

How we identify individual special educational learning needs

- When Children have identified SEND before they start here, we work with the people who already know them and use the information already available.
- If you tell us you think your child has a SEN we will discuss this with you and a collaborative discussion with the SENDCo, class teacher and yourself can take place.
- If our staff think that your child has a SEND need, information gathering will take place and the SENDCo will be included. We may create a Pupil Profile for your child where strategies and their impact will be recorded. You will be informed of this and be included in discussions and the creation of the profile.

How we involve pupil and their parents/carers in identifying SEN and planning to meet them

- When we assess SEN we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- Where appropriate we will write and review a Pupil Profile to closely monitor progress. The child and parent voice is an integral part of this process.

How we adapt the curriculum so that we meet SEN

- All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their level.
- We use additional schemes/materials so that we have something at the right level for children with SEN. For example 'Cumbria Reading Intervention.' For more details on what we offer all children and those with SEN please see our whole school provision map.

How we modify teaching approaches

- All our staff are trained in a variety of approaches which means we are able to adapt to a range of SEN:- specific learning difficulties Autistic Spectrum Condition; speech, language and communication needs and behavioural, social and emotional difficulties.
- We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.
- A collaborative discussion will take place between staff should the need arise for alternative strategies to be implemented.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- We use P scales and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.
- Teachers regularly assess pieces of work to check their judgements are correct (moderating).
- We use nationally agreed guidelines on progress to check that progress is good enough.
- We check how well a child understands and makes progress in each lesson. This is done through plenary sessions at the end of lessons, through the school's marking system and ongoing assessments.
- Pupil progress meetings with teachers enable the SLT to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help. Interventions are monitored to ensure impact.
- For children with SEN teachers discuss progress with parents every term or more often if we believe this will help. The parent and

child voice is an integral part of this process.

What equipment or resources we use to give extra support

- We use workstations; picture timetables; support for communication; countdown timers, coloured overlays and specific coloured exercise books for children who need it.
- Depending on the needs of our children, we will often purchase equipment and resources accordingly.

What extra support we bring in to help us meet SEN:- services; expertise

How we work together collaboratively

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; moderate learning difficulties; autism).
- We get support from local authority services e.g. Child and Adolescent Mental Health Services (CAMHS).
- We get support from speech and language therapy (SaLT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.
- Together we review the child's progress; agree what everyone will do to make teaching more effective, learning easier and our target for the child's achievement; how we will work together; what we will each do; at an agreed date we will review how well the child is doing and if we are making a difference, and what we need to do next. We include the child and the parent in these discussions.

What other activities are available for pupils with SEN in addition to the curriculum

- We have a number of before and after school activities, all children with SEN are included; we provide additional staff support for their equal access.
- We have regular educational visits and the children in Years 1-6 attend residential visits. Children with SEND are always included in these. We provide additional staff support to ensure their full involvement. We choose visits that are accessible to all.

How we support pupils in their transition into our school and when they leave us

- We fully support parents in making decisions about the secondary schools they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- We invite all secondary school transition co-ordinators into school to meet with any children with SEND.
- Visits to secondary school are encouraged and supported where necessary.

How additional funding works

- Schools receive funding for all SEN children and they provide what children need from this (including equipment). The local authority may contribute to very expensive items.
- If a pupil's Statutory Assessment: EHC Plan (Education, Health Care Plan) identifies something that is significantly different to what is usually available, there will be additional funding allocated and parents will have a say in how this is used.

Where pupils can get extra support

- Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- In school, the Special Needs Co-ordinator (SENCo) is our designated pupil advocate. They will follow up your concern and make sure something happens that you agree with.

Where parents/carers can get extra support

Cumbria's SEND IAS Service website (Cumbria Information, Advice and Support Service). Cumbria SEND IAS Service (which was formerly known as the Parent Partnership Service) offers impartial information, advice and support to children and young people with special educational needs and or disabilities and their parents and carers. This support now includes signposting to health and social care

advisory services.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>

What to do if you are not satisfied with a decision or what is happening (for parents)

- If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child.
- If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is: Mr Cass who is the SENCo.
- Cumbria County Council has a complaints procedure for unresolved issues

<http://www.cumbria.gov.uk/childrensservices/strategyandcommissioning/performance/comments.asp>

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SEND Governor: Mrs Julia Harrison

SENCo: Mrs Claire Birkett

Head teacher: Mrs Claire Birkett