



## CROSBY ON EDEN C OF E PRIMARY SCHOOL

“Enjoying achieving; achieving enjoyment”

# SEND INFORMATION REPORT/SCHOOL OFFER

Date Policy adopted by Governors	June 2019
Review date	June 2020
Review schedule	Annual
Review responsibility	Learning & Teaching Sub-Committee
Signed (Head) <i>Ayesha Hesh</i>	Signed (Chair of Governors) <i>Mr J. Ditchburn</i>

### Review Schedule

<i>Revisions made</i>	<i>By Whom</i>	<i>Date</i>
Page 2 Reference and referral to SEN Policy	Headteacher	Dec -15
Page 4 Reference and referral to Accessibility Plan	Headteacher	Dec-15
Revisions throughout the document in line with statutory guidance	Headteacher	Jan-17
Revisions throughout the document in line with statutory guidance	Headteacher	Mar -18
Minor revisions	Headteacher	Jun-19

## **Crosby on Eden C of E Primary (Academy status) Special Educational Needs & Disabilities Info. Report & Local Offer**

*'I have come that they may have life and live it to the full' (John 10:10)*

Crosby on Eden C of E Primary School is fully committed to ensuring that **every** child reaches their full potential. Those children who experience SEND, will require additional support and resources to enable this. The 4 broad areas of SEND need are:

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

At Crosby on Eden C of E Primary School we endeavour to provide support in all four categories. The Headteacher, Miss A Weston, is the SENDCo. The SEND Governor is Mrs E. McKay. Both can be contacted via email [admin@crosby-on-eden.cumbria.sch.uk](mailto:admin@crosby-on-eden.cumbria.sch.uk) or the school office number 01228 212080.

### **HOW DOES CROSBY ON EDEN C OF E PRIMARY SCHOOL IDENTIFY CHILDREN AS HAVING SEND?**

Prior to starting school we work closely with children attending our nursery and feeder nurseries to identify children with additional needs. When children start school, and through the course of their time in school, we identify when some pupils may need additional support through the following:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made in regard to what would generally be projected in terms of age related expectations
- There is a change in the pupil's behaviour or progress
- Liaison with external agencies, e.g. social care.
- Health diagnosis through a GP or paediatrician.

### **WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?**

Parents/carers can raise concerns by talking to us. If appropriate, parents/carers can also contact their GP.

In the first instance, the class teacher is the initial point of contact for responding to parental concerns. Miss Weston, the Head teacher, is the SENDCo at Crosby on Eden C of E Primary School and is also readily available to speak to.

### **HOW WILL I KNOW HOW CROSBY ON EDEN C OF E PRIMARY SCHOOL SUPPORTS MY CHILD? HOW DO THEY ASSESS AND REVIEW THEIR PROGRESS?**

Each identified pupil's education support programme (School Support Plan, SSP for shorter term needs / SEN IEP for long term SEN needs) will be planned by the class teacher, with the support of the SENDCo. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. Additional help may be provided within or separate to the class; in a small group or on a one to one basis. These interventions

will be recorded on the class provision map (this is a record of the interventions, timings, and impact of the intervention).

Pupil Progress Meetings are held regularly. These take place between the Headteacher and class teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential difficulties in order for further support to be planned.

The class teacher meets with parents/carers at least twice a year (this could be as part of Parents' Evening or a separate Review) to discuss your child's needs, support and progress. For further information the SENDCo, Miss Weston, is available to discuss support in more detail.

The Governors agree priorities for spending within the school budget with the overall aim that all children with SEND receive the support they need in order to make progress.

Occasionally a pupil may need more expert support from an outside agency such as the LA Specialist Advisory Teacher Service, Paediatrician etc. An 'Early Help' or single agency response referral will be made, with parental consent, and forwarded to the most appropriate agency. After an assessment or series of assessments, a programme of advice and support is usually provided to the school and parents/carers.

#### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

When a pupil has been identified with a special educational need, their work will be differentiated by the class teacher to enable them to access the curriculum more effectively. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If a child has been identified as having a special need, they will be given a SEN IEP. Targets will be set according to their area/s of need. These will be monitored by the class teacher and reviewed throughout the year. SEN IEPs will be discussed, and wherever possible devised in conjunction with parents and a copy given to them.

Children who hold an EHCP will be subject to an annual review, whereby a meeting will take place with staff, parents and other external agencies who are involved with supporting the child. Meetings will also take place during the year between the child's class teacher and parents to discuss their progress and address any concerns.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors.

We approach the teaching of children with SEND by ensuring, as far as possible, that a range of different strategies are used so that children with SEND are fully included and able to succeed e.g. use of laptops, computers, colour overlays for children with reading difficulties etc. We also use materials to develop self-esteem and a more positive outlook for children with social and emotional issues – these materials may include personal books, sticker charts and social stories or provision of a nurture group, on occasions delivered by an external agency such as Barnardos or fun internally by trained staff.

## **HOW WILL I KNOW HOW MY CHILD IS DOING?**

You will be able to discuss your child's progress at Parents' Evenings, which are held twice in the school year in the Autumn and Spring Terms. A written report is provided in the Summer Term. Your child's class teacher will be available at the end of each day if you wish to raise an issue or concern. Appointments can be made to speak in more detail to the class teacher or SENDCo by contacting the school office.

## **HOW WILL YOU MANAGE MY CHILD'S LEARNING AND HELP ME TO SUPPORT MY CHILD'S LEARNING?**

We offer an 'open door' policy where parents/carers are welcome at any time to make an appointment to meet with either the class teacher or Headteacher and discuss how your child is progressing. We offer advice in practical ways in which you can help your child at home.

We believe that the education of children with SEND should be a partnership between parents/carers and teachers, therefore we keep communication channels open and communicate regularly, especially if a child has complex needs.

If necessary we operate a home/school link book which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed.

The class teacher may suggest ways of how you can support your child at home. The class teacher and SENDCo may meet with you to discuss how to support your child with strategies to use at home if there are difficulties with a child's behaviour/emotional needs. If outside agencies or the Educational Psychologist have been involved, suggestions, strategies and advice are normally provided that can be used at home.

If a child has complex SEND, an Education Health Care Plan (EHCP) will be in place which means that review meetings or family meetings will occur regularly. Children with EHCPs will have a SEN IEP.

## **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?**

We use a variety of means to support the emotional and social development of children with SEND, including: pastoral support arrangements; listening to the views of Children with SEND and measures to prevent bullying. Crosby on Eden C of E Primary School maintains a fully inclusive approach; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well being.

Crosby on Eden C of E Primary School offers pastoral support for pupils who are encountering emotional, social, or mental health difficulties; this may be provided in a small nurture group setting led by an HLTA. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. When further support is required, the class teacher liaises with the SENDCO for advice. This may involve working alongside outside agencies such as Social Care, Health Services and specialist teachers. If a pupil has a medical need, then a detailed Care Plan is compiled with support from the relevant health professionals in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member; only when medicine is required to be taken more than three times a day in line with our Supporting Pupils with Medical Conditions and

Medicines in School Policy. Named school staff have first aid training, including paediatric first aid training. At Crosby on Eden C of E Primary School we work hard to maintain high pupil attendance and promote positive behaviour management strategies throughout the school. As a church school our approach to positive behaviour management and pastoral care is guided by Christian values of compassion, forgiveness and reconciliation.

If a child has significant behavioural difficulties, an individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Currently there are no children requiring an individual Behaviour Management Plan at the school (2018-19). After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. For further information please see the School Behaviour Policy on the website.

#### **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

We have a wealth of experience and expertise in our school staff, including those trained in reading intervention, maths intervention, behaviour management, nurture group and paediatric first aid. At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These may include: Counselling services, Educational Psychologist; CAMHS (Child & Adolescent Mental Health Service); School Nurse; Barnardos; Specialist Advisory Teachers.

#### **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD OR ARE HAVING?**

Several members of staff have received training related to SEND. These have included sessions on: how to support pupils on the autistic spectrum; how to support pupils with Down's Syndrome needs; how to support pupils with speech and language difficulties; how to support pupils with physical and co-ordination needs.

#### **WILL THE LEARNING ENVIRONMENT BE ADAPTED FOR MY CHILD? HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES WHICH OCCUR OUTSIDE THE CLASSROOM DURING THE SCHOOL DAY INCLUDING SCHOOL TRIPS?**

The school is wheelchair accessible for the area which has disabled toilets large enough to accommodate changing. The site is both safe and secure. All classrooms have ICT facilities to support children's learning; these include interactive plasma screens, tablets and laptops. Activities and school trips are available to all pupils; risk assessments are carried out and procedures are put in place to enable all children to participate.

#### **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include: wheelchair accessibility into school to make the building accessible to all; one toilet has been adapted for disabled users. For current targets for this academic year to improve accessibility, please see our accessibility plan on our website.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING CROSBY ON EDEN C OF E PRIMARY SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

Many strategies are in place to enable a pupil's transition to be as smooth as possible. These include: liaising closely with children attending our nursery and other feeder preschools; liaising closely with feeder secondary schools to ensure a smooth transition for all children. Transition packages are developed for individual children who require them. Discussions take place between the previous or receiving schools prior to the pupil joining/leaving us. All pupils attend transition session/s where they spend some time with their new class teacher/s. Additional visits are also arranged for pupils who need extra time in their new school. Secondary school staff visit pupils prior to them joining their new school. Staff liaise with the SENDCOs from the secondary schools to pass on information regarding SEND pupils.

## **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on individual pupil needs. We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available.

We have a team of TA's (Teaching Assistants) and HLTA (Higher Level Teaching Assistant) who are funded from the school budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

## **HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE? HOW DO YOU EVALUATE THE EFFECTIVENESS OF THIS PROVISION?**

These decisions are made in consultation with the class teacher and the SENDCO /Head teacher. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged. We can judge if the support has had an impact by: reviewing targets on SSPs/Intervention plans and ensuring they are being met; by monitoring progress against national age expected levels and observing that the gap is narrowing; through verbal feedback from the parent/carer and pupil. The school's tracking data supports these judgements, as well discussions between the class teacher and Headteacher during Pupil Progress Meetings. For children with complex SEND, advisory teachers/educational psychologists conduct their own assessments e.g. in Speech, Language and Communication, Cognitive Ability, Perceptual Reasoning etc. which form part of the review process and provide additional information about the child's development progress. If a parent/carer has concerns about provision for their child at school which cannot be resolved through the Headteacher they are able to contact Parent Partnership <http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/>

We support children who are looked after by the Local Authority and have SEND. Children who are looked after by the Local Authority (CLA) will have their SEND supported through the Pupil Premium Plus allocation. This support could be academic (in the form of additional support with Literacy, Maths or the provision of a specialist programme such as Reading Intervention). This support could be social

or emotional as we recognise that CLA often have needs in this area due to disruption and attachment issues in their lives – counselling may be offered. Each CLA has a PEP (Personal Education Plan) in which strategies are laid out for the support of SEND. PEPs are reviewed every six months. At the PEP meeting the views of the children, the foster carers and appropriate family members are heard and valued. Currently there are none in school.

#### **HOW WILL I BE INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR MY CHILD'S EDUCATION?**

All parents are actively encouraged to contribute to their child's education. This may be through: discussions with the class teacher; during parents' evenings; during discussions with Ms Weston the Head teacher, or other relevant professionals. Parents are encouraged to contribute to and discuss their child's SSP with the class teacher.

#### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the Head teacher, Ms Weston. If you would like to talk to someone further about the provision detailed please also contact Ms Weston. If you would like to find out more about what Cumbria County Council can offer parents, please check the Cumbria County Council website via the following link:

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

Ayesha Weston, Headteacher / SENDCo