

# **SEND Information Report**

## **Support for Children**

We at Cartmel C of E Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational, social and emotional outcomes. In line with our mission statement, "We support our children to become independent, motivated, confident individuals who aim to be the best they can be. Through our carefully planned activities we are able to provide our children with a well-rounded school experience which is exciting and fun." Every teacher is a teacher of every child, including those with SEND.

### **1.How does the school know if my child needs extra help?**

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
- Parent/carer open evening with Reception teacher in the summer term prior to your child starting.
- Discussions between staff and parents/carers at open evenings.
- Home visit by class teacher when starting at the beginning of the Reception year.
- Class teacher visit to feeder pre-school to observe your child and speak to their key worker.
- Information from other services who have worked with your child, for example a speech and language therapist.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to give advice and support.

If you think your child may be having difficulties with their learning talk to your child's class-teacher. Your concerns will always be taken seriously, as your views are very important to us.

### **2.How will school staff support my child?**

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child where necessary, with the Special Needs Co-ordinator, setting appropriate targets. This will be reviewed each term to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND Governor who works with

the Special Needs Co-ordinator. Both of these key people can be contacted through the school office.

### **3. How will the curriculum be matched to my child's needs?**

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held three times a year with the Head Teacher, Special Needs Co-ordinator and class teacher to discuss suitable teaching programmes for each child.
- Reviews of learning targets for your child are reviewed frequently with the Special Needs Co-ordinator and class teacher and new programmes or support is organised as necessary, leading to personalised learning.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- Parents evening will be organised 2 times each year where progress and attainment can be discussed.
- Open evenings and open afternoons will provide opportunities for your child's learning to be discussed.
- Homework will be given each week to allow you to share learning with your child.
- Home to school books may be used as a system of regular communication.

### **5. What support will there be for my child's overall well-being?**

The school offers a variety of pastoral support for children, these may include:

- Members of staff are readily available for children who wish to discuss issues or concerns, this may include social skills development and friendship groups;
- Behaviour programmes including rewards and sanctions are utilised across the school;
- Medicines can be administered in school with parental permission.
- There are nominated first aiders in school and several members of staff have paediatric first aid qualifications.

- If your child has significant medical needs you will need to speak to the Headteacher or Special Needs Co-ordinator to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.
- The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the Headteacher.

## **6. What specialist services and expertise are available at or accessed by the school?**

As a small school we may access support from other services, for example those provided by the Local Authority or South Lakes Rural Partnership;

- Educational Psychology Service
- Language and Learning Support Service
- Speech and Language Therapy
- School nurse
- Autistic Spectrum Disorder services
- Early years services
- Education Support, Behaviour and Attendance Service
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Safeguarding and Child Protection Advisors
- Traveller and English as an Additional Language Service
- Attention Deficit Hyperactivity Disorder
- Physical, Medical and Sensory Needs Specialists

## **7. What training have staff had, or are undertaking, to support children with special needs?**

- Different members of staff have received training related to SEND: we aim to ensure that all staff have the skills they require to support pupils.
- Skills audits are carried out and a rolling programme of training is delivered by the Special Needs Co-ordinator or outside services as appropriate to needs.
- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as epilepsy, hydrocephalus, and epi-pen training as required.
- Details of specific training needs will be outlined on the SEN action plan each year. This is attached to the SEND policy.
- The SENDCo (Mrs Rachel Battersby) holds The National Award for SEN Co-ordination qualification.

## **8. How will my child be included in activities outside the classroom, including school trips?**

- We make sure that activities outside the classroom and school visits are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils. Adjustments will be made where necessary to support pupils with additional needs.
- Health and safety audits will be conducted as and when appropriate.

## **9. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements, currently facilities include:

- The school site is largely wheelchair accessible.
- We have one accessible toilet in the school hall building which is large enough to accommodate changing and suitable for wheelchair users.

## **10. How will the school prepare and support my child to join the Cartmel C of E Primary School or transfer to a new school?**

- Transition events take place during the summer term for all children who are joining the Foundation Stage in September.
- Transition to Reception afternoons each Wednesday from the second half of the Autumn term.
- Close liaison between Special Needs Co-ordinator, teachers in Early Years, Key Stage 3, SENDCo at secondary schools and dual placement settings. This may involve multi-agency meetings to support the transition.
- Good transfer of all SEN information.
- Previous schools contacted for information sharing.
- Flexible entry to Early Years Foundation Stage class in Reception.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups)

## **11. How are the school's resources allocated & matched to children's special educational needs?**

- The special educational needs (SEND) budget is managed by the Head Teacher/Special Needs Co-ordinator, SEND Governor and monitored by the Governing Body Finance Committee.

- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

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

- Each child is assessed individually according to the SEND Code of Practice and LEA guidance, and personalised or group learning support programme (s) will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head Teacher and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff during the year (if appropriate).

#### **13. How are parents involved in the school? How can I be involved?**

- All parents are actively encouraged to take part in the school community. This may include in assemblies, workshops, sharing skills and school visits.
- We also have an active friends / PTA social committee which meets regularly to raise funds for school.

#### **14. Who can I contact for further information?**

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.

To find out about Cumbria's Local Offer, please access the following:

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.