




**Ireby Church of England Primary**  
**‘Created to do Good’**

**SEND INFORMATION REPORT**

**2025/26**

Approved by your name	
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<b>Signed:</b>	
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## **Ireby Church of England Primary**

### **SEND INFORMATION REPORT**

Produced in accordance with:

Section 69 of the 'Children and Families Act 2014'

Regulation 51 and Schedule 1 of the 'Special Education Needs and Disabilities Regulations 2014'

Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

Pre-key stage 2: Pupils working below the national curriculum assessment standard: 2020

The engagement model: July 2020

#### **1. What kind of special educational needs provision is accessible for children at Ireby Church of England Primary?**

Ireby School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. OFSTED commented:

'Staff are alert to any additional needs that a pupil might have. They keep a careful check on pupils' progress, which helps them to identify any pupils with SEND. Staff adapt teaching seamlessly to make sure that pupils with SEND can access the same curriculum as their peers. These pupils play a full part in school life and are supported to achieve well.' **OFSTED 2024**

#### **2. How do we identify children who may have an SEND need?**

Ireby is a small village school at the centre of its community. We have excellent relationships with parents and children. We get to know our children our children's needs and discuss this on a regular basis with parents. Staff know the standards expected across the curriculum and know when a child is not meeting these standards for any given reason. Below is outlined the procedures we follow to support our children's needs.

#### **Procedures for identifying SEND and triggers for concern**

All children are assessed against the outcomes for each unit of work and their progress towards specific 'end points' for each subject across our curriculum and their ability to commit skills and knowledge to long-term memory.

In phonics and maths, we are rigorous in assessing, reporting and discussing weekly progress against objectives, our aim being that no child is left behind.

Our expectation, is that children make progress towards these end points as a result of quality-first teaching, i.e normal class lessons. If, as a result of our daily formative assessment, we recognise that a child is not meeting the LO independently we use our professional judgement to assess if it is specific to a particular objective, or set of objectives and whether misconceptions can be addressed through the adaptation of our normal class teaching, teaching support. If that is the case, it can be resolved quickly and we see the child making progress and achieve standards independently. If it is the case that a child is not meeting objectives and that, despite adaptations to our class teaching, progress is not being made and their continues to be a reliance on teaching support, then we swiftly move towards intervening through wave two intervention.

Wave 2 is a time scaled, small group or 1-1 teaching intervention led by a professional with the necessary skills and materials appropriate to an individual's needs. It will need to be completed at some point during the school day, whilst taking every care not to narrow the curriculum for a

particular individual. Impact is tightly monitored. Our expectation, is that it supports children to meet the LO or required standard in each curriculum area – Wave 2 intervention will have a particular focus on reading, writing, spelling, grammar and maths skills as we seek to effectively utilise our scarce resources.

If, despite Wave 2 intervention, a child does not make progress towards meeting objectives and is still unable to achieve required standards independently, we then assess the appropriateness and effectiveness of the Wave 2 intervention provided. If it is found that it was of a quality that should have led to progress then we move to the next step.

Wave 3 intervention: teachers contact our external SEND advisor to ask for a formal assessment of needs. Outcomes will then be implemented and monitored. At this point, refer to our SEND policy.

### **3. What provision is made for children with SEND; with and without an EHC Plan - in respect of:**

#### **a) How is the intervention/support monitored as to its effectiveness?**

Children identified as having SEND are given individual support. This can include 1-1 on specific needs – at Ireby at present this focussed on reading. Well trained staff provide daily structured lessons which support their needs. Progress is measured by using a reading assessment tool which gives us very accurate and comparative data and feedback, enabling us to precisely adapt any teaching to ensure progress. We know our interventions are highly effective. Our SEND governor has observed our intervention on 27<sup>th</sup> November, listened to a pupil reading using Read, Write Inc resources and noted the fluency, confidence and decoding skills. Mrs Irving spoke to staff delivering the support and noted the enthusiasm, pride and confidence as they spoke about the achievements.

#### **b) What are the school's arrangements for assessing and reviewing progress of children with SEND?**

Progress is also measured using Read, Write Inc assessments and Star reading assessments, both of which give data against national standards and national comparative data. These assessments are carried out each half-term for all pupils and this assessment informs future planning.

#### **c) What is the schools approach to teaching children with SEND?**

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, adaptive teaching, small group work or through 1:1 teaching.

#### **d) How does the school adapt the curriculum and learning environment for children with SEND?**

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

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

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff. Interventions available include:

- Daily read/ writing/ maths with 1-1 trained professional
- Tailored timetables
- Read, Write Inc resources
- Maths Intervention groups for each class – pre teaching / revisiting
- English Intervention groups for each class – pre teaching / revisiting
- Social Skills group

- Reading fluency

**f) What support is available for ensuring the emotional and social development of pupils with SEND?**

Every child with an identified need is given 1-1 support by a member of our teaching staff. We target assembly times and other times which ensure that they always have access to their full curriculum entitlement as well as the support they need to help their progress.

**4. Who is the named SEND contact?**

Mrs Lynsey Barber.

**5. What specific expertise is available to children with SEND?**

Specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

**6. What specialist equipment and facilities are there for children with SEND?**

The space in our school is fully utilised e.g. canteen. The resources/ schemes and training of staff is heavily invested so that they can deliver with confidence. At times we also use equipment such as elastic bands, noise reducers, weighted blankets and IPADs. Additional equipment is purchased when necessary.

**7. What arrangements are there for consulting and involving parents of children with SEND?**

Parents are actively encouraged to be partners in their child's education through; informal Discussions daily at start and end of a school day, telephone contact, Tapestry conversations, home school diaries, SEND Support Plan discussions, progress reviews and yearly written reports.

**8. What are the arrangements for consulting children with SEND about, and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

**9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the SENDCO / Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head teacher the parent would be directed to the school's complaints procedure to be found on the school website.

**10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

**11. What are the contact details of support services for the parents of children with SEND?**

Cumbria County Council's Local Offer -

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

Cumbria SEND IAS (Information, Advice and Support) Service (Parent Partnership) 01228 226 582.

IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)

**12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Liaise with previous / future setting to arrange additional transition session.
- Opportunities for the child and parent to have supported visit's to the new setting.

**13. Where is the Local Authorities Local Offer published?**

Cumbria County Council's Local Offer -

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>