voice is heard
- That the provision the child receives matches their needs
- That SEND provision is part of our school's continuing improvement plan

## 12. Procedures for concern

At Trefonen, we do our best for all our children but if there are any worries we encourage those concerned to approach the following people and a response will be made as soon as possible.

- Your child's class teacher
- The school SENDCO / Head Teacher: Miss Dunleavy [senco@trefonen.shropshire.sch.uk](mailto:senco@trefonen.shropshire.sch.uk)

Parents/carers can contact SENDIASS for further support:

<https://next.shropshire.gov.uk/the-send-local-offer/family-support/send-information-advice-and-support-service-sendiass/>

### **Arrangements at Trefonen School for making a complaint**

Whilst we always work with parents / carers to provide the most effective support for their children, there may be times that parents / carers are unhappy with the service that we provide and may wish to make a complaint.

Trefonen School's procedure for making a complaint is set down in Our Complaints Procedure and Policy available on our school website (<https://trefonen-ce-primary-school.secure-primariesite.net/policies/>)

As a matter of daily routine, Trefonen School receives numerous contacts from parents and other interested parties. Mostly, difficulties are resolved through an informal meeting. Therefore the initial approach should normally be made to the school office, or to the individual member of staff who is likely to be able to provide the necessary information, such as the Class teacher or SENCO.

In some cases it may be necessary to request a meeting with a senior member of staff. Any such request should be made via the school office ([parentcontact@trefonen.shropshire.sch.uk](mailto:parentcontact@trefonen.shropshire.sch.uk)). The request will need to include sufficient details to allow the school to decide, who should be asked to attend the meeting and to make any necessary preparations.

Where a matter is more serious, or where an informal approach has failed to resolve the issue, it may be raised formally as a complaint. This should be done in writing, using our school's Complaints Policy: <https://www.trefonenschool.co.uk/policies/>

*This policy is written in line with our school's Equality policy, which is also available on our school website.*