

Special Educational Needs (SEN) information report

St Bees Village School



Approved by:	Kate Davis	Date: July 2024
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND 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 <https://www.stbeesvillage.cumbria.sch.uk/downloadfile/18242580>

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.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

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

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Claire O'Reilly.

She is a qualified teacher and has been teaching for 22 years, having taught every age in Primary. She also deputises in the absence of the Headteacher and is the Designated Senior Mental Health Lead, having completed the accredited qualification.

Mrs O'Reilly attends regular SEND network meetings, conferences and regular SEND training. She is due to begin the NPQ for Special Educational Needs Coordination (NPQSEND) this year.

She is allocated 1/2 day a week to manage SEN provision.

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. All teachers have had training in setting targets and writing Individual Education Plans, teaching children with ADHD and 'Understanding Autism'. Regular training takes place throughout the year.

Teaching assistants (TAs)

We have a team of 12 TAs, in school, including 2 STAs and 3 higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision.

We have 2 teaching assistants who are trained ELSAs (Emotional Literacy Support Assistant). Their role is to support the emotional wellbeing of pupils. They are trained by a team of Educational Psychologists and receive ongoing group supervision. We also have a teaching assistant trained in delivering Drawing & Talking Therapy.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that 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
- › Specialist Advisory Teachers (SATs) for Early Years and Autism
- › Occupational therapists
- › GPs or paediatricians
- › Child and adolescent mental health services (CAMHS)
- › Social services and other LA-provided support services

3. 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 email your child's class teacher to raise your concerns (all email addresses are available on the school website) and arrange a meeting. Alternatively, you can phone the school office (01946 822392) and ask to speak to your child's teacher after school.

They will pass the message on to our SENCO, Mrs Claire O'Reilly, who will be in touch to discuss your concerns.

You can also contact the SENCO directly:

coreilly@stbeesvillage.cumbria.sch.uk

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.

4. 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. Throughout the Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning such as behavioural, social and emotional matters.

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 catch up with a Teaching Assistant 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.

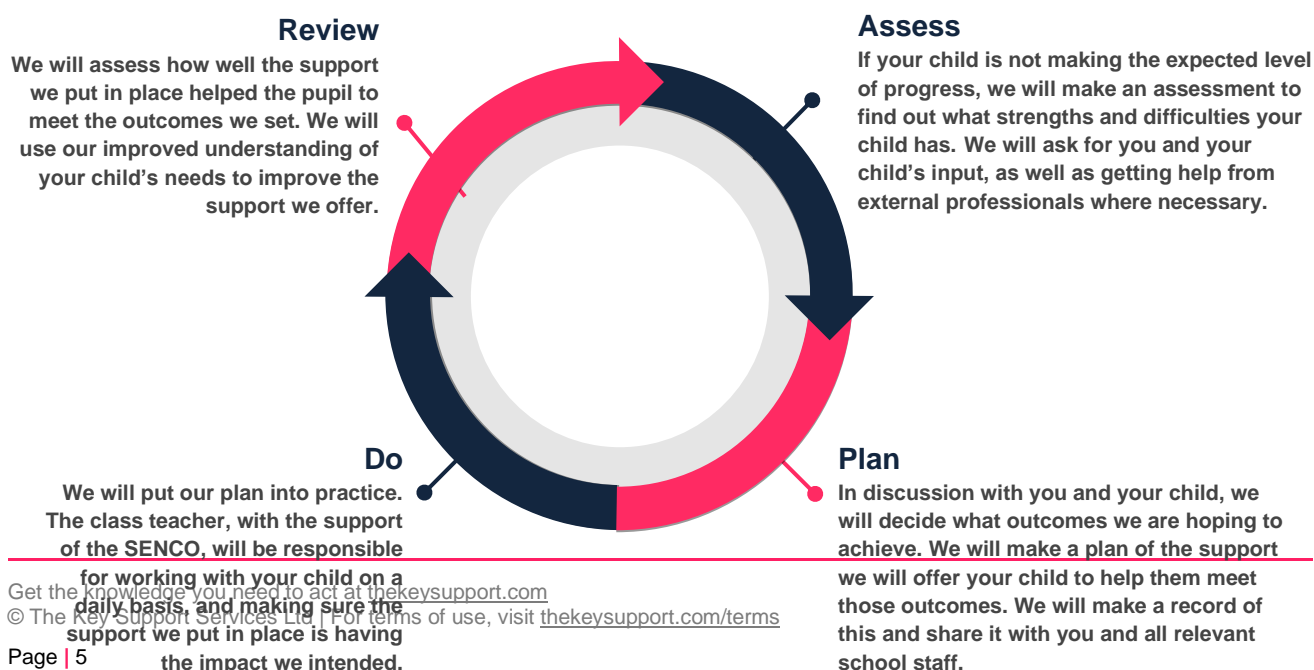
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them. An IEP (Individual Education Plan) is devised and sent to parents who are invited to discuss this initially with the Class Teacher and contribute to the IEP. Teachers are supported by specialists from outside school to meet with parents and school staff for Review meetings at least annually, in addition to parental meetings.

5. 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.

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

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

Your child's class teacher will meet you 3 times a year (each term) 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. You can find email addresses on the school website for all teachers, or you can phone the school office to request a phone call from your child's teacher.

We endeavour to create positive links with our parents by operating an 'open door' policy. Pupils and parents are at the heart of decision – making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved quickly.

7. 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 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes

- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

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

Our school has an accessibility plan which covers increasing the extent to which disabled children can participate in the curriculum. The accessibility plan can be seen on the school website under the 'Policies and Key Documents' tab.

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

'Quality First 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.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- › Plan appropriate work/activities for their pupils
- › Ensure that support is available for all children (inclusive 'quality first' teaching)
- › 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.
- › Differentiate teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Ensure that all children can be included in tasks/activities
- › Monitor individual progress
- › Celebrate achievement
- › Identify those children who require additional or different support in order to make progress
- › Set targets on IEPs and discuss these with parents and pupils
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Support staff will support pupils by:

- › 'Quality First Teaching', supporting the teachers in enabling all children to have access to the teacher
- › Supporting the teachers in enabling children with SEND to have access to an appropriate curriculum
- › Support small groups of children or on a 1-1 basis when needed in the classroom
- › Encourage and promote independence in the children
- › Liaise closely with the class teacher
- › Help to prepare resources and adapt materials
- › Promote the inclusion of all children in all aspects of life at school
- › Lead interventions to close the gap for children experiencing difficulty.

We may also provide interventions. Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. The following interventions may be provided at our school:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual Timetables
	Speech and language difficulties	Speech and language therapy following advice from the specialists
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Enlarged text Reading out by an adult Toe by Toe program Touch Type program 'Nessy Fingers'
	Moderate learning difficulties	1-1 support. Small group support and catch up. Interventions – Speed up, Toe by Toe, Effective Maths
	Severe learning difficulties	1-1 support Interventions – Speed up, Toe by Toe, Effective Maths
Social, emotional and mental health	ADHD, ADD	Sensory room Wobble cushions Sensory snacks/breaks Fiddle toys
	Adverse childhood experiences and/or mental health issues	ELSA Drawing and Talking
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays/distractions Enlarged text
	Multi-sensory impairment	Sensory room
	Physical impairment	Speed Up program

9. 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 each half term
- › Using pupil questionnaires
- › Monitoring by the SENCO – observations and discussions with the child, meetings with the Class Teacher and support staff, 'book looks' where appropriate
- › Holding an annual review (if they have an education, health and care (EHC) plan)

10. 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
- 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. This is triggered when:

- A child continues not to make adequate progress
- Continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- Continues to have difficulty in developing Literacy and Numeracy skills
- Has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learner, despite taking part in an individualised behaviour management programme
- Has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties and that impede the development of social relationships and cause substantial barriers to learning
- A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that a statutory assessment is advisable
- Consult with all parties involved with the child

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.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. An extra member of staff is employed for breakfast and after school club where it is necessary, depending on the child's level of need.

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

All pupils are encouraged to take part in sports day, school plays and performances, special workshops (e.g. drumming, outdoor field work, Forest School etc). 1-1 support is provided at these events where appropriate.

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 that they can be included.

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

Admission to our school is coordinated through our local authority (Cumberland Council) and directly as a school depending on the stage of admission to the school. Our Admissions Policy outlines this in further detail.

Full details of our admission arrangements, including pupils with SEN or a disability are available in the link below:

<https://www.cumberland.gov.uk/schools-and-education/apply-school-place-or-change-schools>

13. How does the school support pupils with disabilities?

School's accessibility plan outlines how we will increase the extent to which disabled pupils can participate in the curriculum, how we will improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide and how we will improve the availability of accessible information to disabled pupils. The accessibility plan can be seen on our school website under the 'Policies and Key Documents' tab.

14. 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
- We have two qualified ELSA's who provide support for those children who need it
- We run Drawing and Talking sessions for those children who need it
- We have a 'zero tolerance' approach to bullying. Our Anti – Bullying policy can be seen in our Behaviour Policy, which is available on the school website under the 'Policies and Key Documents' tab.

15. 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 SEND be prepared for a new school year we:

- › Both the child's current teacher and next teacher have a meeting in the Summer Term to handover key information about the child and to share their IEP targets and arrange provision that needs to be put into place
- › Where appropriate and necessary (EYFS/KS1), children with SEND will have transition visits to their new classroom, accompanied by their 1-1
- › All children will have a transition day in their new class with their new teacher.

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 phases (for primary schools)

Excellent links with our secondary schools ensures a close liaison with them. 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. The SENCO of the secondary school is also invited to the final meeting in the Summer term with any specialists. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Our school also participates in the transition arrangements of our Secondary schools.

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

Mrs Claire O'Reilly is also the designated name for looked – after children and previously looked – after children to make sure 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 SEND. 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.

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

Our complaints procedure is available on the school website under the 'Policies and Key Documents' tab.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school discriminated against your child because of their SEND, 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.

For information and support for disagreement resolution and mediation services for our local authority, follow the link:

<https://sendiass.cumbria.gov.uk/>

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

If you have questions about SEND, 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 Cumbria's local offer.

The local offer can be found at the following link:

<https://localoffer.cumbria.gov.uk/>

Whitehaven Family Hub: cumberlandfamilyhubs.org.uk

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://sendiass.cumbria.gov.uk/>

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

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

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 SEND
- › **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 which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. 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
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **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 which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages