

LANERCOST C OF E PRIMARY SCHOOL



SEND INFORMATION REPORT 2023-2024

School SENDCO is Miss Kate Nattrass
SEND Link Governor Mrs Julie Hogg

APPROVED BY: SAGS Committee

Name: Mrs Julie Hogg

Position: Chair of SAGS Committee

Signed:

Date: November 2023 **Review Date:** November 2024

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head teacher

² This document must be reviewed annually

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2015
2	Minor word changes to reflect staff skills	March 2016
3	Minor word changes to reflect staff skills	March 2017
4	Minor word changes to reflect staff skills	March 2018
5	Minor word changes to reflect staff skills	March 2019
6	Minor word changes to reflect staff skills	March 2020
7	Minor word changes to reflect staff skills	November 2021
8	Major word changes to reflect School Christian Values and Ethos	November 2022
9	Minor word changes to reflect a change in local authority	November 2023
10		

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Lanercost C of E Primary School's Governing Body
SEND Information Report, November 2022

Lanercost C of E Primary School fully includes those pupils with Special Educational Needs and/or Disabilities (SEND) in our setting, supporting all children to access a broad and balanced curriculum as well as extra-curricular activities and be part of the wider school community. Every effort is made to respond to pupils' needs and remove any barriers to learning. The school has experience of supporting pupils with a range of special needs including specific learning difficulties such as dyslexia, autism, general learning difficulties, social and emotional difficulties, severe learning difficulties and medical needs. A few of these children have EHCPs [Education and Health Care Plans] or statements of SEND.

Responsibilities for SEND are as follows;

- SENDCO: The Special Educational Needs Coordinator is K. Nattrass.
- The SENDCo is responsible for the maintenance of the SEND Register. The SEND Register records those children currently receiving support that is different from or additional to the interventions and adjustments that are usually available in class i.e. children with special educational needs provision.
- SEND Governor: Mrs. Julie Hogg. The SEND link governor has an overview of the school's SEND & has regular meetings with the SENDCo.
- Each teacher is responsible for the teaching of the children in their charge including SEND children, including pupils accessing support from teaching assistants or specialised staff. This report should be read in conjunction with the school's SEND Policy and the school's contribution to Cumberland County Council's Local Offer. These are available on the school's website as well as from the head teacher.

Setting to Setting Transitions:

Our Early Years Team visit children at home to have informal conversations with their families. Here, they discuss with parents any concerns around their child's development and any additional needs that have been identified. Following this, the EYFS Lead will have conversations with the setting children attend to gather information about any additional support the children have received.

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Identifying SEND: How does Lanercost School know a child may have special educational needs?

For children transferring from another school, we contact that school to gain any relevant information.

Also, we know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- 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 has special educational needs?

Parents/carers can raise concerns by talking to us. If appropriate, parents/carers can also contact their GP. The class teacher is the initial point of contact for responding to parental concerns. Our SENDCo, Miss Nattrass, at Lanercost CofE Primary School is also readily available to speak to.

How will the school support my child?

- Each pupil's education programme will be planned by the class teacher, with the support of the headteacher/Special Educational Needs Co-ordinator. It will be adapted to suit the pupil's individual needs. Any provisions implemented will be recorded on Provision Map and shared with parents. Targets produced on a Pupil Passport will be reviewed at least every term and the next steps in learning and support planned for.
- 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 school's provision map (this is a record of the interventions, timings, cost and impact of the intervention). Parents will be made aware that their child is taking part in the intervention or provision and will be updated at the Passport Review meeting of the progress made within these sessions.
- Occasionally, a pupil may need more expert support from an outside agency such as a speech and language therapist, educational psychologist etc. This will be fully discussed with you and with your consent, a referral will be made to an external agency. An Early Help will be opened and documents will be collated to form a bank of evidence for the referral. After assessment from the outside agency, the school and parents/carers are given advice to best support and meet the needs of the child.
- The Governors of Lanercost C of E Primary School are responsible for entrusting a named person, Mrs. A. Wilkinson, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring

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service procedures and the school's Single Central Record. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department of Education [DfE].

- We also 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, Numeracy or the provision of a specialist programme such as Reading Intervention), or 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.

How will the curriculum be matched to my child's needs?

- Our SEND pupils have their work differentiated in a variety of ways by the class teacher. This ensures the curriculum is accessible for all.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- Children with special needs have a Pupil Passport with targets and strategies set according to their area of need. These are monitored by the class teacher and reviewed with the head teacher/SENDCO at least three times per year. Parents are involved with the reviews and are provided with a copy.
- Specialist equipment may be given to the pupil to support their accessibility e.g. writing slopes, pen/pencils grips or easy to use scissors if appropriate. These can be in liaison with Occupational Therapists or other external agencies.

How will I know how my child is doing?

- You can speak to your child's teacher.
- You will be involved with the termly review of the Pupil Passport to discuss progress.
- You can also discuss your child's progress at Parents' Evenings.
- All children have a yearly report written by their class teacher.
- When appropriate, other arrangements can be made e.g. a home/school book.
- You can speak to your child's teacher or SENDCO after 3:30pm or through an appointment.

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How will you help me to support my child's learning?

- The class teacher can suggest or show you ways to support your child. You are very welcome to ask about these. These can be further discussed and reviewed with the Pupil Passport each term or half term if necessary.
- Miss Nattrass may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's emotional/behaviour needs.
- When an outside agency is involved, they are able to discuss your child's needs with you and to give suggestions for support and activities that can be used at home.

What support will there be for my child's overall well-being?

- The school offers pastoral support for pupils who are encountering emotional/behaviour difficulties. This can include nurture groups and social groups as well as some individual support when appropriate.
- Miss Anna Fisher is our Emotional Literacy Support Assistant (ELSA) and is available to do sessions around emotional regulation and understanding with your child should the school feel this will benefit them.
- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- Staff have training from the relevant nurse depending on the needs of children in school e.g. for Epipen and asthma.
- 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.
- All staff have completed Paediatric first aid training.
- We work hard to maintain high pupil attendance and promote positive behaviour management strategies throughout the school.

What specialist services and expertise are available at or are accessed by the school?

We have a range of experience and expertise amongst our school staff, including those trained in:

- Reading Intervention, Read Write Inc,
- Maths Recovery, Numbers Counts
- Precision Teaching

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- Restorative Practice, and behaviour management
- Safeguarding: Levels 1, 2 3 and Safer Recruitment.
- Emergency First Aid and Paediatric first aid
- Food Hygiene level 1 and 2 including Allergen Awareness

At times, we consult with outside agencies to receive more specialised expertise. These may include: an educational psychologist, speech and language therapist, specialist advisory teaching service, occupational therapist, physiotherapist, school nurse, Family Action, Child & Adolescent Mental Health Service [CAMHS]

What training are the staff supporting children with SEND had or are having?

Different members of staff have received training related to SEND.

- Four members of staff have been trained to deliver Maths Recovery Programmes.
- Two members of staff are trained to deliver Reading Intervention.
- Two members of staff are trained to deliver Precision Teach sessions
- One member of staff is trained in ELKLAN Speech and Language Interventions
- All staff are trained in Good Practice in Autism
- All staff are trained in Read Write Inc.
- All staff follow the Restorative Practice ethos to managing behavioural issues should they arise.
- Staff have also had training sessions by medical staff on the correct use and administration of medicines for asthma and Epipen and Type 1 diabetes use.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all;

- Risk assessments are carried out and procedures put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

We are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps and railings into school to make the buildings accessible to all.
- A disabled toilet.
- Accessible doorways.
- The site is both safe and secure.

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How will the school prepare and support my child when joining this school or transferring to a new one?

We want to make the pupil's transition as smooth as possible;

- We work with our feeder nurseries and secondary schools to ensure a smooth transition for all children.
- Miss Natrass liaises with the SENDCOs from secondary schools to pass on information regarding SEND pupils. For pupils on SEN Support or with an Education Health Care Plan [EHCP], secondary SENDCOs are invited to the child's Annual Review meeting in Year 5 as well as IEP review meetings the term before transfer.
- Transition plans are developed for individual children who require them, be it for changing class or changing school. These often include making a Transition Booklet so the child becomes familiar with new staff and routines.
- Discussions take place between the previous or receiving schools prior to the pupil joining/leaving.
- Records are transferred from this school promptly.
- Secondary school staff visit pupils prior to them joining their new school.
- Additional visits to the child's new school are arranged if appropriate e.g. WHS Nature Group

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 dependent on an individual's needs. The Provision Map allows the SEND budget to be monitored for most effective use. Where children have funding allocated to them through their EHCP, additional resources are purchased to support the child with their accessibility to school life.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher, SENCO and head teacher. Decisions are based upon teacher assessment, termly tracking of pupil progress and any assessments by outside agencies. If further concerns arise during a pupil's school life due to the pupil's lack of progress or well-being, then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

We encourage all parents to contribute to their child's education. This can be through:

- Discussion with the class teacher both informally and during Parents' Evening.

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- Discussion with Miss Nattrass or other professionals.
- Reviewing the Pupil Passport with the class teacher.

How does the school organise support for pupils with SEND?

Our school has a graduated approach to SEND support. The following information is taken from the school's SEND Policy:

- High quality, ordinarily available provision is the first response to pupils causing concern.
- Reasonable adjustments are made to ensure your child has an adapted curriculum.
- We regularly review the progress of all children, especially those at risk of underachievement, and reflect on improving our understanding of strategies to support vulnerable pupils.
- This school uses the **ASSESS - PLAN - DO - REVIEW** cycle. Parents are regularly informed of their child's progress. Parents/carers are kept informed of any concerns and support provided for their child as well as outcomes. Concerns raised by parents/carers are also given careful consideration. Children are involved in a manner appropriate to their age and understanding.
- If a pupil's progress continues to cause concern, the class teacher, head and in consultation with parents, may decide to implement more specific targets for the child. Careful consideration is given to the 'whole child', and their progress alongside national data and expectations of progress using information gathered from accurate formative assessment.
- For pupils with a higher level of need, a specialised assessment from one or more outside agencies and professionals may be needed e.g. educational psychologist, speech therapist, specialist teacher etc. The local authority and other agencies have clear guidelines on the evidence needed for each referral.
- We encourage the involvement and contribution of parents/carers, families and children in the process of ASSESS - PLAN - DO - REVIEW, thus encouraging parents/carers, families and children to be at the heart of decision-making.

Why do children with SEND have an Pupil Passport?

- Each child receiving SEND Support has an Pupil Passport that is regularly reviewed each term (more often if needed). Pupil Passports indicate identified needs, strategies that work for the child, and clear outcomes to be achieved within a given time. It also includes the child's voice, parents comments, strengths and areas of concern and provisions the child is involved in.

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- Pupil Passports are an element of the ASSESS – PLAN – DO – REVIEW process. The class teacher, head/SENDCo and parent meet to review targets, discuss progress towards outcomes and to plan and contribute to the next steps. Pupils are involved in ways appropriate to their age, understanding and in ways that give them confidence and ownership.
- The level of provision is always considered while reviewing the child's Pupil Passports. It may also be considered during Pupil Progress meetings as well as in response to a parent's or child's concern.
- If we are not able to fully meet the needs of a pupil through our own provision arrangements, assessment and advice is sought from the relevant outside agency/agencies once this has been fully discussed with parents and agreed. Pupils are involved in a way that is meaningful to their age and understanding. There is an Early Signs of Wellbeing and Concern form that will be completed by the SENCo in conjunction with parents and the child's class teacher.
- The child's needs may be such that the head/SENDCo, parents and external specialists agree that additional funding and support is needed. Evidence for this must meet the LA's criteria taken from the SEND Handbook. Pupils and parents are always encouraged to be active participants in the graduated response and to have their contributions valued.

How else does this school support pupils and families?

- Class teachers and teaching assistants have access to relevant information and reports about the SEND children they teach/support.
- When outside agencies are involved e.g. educational psychologist, specialist teacher etc., parents are encouraged to work together in partnership with these agencies and school when planning and reviewing their child's progress and programmes of work.
- Information about agencies to support the family and pupil is available from head/SENDCo
- Parents are guided to the LA local offer or SENDAC for support.
- Parents have access to the SEND Information Report as well as the SEND Policy.
- The head/SENDCo ensures that appropriate access arrangements are made for SEND children during KS2 SATs.
- Appropriate transition arrangements are made on transfer to or from this school for SEND pupils, as well as between classes. SEND records are sent to the next school as soon as requested to ease transfer.
- All staff are mindful of additional needs of SEND pupils e.g. social, health care etc.

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How is SEND monitored and evaluated?

- Provision for all pupils is regularly monitored and evaluated for effectiveness.
- Progress of SEND pupils is monitored and evaluated with reference to the support/intervention arrangements.
- Parents', pupils and staff views are always sought and carefully considered, both informally and in regular review meetings.

How do we know that SEND support is no longer needed?

- The pupil has achieved the long-term outcomes on their Pupil Passport.
- The pupil is making appropriate and sustained progress and will continue to do so without a Pupil Passport.
- The pupil has closed or has substantially narrowed the gap between their attainment and that of their peers.
- The pupil's confidence will be maintained.
- Parents and pupil understand and agree.

Training and Resources

- SEND is funded by through our delegated funding from the Government.
- All staff are encouraged to identify and undertake training and development to further develop the quality of their teaching.
- The head/SENDCo identifies whole-school training needs e.g. Makaton in response to the needs of the children and staff.
- There is a local school network for support & to keep up with new initiatives.
- Some training is provided by the LA.
- NASEND is an effective on-line resource, especially regarding the new Code of Practice [2014].

Who can I contact for further information?

If you wish to discuss your child's educational needs, have any questions, or are unhappy about something regarding your child's schooling please contact Miss Natrass.

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Terminology

EHCP	Education and Health Care Plan
SEND	Special Educational Needs
SEND	Special Educational Needs and/or Disability
IEP	Individual Education Plan
NASEND	National Association of Special Educational Needs
SENDCo	Special Educational Needs Co-ordinator

