

SEND School Offer Information Report

This SEND Information Report is provided in addition to the SEND (Special Educational Needs and Disability) Policy
which can be viewed on the school's website

What kind of special needs do you provide at Selside Endowed CE School?

At Selside Endowed CE Primary School, we are committed to meeting the needs of all pupils.

“A child has a learning difficulty or disability if he or she:
Has a significantly greater difficulty in learning than the majority of others the same age, or
Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

(SEND Code of Practice, 2015)

Children’s SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

How do you know if my child needs extra help?

All staff are aware of expected development at different ages and have expertise in identifying when children have additional needs. We know pupils need extra help if:

- Concerns are raised by parents/carers or the child
- Concerns are raised by the class teacher
- There is information from a previous setting or from other services who have worked with the child.
- Limited progress is being made
- There is a change in the child’s behaviour or progress.
- We regularly observe and assess your child and closely monitor their progress and development to identify their next steps in learning. We track pupil progress throughout the school and identify children who are not making expected progress and may require additional support. We aim to identify barriers to learning as early as possible.

How will school staff support my child/young person?

Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEND with support from the school’s Special Educational Needs and Disability Coordinator (SENDCo).

- A child with an identified SEND may require an Individual Learning Plan (ILP) which will be drawn up in consultation with you and your child. Targets will be focussed on the child’s individual needs and will be reviewed regularly.
- Your child’s needs will usually be met within the class, supported by high quality teaching taking into account the needs of each learner.
- The teacher or teaching assistant may provide additional support within some lessons.
- In some cases, your child may be placed in one of our small intervention groups which support specific areas of

need eg. literacy, motor skills. We have staff members who are trained in a range of support programmes.

- If we feel it would be useful to ask for support from an outside services then a referral will be made with your consent. After assessment by the agency some teaching guidance or a programme of support may be provided.
- If your child has complex special educational needs or a disability, they may be eligible for an Education Health Care Plan (EHCP) which co-ordinates their support across Education, Health and Social Care.

The school has a nominated governor for Special Educational Needs who monitors the school's SEND provision and reports directly to the full governing body at their termly meetings.

How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs or disabilities?

We have close relationships with parents/carers and our feeder nurseries. Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. All staff are aware of expected development at different ages and have expertise in identifying additional / special educational needs and disabilities (SEND).

If you have a concern about your child's development, please raise this with the class teacher in the first instance.

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

High quality teaching which is differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. All our class teachers use regular assessment opportunities to judge how your child is doing and will plan lessons which meet the needs of all pupils. We have high expectations of all our learners.

- Tasks, materials, environment and support are adapted so that all children can access the curriculum.
- Additional adults may work individually or in a small group with children to target more specific needs.

Additional intervention and support may also be appropriate in some cases. This will enable your child to access the full curriculum.

How will I know how my child/young person is doing and how will you help me to support my child's learning?

The progress of each child is carefully monitored and tracked on a regular basis. This informs staff and pupils of their next steps and targets. Progress and targets are shared with parents as part of our termly open afternoons, parents' consultations and reporting arrangements. We also have an "open door" policy to enable more informal conversations with you and your child whenever they are needed. We encourage parents to have frequent conversations with those involved in their child's education to discuss progress, any concerns etc. In some cases, your child may require a more detailed individual pupil plan (IPP) which will be drawn up in consultation with you and your child and reviewed regularly. This may only need to be in place for a short time, to support your child with a particular area of learning or need. For some children with profound and lifelong needs, an Education Health and Care Assessment may be requested with advice and support from external agencies. Where appropriate, parents are signposted to relevant agencies within the community that can offer further support to you and your child.

Follow <http://search3.openobjects.com/kb5/cumbria/fsd/home.page> to view the Cumbria Local Authority's 'Local Offer' Information Report which details their provision for children with identified special educational needs and how this supports our work in school.

What specialist services and expertise are available at or accessed by the school?

There is a wealth of experience and expertise within the school staff in supporting pupils with a variety of SEND. Other staff have training in Reading Intervention, Maths Recovery, Smart Moves, and Pediatric First Aid. Referrals can also be made to other agencies including the school nurse, Child and Adolescent Mental Health Service, Barnardo's, Action for Children, educational psychologists, specialist advisory teachers in areas of learning difficulty and speech/language and occupational health therapists.

What training is the staff receiving (or have completed) to support children and young people with SEND?

Staff share expertise through collaborative training opportunities within our local school clusters as well as accessing termly local and national training. Individual staff development needs are identified and met as required and as part of our performance management processes. For examples of areas of staff expertise see section above.

How accessible is the school environment?

As detailed in our school's Accessibility Plan (available on the website or via the school office), much of our school buildings and grounds are fully accessible to most users. Adaptations are made to the school environment wherever possible to meet any special needs. We have a specially adapted toilet facility for disabled children and adults. We have a graduated ramp up to our side entrance door.

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

We have strong links with local nurseries and secondary schools and with other local primary schools. The initial move into Reception for our youngest pupils is supported through a programme of home visits and regular shared activities between Class 1, pupils and families. Pre-school pupils attend our shared Breakfast and After School Clubs. Yearly transitions within school are carefully managed to support children's well-being. A range of transition strategies are put in place to support children at the end of key phases e.g. transition plans, extra visits, holiday activities. Where possible, staff from new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be close liaison and communication between the schools.

How are the school's resources allocated and matched to children's special educational needs?

Selside Endowed CE Primary is an inclusive school and all pupils with SEND are included in all aspects of school life. Adaptations are made to the school environment and the curriculum modified to best meet the needs of all pupils. We aim to allocate resources appropriately to meet the needs of all children with special educational needs. Most children with short-term difficulties have their needs met from resources provided by the school. Some children's needs are met through an Education Health and Care Plan with additional resources provided by the Local Authority. Each child's provision is based on an individual assessment of their needs and desired outcomes. Highly trained, skilled and experienced teachers and support staff are deployed to best meet the needs of each individual child with SEND.

How is the decision made about what type and how much support my child will receive?

Different children will require different levels of support in order to help them make progress and achieve their

potential. Each child is assessed individually according to the SEND Code of Practice and LEA guidance and support programmes are developed dependent on need. Additional assessments from outside services will inform the types of support and/or resources needed.

The decisions about the type of support your child needs will be based on discussions between all interested parties, including you as a parent. The amount and type of support will be reviewed on a regular basis against the progress your child has made.

How does the school judge whether the support has had an impact?

Regular meetings are held to monitor the impact of extra support. Children's targets are recorded and tracked on an Individual Learning Plan. Targets are regularly reviewed to understand the progress your child is making. New targets are set for the next steps of learning. If a child is making progress at age-expected levels they will be taken off the SEND register.

- We regularly assess and monitor the progress of all children in school. We record achievements in key curriculum areas on our detailed school tracking system and identify targets.
- For children with SEND, more specific ILP targets will be identified. If your child has an ILP, this will be reviewed termly. The ILP review will involve discussions between the teacher and the child, parents, SENCO and any specialists working with the child.
- Children with an EHCP will have a formal annual review.

What do I do if I am not happy about the SEND provision for my child?

Speak to the class teacher, SENDCo and Head teacher about your concerns in the first instance, who should quickly be able to resolve any issues that arise. If you are still not happy, you may address ongoing concerns to our Governing Body via the SEND Governor. Please refer to the school's Complaints Procedure available on the school website or from the school office.

Where can I get further information about the services available for my child?

Cumbria Local Offer is a signposting service for information about provision available across education, health and social care for children and young people with SEND.

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

Please also refer to links on the school website.