SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY AND INFORMATION REPORT

Ireby Church of England Primary School

"Created to Do Good" – Ephesians 2:10

POLICY INFORMATION

Policy Title: Special Educational Needs and Disabilities (SEND) Policy and Information Report
School: Ireby Church of England Primary School
Policy Lead: Karen Barley (SENDCO)
Approved By: Governing Body
Review Frequency: Annual
Version: 2026/27
Next Review Date: 1st November 2027

DOCUMENT CONTROL

Document Title	SEND Policy and Information Report
School	Ireby CE Primary School
Policy Lead	Karen Barley (SENDCO)
Status	Statutory
Approved By	Governing Body
Review Frequency	Annual
Related Policies	Accessibility Plan, Equality Policy, Behaviour Policy, Safeguarding and Child Protection Policy, Attendance Policy, Supporting Pupils with Medical Conditions Policy
Linked Documents	Cumberland Local Offer, SEND Information Report
Version	2026/27

KEY CONTACTS

Role	Contact
Headteacher	Michael John
SENDCO	Karen Barley
SENDCO Email	karenbarley@ireby.cumbria.sch.uk
School Office	office@ireby.cumbria.sch.uk
Telephone	016973 71367
SEND Governor	Philippa Irving

CONTENTS

1. Introduction
2. Our Inclusive and Strengths-Based Approach
3. Aims
4. Definition of SEND
5. Admissions
6. Equality and Inclusion
7. Roles and Responsibilities
8. Four Broad Areas of Need
9. Identifying SEND
10. Ordinarily Available Provision and Adaptive Teaching
11. Person-Centred Planning
12. The Graduated Approach
13. SEND Support
14. Education, Health and Care Plans (EHCPs)
15. Working with Parents and Carers
16. Pupil Participation
17. Working with External Agencies
18. Preparing for Adulthood and Independence
19. Transitions
20. Accessibility and Inclusion
21. Monitoring and Evaluation
22. SEND Information Report
23. Partnership with Parents and Young People
24. Complaints
25. Contact Details

Appendix 1 – Parent Summary

1. Introduction

At Ireby Church of England Primary School, we are committed to ensuring that every child is known, valued and supported to achieve their full potential.

Our Christian vision, "*Created to Do Good*", underpins our approach to inclusion. We believe that every child is uniquely created and should be enabled to flourish academically, socially, emotionally and spiritually.

As a small rural primary school, we recognise the strengths that come from knowing our pupils and families well. We are committed to providing inclusive provision within our local community and, where necessary, working collaboratively with the Local Authority and external services to ensure children receive specialist support, advice and intervention.

This policy complies with and should be read alongside

- Part 3 of the Children and Families Act 2014.
- The Special educational needs and disability code of practice: 0 to 25 years (January 2015).
- The Special Educational Needs and Disability Regulations 2014.
- The Equality Act 2010.
- The school's duties under the Public Sector Equality Duty.

The school will ensure that disabled pupils are not treated less favourably and will make reasonable adjustments to ensure they can access education and wider school activities.

Our Christian vision underpins our commitment to dignity, respect, inclusion and ensuring that every child is valued as a unique individual created in God's image.

2. Our Inclusive and Strengths-Based Approach

At Ireby Church of England Primary School, SEND is not viewed as a limitation. We recognise and celebrate the strengths, talents, interests and aspirations of every child.

We adopt a strengths-based approach, ensuring that support is planned around what children can do, alongside any barriers to learning or participation. We seek to understand pupils as individuals and build support around their strengths, interests, motivations and goals.

We use strengths-based language in meetings, support plans, records and reviews and aim to avoid language that may unintentionally limit expectations.

We recognise that children are more than their SEND and that every child has talents, interests and qualities that contribute positively to school life.

Alongside identifying areas of need, we focus on developing confidence, resilience, independence, wellbeing and participation in all aspects of school life.

We are committed to creating an inclusive environment where every child feels valued, experiences a sense of belonging and is supported to flourish academically, socially, emotionally and spiritually.

3. Aims

We aim to:

- Provide an inclusive education for all pupils.
- Identify SEND as early as possible.
- Remove barriers to learning and participation.
- Ensure access to a broad, balanced and ambitious curriculum.
- Promote confidence, independence and wellbeing.
- Work in partnership with parents, carers and external professionals.
- Ensure pupils with SEND achieve the best possible outcomes.
- Prepare children effectively for the next stage of education and life.

4. Definition of SEND

A child has SEND if they have a learning difficulty or disability which calls for special educational provision that is additional to or different from that generally available to children of the same age.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools. **Special Educational Needs and Disability Code of Practice: 0–25 years (Department for Education and Department of Health, January 2015).**

5. Admissions

The school welcomes applications from all children, including those with SEND.

No child will be refused admission because of their SEND or disability. Pupils with an Education, Health and Care Plan (EHCP) will be admitted in accordance with their plan and Local Authority arrangements.

6. Equality and Inclusion

At Ireby Church of England Primary School, we are committed to promoting equality of opportunity and fostering positive attitudes towards diversity and difference.

We will:

- Ensure pupils with SEND are fully included in all aspects of school life.
- Make reasonable adjustments for disabled pupils.
- Eliminate discrimination, harassment and victimisation.
- Promote equality of opportunity.
- Foster good relationships between all members of the school community.

7. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure compliance with statutory SEND duties.
- Monitor SEND provision and outcomes.
- Promote an inclusive ethos.

Headteacher

The Headteacher will:

- Provide strategic leadership for SEND.
- Ensure appropriate resources are available.
- Support staff in meeting pupils' needs.

SENDCO

The SENDCO, **Karen Barley**, will:

- Coordinate SEND provision.
- Support and advise staff.
- Liaise with parents and external agencies.
- Monitor pupil progress.
- Maintain SEND records.
- Manage the SEND Register.
- Coordinate referrals and specialist support.

Contact: karenbarley@ireby.cumbria.sch.uk

Class Teachers

All teachers are teachers of pupils with SEND.

Teachers are responsible for:

- Delivering high-quality inclusive teaching.
- Monitoring progress.
- Implementing agreed support strategies.
- Working closely with parents and the SENDCO.

8. Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

- Speech, Language and Communication Needs
- Autism Spectrum Condition (ASC)
- Social communication difficulties

Cognition and Learning

- Dyslexia
- Dyscalculia
- Moderate learning difficulties
- General learning difficulties

Social, Emotional and Mental Health

- Anxiety
- Emotional regulation difficulties
- Mental health needs
- Attachment difficulties

Sensory and/or Physical Needs

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions affecting learning

9. Identifying SEND

Early identification is essential.

A pupil's needs may be identified through:

- Teacher observations.
- Assessment information.
- Discussions with parents.
- Pupil voice.
- Information from previous settings.
- External professional advice.

The school recognises that:

- Slow progress does not automatically mean SEND.
- Behaviour may indicate an underlying need.
- Attendance, wellbeing and wider circumstances should be considered.
- Difficulties related solely to English as an Additional Language (EAL) are not regarded as SEND.
- Identification of SEND is based on a wide range of information and is never determined solely by attainment data.

Parents are encouraged to discuss concerns with their child's class teacher or **Karen Barley, SENDCO**.

10. Ordinarily Available Provision and Adaptive Teaching

High-quality inclusive teaching is the first response to meeting need.

At Ireby, all pupils benefit from Ordinarily Available Provision through adaptive teaching approaches. The strategies outlined within this section form part of the school's Ordinarily Available Provision and may be accessed by any pupil where appropriate.

Classroom Environment

- Clear routines and expectations
- Visual timetables
- Reduced distractions
- Flexible seating arrangements
- Calm and supportive classrooms

Teaching Approaches

- Breaking learning into smaller steps
- Explicit teaching and modelling
- Vocabulary pre-teaching
- Visual supports
- Scaffolded activities
- Additional processing time
- Practical resources

Assessment Approaches

- Frequent checks for understanding
- Flexible recording methods
- Adapted success criteria
- Immediate feedback

Social and Emotional Support

- Positive relationships
- Nurture approaches
- Emotional check-ins
- Social skills development

These adaptations form part of inclusive classroom practice and do not automatically indicate SEND.

11. Person-Centred Planning

When assessing, planning, delivering and reviewing support, we consider:

- The child's strengths.
- The child's voice.
- Parent and carer views.
- Interests and aspirations.
- Desired outcomes.

Support is designed to build independence, participation and achievement alongside academic progress. Review meetings will be conducted using a person-centred approach wherever possible to ensure the child's strengths, aspirations and voice remain central to decision-making.

12. The Graduated Approach

Where pupils continue to experience barriers to learning despite high-quality teaching, the school follows the Graduated Approach outlined in the SEND Code of Practice.

The Graduated Approach Cycle

Assess

Identify strengths, needs and barriers to learning using assessment information, observations, parent views, pupil voice and specialist advice.

Plan

Agree outcomes, support strategies, responsibilities and review dates with parents and relevant staff.

Do

Implement the agreed support and monitor progress.

Review

Evaluate impact, consider pupil and parent views and determine next steps.

This cycle is repeated as necessary to ensure provision remains effective and responsive. The Graduated Approach is an ongoing cycle rather than a one-off process. Information gained during each review informs future planning and support.

13. SEND Support

Where provision is additional to or different from ordinarily available provision, a child may be identified as requiring SEN Support.

This may include:

- Small-group interventions
- Precision teaching
- Speech and language programmes
- Social skills programmes
- Emotional wellbeing support
- Specialist equipment
- Individual support plans

Parents will always be involved in planning and review.

14. Education, Health and Care Plans (EHCPs)

Where a pupil requires support beyond that available through SEN Support, the school may request an Education, Health and Care Needs Assessment.

For pupils with an EHCP, the school will:

- Deliver the specified provision.
- Work closely with parents and agencies.
- Hold Annual Reviews.
- Monitor progress carefully.
- Review progress regularly with parents and carers and provide opportunities to discuss outcomes, provision and next steps throughout the year.

Annual Reviews

The school will hold an Annual Review for all pupils with an Education, Health and Care Plan at least once every 12 months.

Reviews will:

- Consider progress towards outcomes.
- Review provision and support arrangements.
- Gather the views of the child, parents and professionals.
- Make recommendations to the Local Authority regarding any amendments required.

15. Working with Parents and Carers

Parents and carers are key partners.

We will:

- Listen to parent views.
- Share information openly.
- Involve parents in planning support.
- Review progress regularly.

Parents may contact:

Karen Barley,

SENDCO
karenbarley@ireby.cumbria.sch.uk

16. Pupil Participation

Pupil voice is valued. Participation may be facilitated through discussion, visual tools, pupil profiles, one-page profiles or other methods appropriate to a child's age and communication needs.

Children may contribute through:

- Review meetings
- Discussions with staff
- Pupil profiles
- Target-setting activities

17. Working with External Agencies

The school liaises with a range of professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nursing Service
- CAMHS
- Specialist Teachers
- Cumberland SEND Services

Parental consent will be obtained where required.

18. Preparing for Adulthood and Independence

Although pupils are in primary education, the school recognises that preparation for adulthood begins from the earliest years.

We support pupils to develop:

- Independence.
- Communication skills.
- Decision-making skills.
- Resilience and self-confidence.
- Social and emotional wellbeing.

These foundations support successful transition to secondary education and later adult life.

19. Transitions

The school recognises that transitions can be a significant time for children with SEND.

We work closely with families and receiving settings to ensure effective transition arrangements.

This may include:

Starting School

- Meetings with parents and previous settings.
- Transition visits.
- Information sharing.

Moving Between Classes

- Additional visits to new classrooms.
- Transition booklets or visual supports.
- Meetings between staff.

Transfer to Secondary School

- Enhanced transition visits where appropriate.
- Information sharing with receiving staff.
- Multi-agency planning meetings.
- Additional opportunities for pupils to become familiar with the new environment.

Where necessary, individual transition plans will be developed.

20. Accessibility and Inclusion

The school is committed to ensuring all pupils can participate fully in school life. The school maintains an Accessibility Plan and reviews accessibility arrangements regularly to improve access to the curriculum, information and physical environment.

Reasonable adjustments may include:

- Adapted teaching materials
- Specialist resources
- Physical access arrangements
- Support for visits and residential experiences

No child will be disadvantaged because of their SEND or disability.

21. Monitoring and Evaluation

SEND provision is reviewed regularly by the SENDCO, Headteacher and Governing Body to evaluate effectiveness and identify areas for improvement. The effectiveness of SEND provision is monitored through:

- Assessment information
- Provision reviews
- Learning walks
- Parent feedback
- Pupil voice
- SENDCO monitoring
- Governor oversight

22. SEND INFORMATION REPORT

How does the school identify SEND?

Through ongoing assessment, observation, discussions with parents and specialist advice where required.

The Expertise of Staff

The school benefits from the expertise of:

- The Headteacher.
- The SENDCO.
- Teaching staff.
- Teaching assistants.
- External professionals where appropriate.

Staff undertake continuing professional development to support inclusive practice and effective SEND provision.

How does the school support pupils?

Through:

- Adaptive teaching
- Targeted interventions
- SEND Support Plans
- Specialist services where required

How are parents involved?

Parents are consulted throughout the Assess-Plan-Do-Review cycle.

Accessibility

The school has an Accessibility Plan which outlines how it will:

- Improve access to the curriculum.
- Improve the physical environment.
- Improve access to information for disabled pupils and families.

Training and Expertise

Staff receive ongoing professional development to support the identification of needs and delivery of effective SEND provision.

Training may include:

- Autism awareness.
- Speech and language development.
- Adaptive teaching approaches.
- Mental health and wellbeing.
- Trauma-informed practice.
- Specific interventions and programmes.

The SENDCO supports staff in developing inclusive practice across the school.

Funding

The school receives funding to support pupils with SEND through its delegated budget.

Additional funding may be sought from the Local Authority where a pupil's needs require provision that is significantly additional to or different from that normally available.

Local Offer

Information about services available in the local area can be found through the Cumberland Local Offer.

SENDIASS

Independent advice and support are available through the local SEND Information, Advice and Support Service (SENDIASS).

SEND Enquiries

Michael John
Head Teacher
Head@ireby.cumbria.sch.uk

Karen Barley
SENDCO
karenbarley@ireby.cumbria.sch.uk

22. Partnership with Parents and Young People

Strengths-Based Working

The school aims to use positive, respectful and strengths-based language in communication with pupils, families and professionals.

Discussions focus on:

- Strengths and achievements.
- Aspirations and goals.
- Effective support strategies.
- Participation, independence and belonging.
- Positive outcomes.

The school will:

- Value the views of parents and pupils.
- Support participation in decision-making.
- Share information in an accessible format.
- Encourage collaborative working between home and school.
- Seek views regularly when evaluating SEND provision.

Parents and pupils will be involved throughout the Assess, Plan, Do, Review process.

23. Complaints

Concerns should be raised in the following order:

1. Class Teacher
2. SENDCO
3. Headteacher
4. Governing Body

The school's Complaints Policy should then be followed if concerns remain unresolved.

24. CONTACT DETAILS

Contact Details

SENDCO: Karen Barley
Email: karenbarley@ireby.cumbria.sch.uk

Headteacher: Michael John

School Office: office@ireby.cumbria.sch.uk

Telephone: 016973 71367

Website: www.ireby.cumbria.sch.uk

Cumberland Local Offer: Cumberland's SEND Local Offer | Cumberland SEND

SENDIASS: Cumberland SEND Information Advice and Support Service (SEND IASS) | Cumberland SEND Information, Advice and Support Service

Appendix 1: Parent Summary

SEND at Ireby CE Primary School

Every Child Known, Valued and Supported

Our Approach

At Ireby CE Primary School, we believe every child has strengths, talents and potential that should be recognised and celebrated.

We aim to:

- Build confidence and self-esteem.
- Promote independence and resilience.
- Remove barriers to learning and participation.
- Listen to children and families.
- Create a strong sense of belonging.
- Help every child flourish within our Christian community.

We recognise that children are more than their SEND and focus on what children can do, as well as identifying where support may be helpful.

What is SEND?

A child has Special Educational Needs and Disabilities (SEND) if they need support that is additional to or different from that generally available for children of the same age.

SEND may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How Do We Identify SEND?

We identify SEND through:

- Classroom observations.
- Assessment information.
- Discussions with parents and carers.
- Pupil voice.
- Information from previous schools or settings.
- Advice from health or educational professionals.

- Parents are often the first to notice when their child is experiencing difficulties and are encouraged to share concerns at the earliest opportunity.

How Are Children Supported?

Support may include:

✅ Adaptive teaching and classroom adjustments

✅ Small-group interventions

✅ Precision teaching programmes

✅ Speech and language activities

✅ Social skills development

✅ Emotional wellbeing support

✅ Specialist resources or equipment

✅ Support from external professionals where required

All support is tailored to individual needs and reviewed regularly.

What is the Graduated Approach?

The school follows the **Assess - Plan - Do - Review** cycle recommended in the SEND Code of Practice.

Assess

Identify strengths, needs and barriers to learning.

Plan

Agree outcomes, support and review arrangements.

Do

Put the agreed support in place.

Review

Evaluate progress and decide next steps.

This process is repeated as needed so that support continues to meet a child's changing needs.

How Will Parents Be Involved?

Parents and carers are key partners in their child's education.

We will:

- Listen to your views.
- Keep you informed.
- Involve you in decisions about support.
- Review progress regularly.
- Work together to achieve the best possible outcomes.

How Are Pupils Involved?

We encourage children to share their views about:

- What they enjoy.
- What helps them learn.
- What they find difficult.
- Their goals and aspirations.

We use age-appropriate approaches to ensure children's voices are heard.

Who Can Help?

Class Teacher

Your first point of contact for any concerns.

Karen Barley

SENDCO

📧 karenbarley@ireby.cumbria.sch.uk

☎ 016973 71367

Michael John

Headteacher

☎ 016973 71367

Further Information

Additional information and support can be found through:

- Cumberland Local Offer
- SENDIASS (SEND Information, Advice and Support Service)
- The school website
- Your child's class teacher
- The SENDCO

Our Aim

Every child is known, valued and supported to flourish within our Christian community.

Vision Statement

"Created to Do Good" – Ephesians 2:10

At Ireby CE Primary School, we are committed to ensuring that all children are included, respected, supported and inspired to achieve their potential. Through our Christian vision and values, we strive to help every child grow academically, socially, emotionally and spiritually.