Special Educational Needs & Disabilities (SEND) Information Report

Reviewed: September 2026
Next review due: September 2027

Approved by: Severndale Academy Local Governing Body
Date approved: 21.09.2026

Our SENCo Team

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What is a SEN Information report?

By law, all schools have to provide details about how they support children with special needs. This is the SEN Information Report.

All children who attend Severndale School have an EHCP.

Severndale School is a special school educating children with a range of needs which includes the following linked to cognition and learning:

- Profound and Multiple Learning Difficulties (PMLD)
- Complex Learning Difficulties (CLD)
- Severe Learning Difficulties (SLD)
- Moderate Learning Difficulties (MLD)

What did we do well during academic year 2025-2026?

EHCP

- Continued to develop the EHCP process including Preparing for Adulthood.
- Bi-annual reviews for Nursery ages pupils.
- Over 425 annual reviews took place and remained within statutory guidance.

PUPIL VOICE

- Significant increase in the number of pupils attending their annual review.
- Use of inclusive communication approaches to support sharing pupil voice.

IEPS

- Individual Education Plans (IEPs) clearly linked to EHCP Long-Term Outcomes.
- IEP targets showcase graduated steps of progress.
- IEP progress tracked and analysed.

WORKING TOGETHER

- Regular meetings with health colleagues (SaLT, OT, Physio, School Nursing).
- Working collaboratively with a range of Local Authorities.
- Working collaboratively with Trust schools to enhance their annual review process.
- Delivered outreach as part of the Change Programme for Shropshire Local Authority.

TRANSITION

- Continued effective transition programme for Foundation Department.
- Early identification of needs & support through home visits.
- Stay & Play sessions for new starters.

TRAINING

- EHCP training-documents & compliance.
- IEP training & quality assurance sample dips.
- Video & paper based reference documents.
- Staff views about the positive impact of the EHCP process.
- Outreach team delivered a range of training in the wider community.

How can my child attend Severndale School?

MONKMOOR CAMPUS

- Day school
- Aged 2 to 19 years
- PMLD/CLD/SLD

MARY WEBB

- Satellite provision based at Mary Webb Secondary
- Year 7 to Year 11
- MLD/SLD

FUTURES

- Satellite provision at Shrewbury College
- Subcontracted to provide provision for 19-25 year olds

Children with an EHCP can join the school at any point from Early Years Foundation Stage to Post 19.

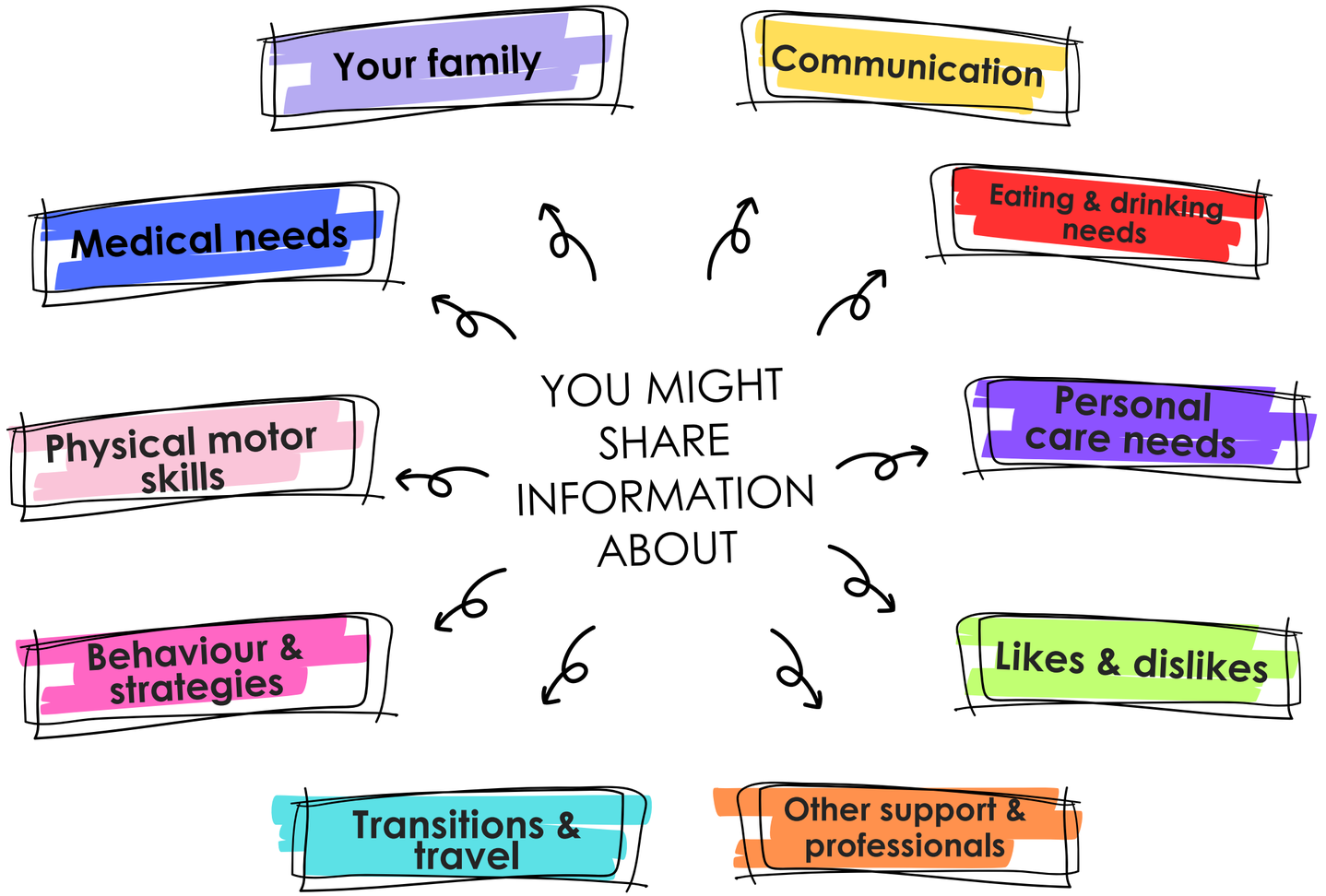
Your child will join Severndale in their chronological year group.

Your child will be taught in groups smaller than mainstream settings and typically grouped within a key stage.

Due to the medical needs and physical difficulties of many of our young people, Severndale does not accept children whose primary area of need is Special, Emotional and Mental Health (SEMH)

How will my child be supported & prepared before attending Severndale School?

We will have a transition meeting so that you can share information about your child and your family. It helps us to start building supportive relationships from the earliest opportunity.



How will my child be transported to school?

There are a number of different ways your child can travel to Severndale. If you choose to apply for Local Authority transport, you will be supported by the Shropshire transport team.

*When your child begins Year 12, transport needs to be applied for and a contribution to travel paid for. Those in receipt of Free School Meals are automatically eligible for the 16-19 bursary which can support contribution to travel. The 16-19 bursary is also means tested for those who are not automatically eligible.

https://next.shropshire.gov.uk/the-send-local-offer/travel-and-transport/

How will the curriculum be matched to my child's needs?

Curriculum Design

Design is broad and balance, providing enjoyment, ambition & challenge for all.

Curriculum Categorisation

Foundation Stage (inc key stage 1), pathway 1, pathway 2 and pathway 3 learning.

Curriculum Tailoring

A range of pedagogical approaches are used to deliver a person centred approach.

Curriculum Subjects

All subjects taught are captured under 6 unique curriculum headings.

- My Communication
- My Cognition
- My World
- My Care and Independence
- My Creativity
- My Physical

Curriculum Alignment (age related)

EYFS Framework, National Curriculum, PfA SEN Outcomes with links to accreditations.

How will the curriculum be matched to my child's needs (continued)?

Pathway

Each pathway has it's own identity in how subjects are delivered and experienced.

Timetables

Bespoke to each pathway, appropriately paced and structures to meet the needs of your child.

Accreditations

Phonics Screening Check, key stage 2 SATS, Entry Level, GCSE and Post 16 Qualifications.

Adaptations

Your child's learning is adapted and suited to them so they have the ability to make progress in all areas.

Consistent Thread

EHCP outcomes are broken down into smaller steps (ISP). Learning is individualised and meaningful for your child.

How will I know my child is making progress?

Annual Review

Sharing progress at your child's EHCP annual review linked to the ISP targets and EHCP Long Term Outcomes.

Annual Report

Individualised report which highlights and celebrates your child's progress and achievements.

Severndale Steps

Curated by Severndale Academy and is linked to wider assessment frameworks/curriculums (Birth to Five Matters Bristol adapted), National Curriculum, Read Write inc. Scheme, Duke of Edinburgh Award and various accreditations.

SOLAR

Recording your child's progress linked to the Severndale Steps.

SOLAR for Severndale

How will I know my child is making progress (continued)?

Communication

Email, phone call, home/school communication book and face to face meetings/ communication.

Wider Communication

Our Senior Leadership Team and SENCo Team are available for your family and professionals to discuss further progress or signpost support if required.

Events

Parent/carer events throughout the year with the class and through workshops. Parent/carer evenings in person or online.

Celebration of learning

Use Evidence Me app. Celebration assemblies. Recognised accreditations leading to certification.

What training do staff have who support my child at Severndale Academy?

Communication

- Makaton
- Intensive Interaction
- Attention Autism
- Curiosity Approach
- Colourful Semantics
- AAC - Powered & paper

Learning

- Foundations of all learning is play
- Knowing your child's motivators
- Knowing your child's baseline of engagement

Assessment

- Trained to assess your child's engagement in learning
- Trained to record progress through observations using Solar
- Assessment against EHCP long term outcomes & IEP targets
- Trained to deliver appropriate qualifications e.g. Duke of Edinburgh, ELC, GCSE.

Manual Handling

- Supporting transitions
- To access equipment

Risk of Aspiration

- Trained by SaLT to support modifications needed for your child to eat and drink safely
- Empathetic and dignified support

Trauma Informed

- De-escalation techniques
- Support to manage emotions
- Support to self soothe/calm

Restrictive Physical Intervention

- Always a last resort
- Support children to remain safe during significant dysregulation

Qualified Trainers

- Makaton
- Manual Handling
- Team Teach
- Safeguarding
- Safer Recruitment
- Rebound

What social activities may my child access in the community?

The SEND local offer | Shropshire Council

Things to do | Shropshire Council

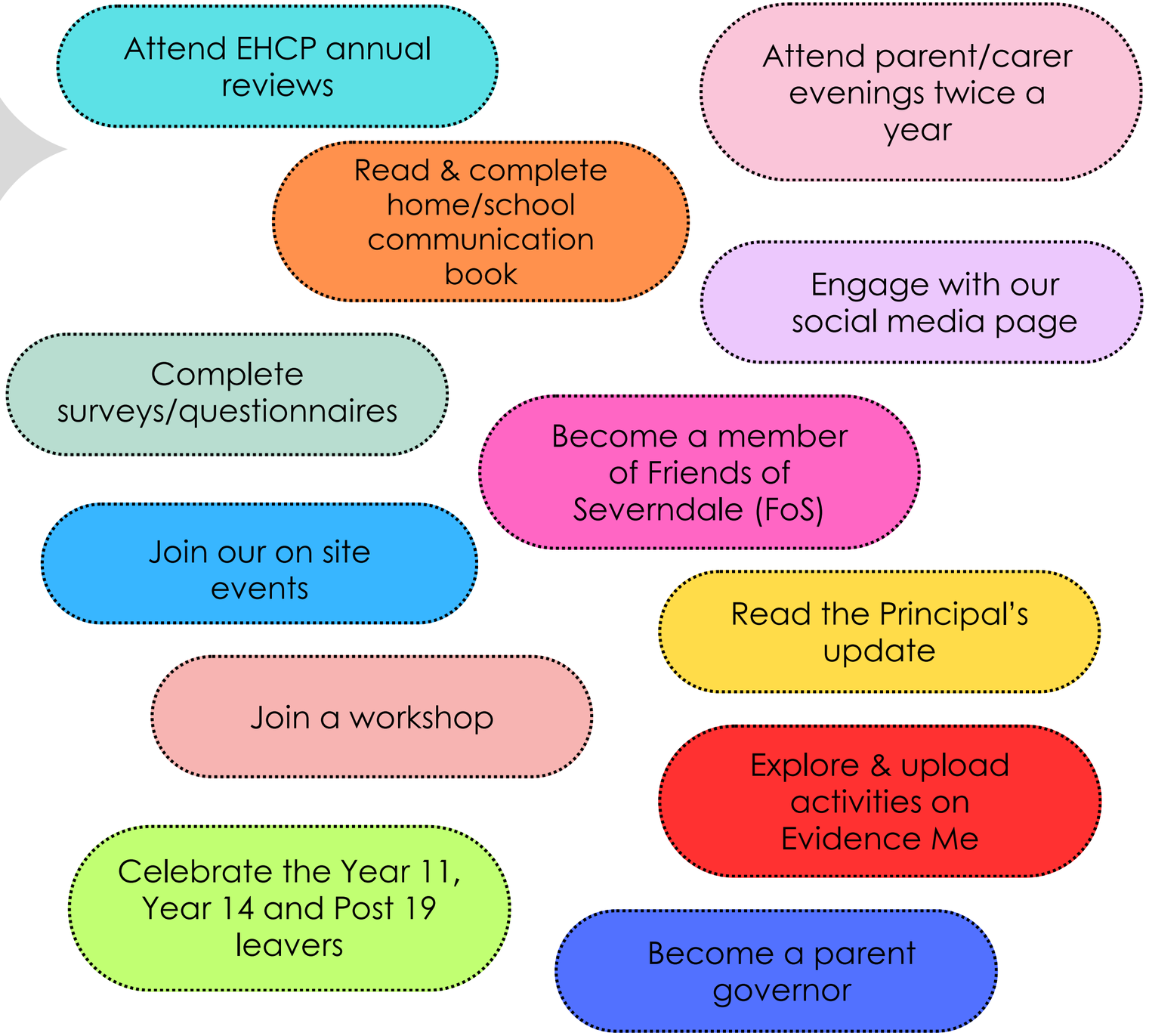
SEND - Local offer

Activities and Events

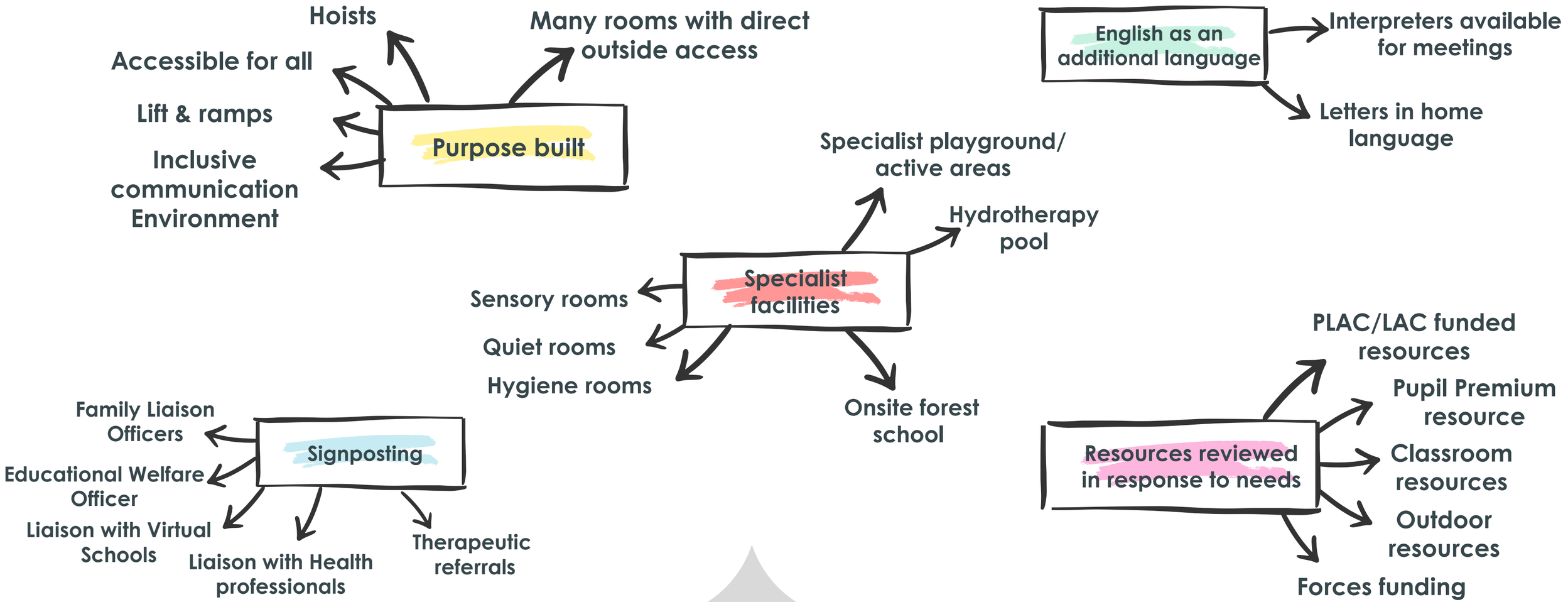
Parent Carer Council Shropshire (PACC)

Together We Can Make a Difference

How can I as a parent/carer be involved at Severndale Academy?



How do we ensure children, staff and visitors have full accessibility to the school?



We each undertake termly visits to check what is happening in practice and get further assurance for our fellow governors.
We review regular reports to check we are meeting or exceeding our standards.
We question & ask for detailed explanation when we see changes or anomalies.
We benchmark reports against other schools, the Trust and national data.
We seek assurance that everything mentioned in this report is actually happening, to ensure our young people's individual needs are met and get the best possible opportunities at Severndale.
What role do Governors play in making sure the school meets the needs of children with SEN?
We all have specialisms, for example safeguarding, curriculum, careers etc.
We understand and act within the legal framework set out for schools.
We adhere to Governance codes and undertake training.

Who do I contact for further information?

Local Authority EHCP/SEND information	**EHCP Team | Shropshire Council** **SEND Team - SEND - Telford & Wrekin**
Health information	**Shropshire Community Health NHS Trust**
Independent SEND advice	**(IPSEA) Independent Provider of Special Education Advice** **Shropshire SENDIASS** **Telford SENDIASS**

Please contact send.severndale@lct.education if you require further signposting or information for a different Local Authority

Who do I contact at school to talk about my child to share information?

1 Class teacher/tutor

2 Operational Lead/Department Co-ordinator

Foundation Stage - Jenny Arnold/Daniel Ryng

Key stage 2 - Amy Schofield/Emily Ford

Key stage 3 - Lorna Matley/Katherine Shaw

Severndale at Mary Webb-Laurence Riley/Sam Travis

Post 14 Monkmoor - Charlotte Higgins

Post 16 Futures- Liz Harrison

3 If its not appropriate to talk to these, the Principal can be contacted.

Complaints policy and procedures

How do I contact the school to forward any issues I have regarding the support my child with SEN is receiving?

Meet the Staff | Severndale Academy

Contact form | Severndale Academy

Severndale Academy
Monkmoor Campus
Woodcote Way
Shrewsbury
SY2 5SH

Main Academy Number: 01743 563333

admin.severndale@lct.education

Glossary of abbreviations/terms

AAC	Augmentative and Alternative Communication – methods of communication used to support or as an alternative to speech.
AR	Annual Review – a yearly meeting to review a pupil's EHCP and progress.
CLD	Complex Learning Difficulties – children with multiple learning needs that may include cognitive, sensory, physical, or emotional challenges.
DDSL	Deputy Designated Safeguarding Lead – supports the DSL and may act in their absence.
DSL	Designated Safeguarding Lead – a senior member of staff responsible for child protection and safeguarding within the school.
EHCP	Education, Health and Care Plan – a legal document outlining a child's special educational needs, the support they require, and desired outcomes.
ELC	Entry Level Certificate – a qualification for students working below GCSE level.

Glossary of abbreviations/terms

FOS	Friends of Severndale – a parent/carer group supporting school activities and engagement.
GCSE	General Certificate of Secondary Education – standard academic qualification in the UK.
Governance Code	A set of principles guiding the conduct and responsibilities of school governors.
ISP (Previously IEP)	Individual Support Plan – a personalised plan that breaks down EHCP outcomes into smaller, measurable targets. This can also be referred to as a PCP – Personal Centred Plan or ILP – Individual Learning Plan.
IPSEA	Independent Provider of Special Education Advice – offers legal advice and support for SEND issues.
LA	Local Authority – a part of the government. They have duties and responsibilities towards children in their area.
LAC	Looked After Children – children who are in care and have additional support needs.

Glossary of abbreviations/terms

LGB	Local Governing Body – a group of individuals responsible for overseeing the strategic direction and accountability of the school.
Manual handling	Techniques used to safely move or support children with physical needs.
MLD	Moderate Learning Difficulties – children who are likely to need moderate support in areas of the curriculum and associated difficulties.
OT	Occupational Therapist – helps children develop skills for daily living and school participation.
PACC	Parent Carer Council Shropshire – a group representing parent/carer views.
Physio	Physiotherapist – supports physical development and mobility of children.
PLAC	Previously Looked After Children – children who were in care and may have additional support needs.

Glossary of abbreviations/terms

PfA	Preparing for Adulthood – part of the EHCP process focussing on outcomes that support independence, employment, and community participation.
PMLD	Profound and Multiple Learning Difficulties – children with severe learning difficulties and other significant disabilities.
PODS Charity	A local charity supporting families of children with SEND.
PP	Pupils Premium – additional funding for disadvantaged pupils to help close attainment gaps.
RPI	Restrictive Physical Intervention - a last resort strategy used to keep children safe during extreme dysregulation.
SaLT	Speech and Language Therapist – supports communication and eating & drinking needs assessments if trained in dysphagia (difficulties with swallowing).
SEMH	Social, Emotional and Mental Health – refers to difficulties in managing emotions and bahviour that impacts learning and social interactions. A category of need not primarily supported at Severndale.

Glossary of abbreviations/terms

SENCO	Special Educational Needs Co-ordinator – the staff member responsible for overseeing SEND provision in the school.
SEND	Special Educational Needs and Disabilities – refers to children who has learning difficulties or disabilities that means they need special health and education support.
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service – provides independent advice to families.
SLD	Severe Learning Difficulties – children who are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
SOLAR	A digital platform used to record and track pupil progress against EHCP and IEP targets aligned to the curriculum.
Trauma-Informed Practice	An approach that recognises and responds to the impact of trauma on learning and behaviour.
Virtual School	A statutory service which fulfils the Local Authority's duties in ensuring that children in care, previously in care and those witha social worker received the best possible educational provision and outcomes.