



SEND INFORMATION REPORT

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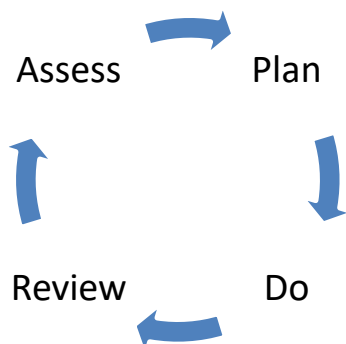
Local Offer Contribution (website link):

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess: Class teachers are involved in half termly assessments of all children in Literacy and Numeracy. A range of assessments are used to assess the educational provision and review the impact of social and emotional developments.

Plan: Class teachers plan the provision on a termly basis this is shared with parents through the use of School Support Plans. Provision for children with Statements or Education Health and Care plans is discussed during the annual review and is reviewed during the year through termly meetings.

Do: Class teachers are responsible for the delivery of any provision for children with SEND in their class. This is planned in conjunction with the SENCO and Headteacher who are responsible for the deployment of teaching assistants and the implementation of interventions.

Review: Class teachers constantly review the provision in their class, through the pupil progress meetings and SENCO tracking interventions and assessments are tracked and adapted to meet the needs of the individual.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEND Needs:

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

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The school has a range of intervention strategies which include 1:1 work, small group work, Reading Intervention, the Bangor programme, Nurture group and speech therapy which are used, as appropriate, to meet the children's need.

(Reference: SEND Policy)

We have internal processes for monitoring quality of provision and assessment of need. These include observation of interventions, assessment of learning in the classroom, termly tracking of educational achievements, improvements in attendance and punctuality.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents meetings	Class teacher, parents	Once per term
EHCP review meetings	All professionals named in their ECHP which the children have contributed to	Once a year
School Support Plan meetings	Class teacher or SENCO, parents and child if appropriate	Once per term
Early Help Meetings	All professionals involved in the care of the individual child	Once per term or as needed

Staff development:

We are committed to developing the ongoing expertise of our staff. Current expertise within our school includes Teaching assistants with training in autism, reading intervention, PECS and Bangor dyslexia programme.

Staff deployment:

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed to support either individually or deliver small group activities to children with autistic spectrum condition in both mainstream and in the SRP provision. They are also used to deliver interventions dependent on the current need within school at the time. Support is altered as and when needed in order to continuously deliver the best possible support for the children in school.

School Partnerships and Transitions:

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners. Each year we work with our feeder partners to ease transition to the next phase in education.

For children transferring to secondary school, transition arrangements begin at the Year 5 review or at the beginning of the Year 6 for those with an ECHP. Individual transition plans are developed by the SENCO, class teacher and receiving school based on the needs of the child.

Complaints:

Our complaints procedure is detailed in the Complaints Procedures policy

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Complaints Procedures
- Teaching and Learning
- Access and Disability

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Approved by the Full Governing Body on 16th October 2023

Signed Chair of Governors

To be reviewed annually.