



Ireleth St Peter's C of E Primary School

SEND Local Offer

Last Reviewed: 2021-22

"I praise you because I am fearfully and wonderfully made; your works are wonderful" Psalm 139:14

As stated in our policy, the staff and governors of Ireleth St Peter's Primary School will work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

We are committed to nurturing the aspirations of all; using a positive, person centred approach to support the development of every member of our school community and addressing their needs in the most appropriate way to allow this to be achieved.

1. What kinds of Special Educational Need or Disability does our school make provision for?

In line with the 2014 SEND Code of Practice, in our school, additional and/ or different SEND provision is in place for a wide variety of needs, falling broadly into the following categories:

- **Cognition and Learning**- *moderate learning difficulties, specific learning difficulties including dyslexia, dyscalculia, developmental co-ordination disorder*
- **Sensory, Medical and Physical** – *sensory processing disorder, epilepsy, diabetes, physical disabilities, multisensory impairment, hearing and/or visual impairment.*
- **Communication and Interaction** – *autistic spectrum condition, speech and language difficulties*
- **Social, Emotional and Mental Health** – *attention deficit disorder, attention deficit hyperactivity disorder, attachment disorder, emotional behavioural disorder.*

2. What are our school's policies for identifying and assessing children with SEND?

At ISP we use a 'graduated response' to identifying SEND in children.

Phase 1- Through routine progress reviews of all children in school, early concerns may arise and be expressed by school staff, parents/ carers or other agencies. Initially, this will be monitored and addressed using learning strategies and differentiation in class.

Phase 2-Where our monitoring shows that children are still making less than expected progress or falling behind in spite of high quality teaching and intervention, the class teacher will work with the school SENDCo to assess if a pupil has a significant learning difficulty and agree on appropriate support moving forward.

Less than expected progress can be where:

- It is significantly slower than that of their peers from the same baseline.
- It fails to match or better the child's previous rate of progress.
- It fails to close the attainment gap between the child and their peers.
- the attainment gap widens.

Concerns may also arise and be monitored in areas not related to academic attainment, such as Social, Emotional and Mental Health or Speech, Language and communication or motor skills. Although behaviour concerns may not be a SEND issue we will also consider whether they are an indication of further underlying issues.

Where we feel that children have an additional need, we will always consult with parents/carers and the child themselves (using the most suitable approach for age and capability). We will then work together, using a child centred approach to plan the best way to meet the child's needs, ensuring we are working as a team.

Phase 3- Where the need for additional support is identified, further, more specific assessments will be carried out to allow us as a school to plan a targeted programme of support, which will also give us a baseline to measure progress of future interventions.

Phase 4- In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

3. What are our school's policies for making provision for children with SEND (with or without an EHCP)?

a) How do we evaluate the effectiveness of provision for children with SEND?

- Yearly review/ target setting of Provision maps in place for children with SEND
- IEPs set for children with EHCP in place with termly reviews
- Reflections from weekly interventions (qualitative data)
- Analysis of assessment data before and after intervention to measure impact
- Attainment and progress data used for termly tracking
- Pupil Progress meetings held 3 x per year

b) What are our arrangements for assessing and reviewing the progress of children with SEND?

- The school assessment policy, available upon request from the school office outlines all assessments conducted in school.
- Pupil Progress Reviews 3x per year
- IEP and Provision maps reviewed over the year
- Cycle of consultation meetings using the 'plan, do, review' model held throughout the year with the Educational Psychologist provided through the local authority.
- Annual reviews are held for children with Educational Health care plans.
- Meetings between external agencies, SENDCo, Class teacher and families are held to discuss the child's needs and targets.

c) What is our approach to teaching pupils with SEND?

Our Policy states that:

- ***"All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***
Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, governing body, parents/carers, pupils, children's services and all other agencies."
- We ensure that we reflect this philosophy in school by firstly ensuring that all children receive high quality teaching. This means that we have high expectations and provide meaningful learning opportunities that allow every child to achieve.

- Children with SEND receive support that is different from or additional to provision made for other children. All planning and assessment throughout the school takes each child's SEND need into account, and then reflect this need in the teaching that they receive through differentiation, specific training, use of equipment or additional support and intervention.
- We acknowledge that not all children with disabilities necessarily have special educational needs and all our teachers ensure that children with disabilities are treated as inclusively as possible and supported to participate fully in all aspects of school life.

d) How do we adapt the curriculum and learning environment?

All children at ISP receive quality teaching through differentiation to meet their needs and nurture progress. Across the school, differentiation may include: grouping, lesson content and outcome, teaching styles and lesson format, methods of recording progress, the level of adult support provided, the location that the lesson takes place in or the materials and resources used.

However, under the equality act 2010, we understand that children with a range of additional needs including those with sensory and/or physical disabilities may need additional or different support in order to make good progress.

- Where this is necessary, we act upon advice from outside agencies, putting strategies and resources in place as recommended.
- We ensure that our classrooms are friendly learning spaces, catering for the sensory needs for all of the children in our school. This includes the use of visual timetables, individual timetables and work stations.
- We have a range of resources and techniques in place to promote communication, including labelling all resources. Classrooms also have quiet spaces and there are further quiet learning areas available throughout the school.
- We put measures in place to ensure that our classrooms are dyslexia friendly spaces, providing coloured backgrounds on whiteboards, providing ace dictionaries and using coloured overlays.

e) What additional support for learning is available for children with SEND?

- We provide a differentiated curriculum
- We use individualised learning plans to allow children to access the curriculum in the way that best helps them to make progress
- We use provision maps and IEPs (Individual Education Plans) to set personalised, child centred targets.
- We provide pre-teaching opportunities as well as the opportunity to consolidate and develop skills further where needed through our regular SEN intervention programme, delivered by teachers and a qualified and experienced Higher-Level Teaching Assistant.
- We work with outside agencies and act upon the expertise shared to best support children.
- We invest in resources and materials recommended by outside agencies to ensure that they are available for the children that need them, eg. Specific intervention resources, overlays, communication materials.

f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?

- All children in our school are able to attend our wrap around care provision offered before and after school.
- All children are invited to attend a range of extra curricular clubs which take place at lunch times and after school. These change on a half termly basis and include mindfulness, multi-sports, dance, funky fingers and board games.
- We also have regular termly opportunities for children to participate in activities such as yoga, with the aim of supporting children's physical and social, emotional and mental health (SEMH).
- We hold our weekly nurture group that children with SEND related to their SEMH are invited to attend.

g) What support is available for improving the emotional and social development of children with SEND?

- In Nurture Group, children receive a range of support for the SEMH and wellbeing through targeted intervention, socialisation/ relationship building and enrichment opportunities. This has been both necessary and impactful as a result of the effects of the Covid-19 pandemic.
- Specialist advice from Educational Psychologist, specialist advisory teachers, Behavioural and Emotional Wellbeing Officer and Healthy Young Minds.
- Playground Monitors
- SEND intervention programme.

4. What is the name and contact details for the Special Educational Needs Coordinator (SENDCo)?

Mrs Saunders is the school SENDCo (Special Educational Needs and Disabilities Coordinator). She is available on Mondays, Tuesdays and Wednesdays.

Her contact details are:

Email: SENDCo@irelethst-peters.cumbria.sch.uk

Phone: 01229 462753

Alternatively, on Thursdays and Fridays, please contact our school office and a message can be passed on:

Email: admin@irelethst-peters.cumbria.sch.uk

Phone: 01229 462753

5. What expertise and training do staff in our school have related to SEND needs and how will future expertise be secured?

- The school SENDCo is currently studying for the National Award for Special Educational Needs Coordination and receives regular weekly time allocated to the role.
- All staff have regular CPD meetings.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Recent Training provided to staff linked to SEND has included:
 - Makaton
 - Attachment Disorder
 - SEMH support
 - Autism Awareness
 - Dyslexia
 - First Aid
 - Occupational Therapy Exercises
 - Positive Handling
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- The SENDCo attends termly networking sessions delivered by the local authority to receive the latest SEND updates and current practice and to discuss SEND issues with colleagues based at local schools.
- Our senior teacher has Makaton training and introduces a weekly sign to the children.
- Where necessary, the SENDCo consults with external organisations for expert advice, including educational psychologists, occupational therapists, specialist advisory teachers, behavioural and emotional wellbeing officers.

6. How do we use equipment and facilities to support children with SEND in our school?

At ISP, we ensure that we meet the needs of every child in our school. We understand our duty to make reasonable adjustments for children with SEND and endeavour to provide the necessary equipment and/or facilities on our premises to make this possible.

Our school is on multiple levels, we have recently arranged for a stair lift to be installed to provide a wheelchair accessible route to the 1st floor classroom. We have wheelchair accessible toilets, changing facilities and entrances into the building and school grounds.

Through discussion with involved outside agencies, staff, parents and the child, new or modified equipment and/or facilities may be identified to support an area of need. This is then acquired by loaning or using School or Local Authority SEND funding to purchase equipment or make appropriate changes to the environment.

Our school already has a range of equipment and number of facilities in place that ensure our school is an inclusive environment, able to support children with SEND. These include coloured overlays, breakout areas, communication materials and intervention spaces and resources and we are always willing to discuss ways we can modify our current environment to inclusively support all members of our school community.

Full details of how our school is adapted to meet the needs and enhance learning of all children and areas for development can be found in our Accessibility plan, located on our website or from the school office.

7. What are the arrangements for consulting parents of children with SEND and involving such parents in the education of their child?

Communication between parents and school staff is welcomed. We pride ourselves on our small school ethos and enjoy welcoming the input of all members of our school community.

- We share our email contact and also communicate with parents regarding any concerns that they may have related to all issues including SEND. These are often useful tools for opening a dialogue and planning future steps.
- All parents are invited into school for 2 parents evening sessions, where we discuss progress and strategies for supporting their child at home. A written report is also provided to parents at the end of the school year.
- Parent information sessions regarding phonics, EYFS and KS1 and 2 assessments are held at the start of each school year.

Additionally to this, families of children with SEND are consulted, supported and involved in the following ways:

- The SENDCo (Mrs Saunders) is easily contactable via email or phoning the school office to arrange an appointment to discuss their child's needs.
- Parents/ carers are encouraged to communicate any additional needs their children might have and appointments maybe requested with the class teacher and SENDCo to discuss any aspect of day-to-day school life.
- We meet with parents prior to review meetings to ensure that they are aware of the process for sharing any thoughts and concerns that they may have. Where children have an Education Health and Care plan, progress is discussed in an annual review. When children are in Year 5, their transition to secondary school is discussed with parents and the local authority. Upon entering Year 6, annual reviews, the SENDCo of the chosen secondary school is also invited to attend and contribute for transition purposes.
- When a child enters our Nursery or Reception classes, the class teacher and the SENDCo (where appropriate) pay a visit to each family at home. This provides the opportunity to get to know them and to share information about the school and the child. For children with SEND, this is particularly vital to ensure that we have a good understanding of how the child's needs can be best met.

- Where external agencies have been involved to assess a child's needs, progress and outcomes of assessments can also be discussed with parents at consultation meetings.

8. How do we consult with and involve children with SEND in their education?

Children are made aware of the progress that they are making and are involved in setting and reviewing their learning targets alongside their class teacher.

All children with SEND in school have a one-page profile known as a pupil passport, that is written together by both child and teacher.

The children with SEND in school are represented inclusively, in both School Parliament, Worship Council and as monitors with responsible jobs throughout school.

Children with Education Health and Care Plans contribute to and share their views on their progress and needs as part their annual review.

We promote a child centred approach to SEND in school and obtain the views of our pupils and ensure we hear their voice through child friendly questionnaires and conferencing over the course of the year.

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

At ISP, we believe that it is in the common interest of everyone to resolve complaints as quickly and at as low a level as possible.

In the first instance, we recommend that complaint is handled by the class teacher- the complainant must feel that all points raised have been listened to and addressed.

If they do not feel that their complaint has been resolved to a satisfactory level, the following procedure should be followed:

- Discuss their complaint with the school SENDCo (Mrs Saunders).
- Discuss their complaint with the Headteacher (Mrs McFarlane).
- A serious, ongoing concern or complaint should be sent to the Chair of Governors (Reverend Canon Ruth Crossley) via the Clerk (Mrs Paula Collinge).

For further details of our complaints procedure, our policy can be found on our website or paper copies can be provided via the office.

10. How does the school involve other professional bodies including health and social services, local authority support services and voluntary organisations in order to meet the needs of children with SEND in our school and support their families?

In school, the SENDCo and safeguarding staff have a record of the contact details for a wide range of key professional bodies that provide expert support and advice when appropriate in line with the needs of each child.

Support from services provided through the local authority include:

- Three visits per year from a member of the Educational Psychology team.
- Consultation from the Behavioural and Emotional Wellbeing Officer
- Specialist Advisory Teachers to obtain support related to sensory impairment, physical, medical or communication difficulties.

Services provided through the NHS include:

- Support from Speech and Language Therapists
- Occupational Therapy

Advice from these professional bodies contribute to the implementation of specialist programmes of support and allow us to monitor progress of children with SEND.

We use the school nurse and e-school nurse services in school to provide advice upon request following a school referral.

We have used local services such as Growth Therapy to support children with Social, emotional and mental health needs in school.

We maintain links with children's health, social care and welfare services to provide a full picture of the needs of children with SEND when making provision.

Where it is necessary to seek advice or make a referral in order to meet children's needs including those with SEND, we follow the local authority Early Help Assessment Procedures.

11. What are the contact details of support services for the families of children with SEN, including those for arrangements made in accordance with clause 32?

In our local area, Cumbria SEND IAS service offers impartial information, advice and support to children and young people (0-25 years) with special educational needs and/or disabilities (SEND) and their parents and carers. Your local SEND IAS Service Co-ordinator will listen to your concerns and can offer:

- Appropriate support, impartial information and advice;
- To arrange a confidential meeting with you and support you at meetings;
- Detailed explanations of how the Special Educational Needs (SEN) process should work;
- Information about local and national voluntary organisations;
- Information about young peoples and parents support groups in your area;
- To support you through the Education, Health and Care Plan (EHCP) Process and annual reviews;
- The chance to meet other people with similar needs, or the chance to meet other parents who have children with similar needs;
- To help you learn more about the SEND Code of Practice.

Further information regarding Cumbria SEND IAS service can be found by visiting the following website:

<https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

or by contacting the local SEND IAS service co-ordinator:

Celia Jones 01229 407439 celia.jones@cumbria.gov.uk

Further useful organisations include:

Family Action <https://www.family-action.org.uk/what-we-do/children-families/0-19/>

Barnardos SEND support hub <https://www.barnardos.org.uk/support-hub/send>

Cumbria Parent Carer Forum <https://www.sendac.org/>

For information and support regarding other services for families such as health, social care, welfare and family services please visit the Cumbria County Council Family Information Directory which can be found here:

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

12. What are the arrangements for supporting children and young people in moving between phases of education?

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families in the following ways:

When entering Nursery and Reception at our school:

- Home visits take place to allow schools and parents to become familiar with the school routines, see how school staff will support the child and meet their SEND needs.
- Transition mornings/ afternoons take place shortly before children are due to begin their time with us in school.
- Information evenings about EYFS take place in the first weeks of the new school year.

When moving to a different year group, key stage or class:

- Transition or “move up day” takes place in the final half term of the school year where children have a taster day in their new school year and get to meet and work with school staff based in their new class.
- Teacher meetings are held where key transition information, progress, targets and assessment data for each child is shared.

When moving to/ from a different school:

- Communication is established with previous/ receiving school to identify any SEND needs and share successful support strategies that are in place.
- Work and learning history is gathered/ shared with other setting.
- Assessment data is used to establish whether child is working in line with age related expectations
- Documents such as the child’s pupil passport or one page profile are forwarded/ requested.

When leaving school in Year 6:

- Children participate in transition activities throughout their time in Shark Class (Years 4,5 and 6). These take the form of outreach visits from staff from local secondary schools and the children making visits to secondary school premises. Additional opportunities may be provided for children with SEND, and key workers may be established prior to the child moving setting.
- Links are made with SENDCos from receiving schools to share information and invited to attend annual review meetings for children with Education Health and Care Plans in place from Year 5 onward.

13. Where is Cumbria Local Authority’s Local Offer published?

Information regarding the local authority local offer for Cumbria can be found on the following website:

www.localoffer.cumbria.gov.uk

Our school’s Local Offer can be viewed on our website:

www.irelethst-peters.cumbria.sch.uk

*Inspiring Successful Partnership
through God’s love*