

SEN INFORMATION REPORT

Kirkbride Primary School and Nursery 2026

Kirkbride Primary School

SEN Information Report

September 2026

Name of Special Educational Needs/Disabilities Coordinator: Miss Hannah Binns (Note: Hannah Binns is also the headteacher)
Contact Details: Kirkbride Primary School and Nursery Kirkbride Wigton Cumberland CA7 5JR head@kirkbride.cumbria.sch.uk

The kinds of SEND we provided for

Kirkbride Primary School is a mainstream primary school and nursery that makes provision for children with SEN within each of the four categories identified in the 2014 Code of Practice (updated September 12th 2024). We currently have around 81 pupils on role.

Communication and Interaction

Some pupils experience difficulties when communicating and interacting with others. This can take several forms, for example, difficulties in sound production, limited use and understanding of words and phrases and/or underdeveloped skills in communicating with others.

Cognition and Learning

Some pupils face difficulties when learning. There are several reasons why children find aspects of learning more challenging, and these range from specific issues such as dyslexia or dyscalculia to wide ranging difficulties that can affect all areas of development e.g. poor memory skills, or processing difficulties. Each child is treated as an individual and needs are met accordingly.

Social, Mental and Emotional Health

Some pupils require additional support with their personal development to overcome

various social, emotional and behavioural barriers to their learning. We value a nurturing philosophy at Kirkbride Primary School which underpins the way we understand and support each pupil.

Physical and Sensory

Some pupils have physical and/or sensory needs which require the curriculum and environment to be adapted in order that they can fully access learning opportunities.

Current or recent needs at Kirkbride Primary School include: Moderate Learning Difficulties (MLD), Autistic Spectrum Disorder, ADD/ADHD, speech and language difficulties, Social, Emotional and Mental Health and hearing impairments.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Kirkbride Primary School, the attainment and progress of all children is carefully tracked and monitored. This process is overseen by the Headteacher who holds termly progress meeting with class teachers to discuss each child's progress.

In March 2023, Ofsted noted that:

"Leaders have ensured that there are clear and effective processes to identify pupils who may have special educational needs and/or disabilities (SEND). Children's needs are identified early, starting in the Nursery Year. Appropriate specialist staff are involved in the assessment and support of pupils throughout their time in the school. Typically, teachers provide suitable support so that pupils with SEND learn well."

On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. When staff raise concerns, they are discussed with the SENCo and parents are invited to come into school to share the concerns that school hold. Parents are encouraged to speak initially to their child's class teacher if they themselves have concerns.

Where a child is identified as not making the expected level of progress, interventions will be put in place to support them. The impact of any interventions will be reviewed regularly by the class teacher, teaching assistant and SENCo/Headteacher.

A graduated approach to overcoming difficulties is put into action. Children's needs are assessed by experienced class teachers, the school SENCo, and by other professionals from outside school. Pupils are placed on the SEND register when it is agreed that they have area(s) that need support, in addition to that given in quality first teaching.

Pupils on the SEND register have an Individual Education Plan (IEP) which outlines

their specific difficulties, describes the targets that they are working towards and identifies clearly how this is being supported in class. Individual Education Plans are reviewed termly and this is closely monitored by the SENCo.

When a child is working below age-related expectations within the national curriculum or there are some developmental concerns, we might also use an assessment system called PIVATS which helps the school to measure progress and to identify next steps.

Meetings between teachers and the SENCo take place termly where IEP and PIVAT progress is reviewed.

Some pupils may have needs that are more complex, and a multi-team approach will be used to request a Statutory Assessment which could ultimately lead to a child being given an Education, Health and Care Plan (EHCP) by the Local Authority. School is then legally required to meet the provision stated within Section F of the EHCP. Both the parents/carers and the pupil will be significantly involved during this process.

At the present time, the SENCo has shared responsibility for supporting pupils' mental and emotional health and has completed the Senior Mental Health Lead Programme which was run by Lancashire County Council in conjunction with Lancaster University.

At Kirkbride School, we work a range of professionals who support our pupils. These include: Social Workers, School ELSA, Clinical Psychologists, Educational Psychologists, Family Support Workers, Attendance Team, Speech and Language Therapists, Medical Professionals and a range of Specialist Teachers. Any professional who works with a child will normally be involved with assessment and with the formation of plans to support the child. These professionals may also be helpful in ensuring equality of access to education and the breakdown of barriers to learning.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about- and involving them in- their education?

When supporting children with SEND, we aim to talk to them and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. We aim to ensure all SEND pupils are aware of the targets they need to work on but recognise that this needs to be at a level suitable to the age and ability of the child.

For children with an EHCP, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if

appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to consider the views and wishes of our pupils.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

At Kirkbride Primary School, we recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them. We understand and appreciate the knowledge a parent has with regard to their own child and feel strongly that consultation between home and school is absolutely paramount to the success of the individual pupil.

As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and understand how their child is progressing. This communication may include: parent consultation evenings, open mornings and annual reports in addition to informal chats or scheduled meetings made at the request of a parent.

We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time.

For children with an EHCP, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.

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

The SEN Code of Practice 2014 (updated September 12th 2024) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

At Kirkbride Primary School, our priority is to ensure that all children, including those with SEND have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.

Within any lesson there will be children working at different depths and with work pitched to match their needs. This is called adaptive learning and the aim is for all children to access the curriculum set for their age group if possible – perhaps with extra support. Adaptive teaching and learning can be observed in a range of ways.

At Kirkbride Primary School, we strive to accommodate all learning styles and provide appropriate resources, often with the advice of other agencies for the children with special educational needs.

Pupils with SEND often follow an individualised curriculum. E.g. In English and Maths, they will work on the same topic as their peers but objectives will match their own individual needs. We use Key Learning Indicators of Performance (KLIPS) which mean we can finely tune the curriculum to suit the requirements of each child. For pupils not working at age-related expectations, we use PIVATS to plan learning experiences which will support them in making small steps of progress.

Individual Education Plans identify the barriers that a child faces to learning, the strategies and resources that support the removal of this barrier, the people who help and other key information that staff need to know. These are reviewed termly in order to reflect the changing needs of each child.

Teaching assistants are allocated carefully according to their skills and experience.

How accessible is the school environment?

Our school building was built in the 19 70s and has been extended and adapted since then.

Our school building is wheelchair accessible and we have a designated disabled parking space close to the school entrance.

We also have an accessible toilet along with ramps to allow wheelchair access into all areas.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

School budgets are set by the number of pupils on roll with some other factors such as the social deprivation indicator. Our school is smaller than average so our funding allocation is smaller than average. We do receive funding intended to support children with special educational needs but it is limited so we need to plan to use it as effectively as possible.

Where a child has an Education, Health & Care Plan (EHCP) the plan identifies the priorities and expectations of support for that child – it may also come with additional funding to support the plan, but school is expected to contribute a large proportion

of the costs from the main budget.
The most expensive resource to support children is the professional team that works with them. The challenge for the Headteacher/SENCO and the Governors is to match the needs of the children in school with the limitations of the budget; to consider the whole school and also the individual needs, particularly for children with special educational needs.

The annual budget runs April to March and takes into account the school year which runs September to July. As far as possible, staffing is planned in advance to support children and meet their needs. Sometimes this may be reviewed and changed e.g. if a new child with additional needs starts at school or if a child's individual needs change. The Headteacher/SENCO and the Special Needs Governor are involved in budget planning which helps to ensure that children with SEND are given the best possible support.

Sometimes it may be necessary to purchase extra resources or pay for a private Educational Psychologist assessment. These decisions will be taken by the Headteacher and the SENCO together – a modest amount is set aside in the budget to allow for this but if the costs go beyond the allocation then the Head & Bursar will need to decide which other cost centres will have to be cut to make the money available.

Parents are welcome to ask questions about how resources are allocated to support their child, but the decisions must stay with the Headteacher/SENCO. This is because the overall effective financial management of school is critical to every child's success. (i.e. if money is spent that goes beyond the budget allocation then it will have to be saved elsewhere – which is likely to be teaching or TA hours cut, which will then have a negative effect on the children who will no longer get that support.)

Through discussions with parents, teachers, teaching assistants and children, the SENCo/Headteacher, makes decisions regarding the most effective allocation of resources. This includes human and physical resources.

We have a limited number of Teaching Assistants who we endeavour to use where the needs are greatest. Our current TA structure is as follows:
EYFS – Full time TA3
Y1/2 – TA2 (x2 mornings per week; x 3 afternoons per week) there is also an additional TA2 x4 days a week 1:1 support
Y3/4 – HLTA (x2 mornings per week) Additional TA2 (x3 mornings)
Y5/6 – HLTA (x2 mornings per week; x 3 afternoons per week 1:1 support); TA2 (x2 mornings and x1 afternoon per week 1:1 support)

Pupils with EHC plans have statutory provision listed clearly in their plan which is met by internal and sometimes external sources. EHC plans are reviewed annually, including the level of support required and its impact. All relevant parties are involved in the review process.
We have a rigorous timetable of support in place for our pupils with an EHCP and

this is to ensure we meet our legal requirements stated in Section F of the plan.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

At Kirkbride Primary School, we recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them.

As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and understand how their child is progressing. This includes parent consultation evenings, open mornings and annual reports. These planned communication opportunities take place alongside informal discussions, letters and scheduled meetings made at the request of a parent.

We actively encourage parents to be part of the progress their child makes and advise them where necessary of how to support this at home.

We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time, as of course is the SENCO.

For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting where children's progress against their individual targets are looked at in detail and decisions about future provision is jointly agreed.

What training have the staff supporting children/young people with SEND had or may they have?

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

The SENCO is currently enrolled on the NPQSEND.
The SENCO also chaired the local district Inclusion Hub Steering Committee in her previous authority for 5 years, facilitating training as and where required, signposting schools to targeted support for those pupils at risk of suspension or exclusion and organising Inclusion Conferences with key note speakers.

It is the SENCo's role to ensure that all staff are fully up to date with pupils' needs and with the statutory obligations outlined in the Code of Practice. Information sharing may be done through staff meetings, informal chats with individual staff or scheduled meetings (e.g. IEP and PIVAT review meetings which take place each term).

The SENCo attends termly conferences which provide updates with regard to research, legislation changes, available resources and specific needs training.

Staff access specific needs CPD if appropriate for their development and to support a child(ren) in their class.

We gain invaluable support from our SEND advisor who supports the school in termly meetings. The Local Authority also has a traded team of specialist teachers which can be accessed when more expert help and advice is needed. We also have a named Local Authority SEND Officer with who we can discuss the needs of individual pupils.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We have structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND.

All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom and are supported by social stories to prepare them for the changes ahead. They may be given photo-books of their new classroom, teacher and any other adults that will be supporting them.

For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Moving on to secondary school can be an exciting but daunting time for all children so at Kirkbride Primary School we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including special schools within the area.

For children with EHC plans, the SENCo from the secondary school will be invited to either the Year 5 Annual Review or the Year 6 Annual/Transition Review or both. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond. If a child is on 'SEN Support' a transition meeting with the SENCo from the secondary school during the summer term of their final year takes place to pass on important information about each child. Parents are invited to attend.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging, the SENCo will arrange an extra visit

to the secondary school.
If a child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school. The Headteacher will liaise with the new Headteacher and the SENCo will ensure that they are well-informed of the child's individual needs.

How will my child/young person be included in activities outside the classroom, including school trips?

At Kirkbride Primary School, we pride ourselves on providing an inclusive learning environment where all children including children with SEND are treated equally and have access to the full range of opportunities that we provide.

We run a number of after school clubs (see website for full list) and ensure that all children who want to participate are able to. Some children will need additional support with particular skills so they are supported by adults or their peers. We ensure there are a variety of physical activities to cater for all abilities.

All children are included in class trips. Children are considered individually regarding the support they need e.g. 1:1 adult support etc. Access arrangements are included in the risk assessments and the parent and pupil are included in these discussions so that they feel secure.

During break and lunch times, children with SEND can play outside with their peers but provision is available for those who find the outside area a challenging place to be.

All staff, including welfare, are briefed on individual needs.

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

Kirkbride Primary School has a nurturing ethos. The school strives to develop and support the positive wellbeing of all our pupils.

For children with medical needs, we work alongside parents, paediatricians, school nurses and specialists to ensure the correct care is in place.

We are proud of our inclusive school where all children accept and support each other. We encourage and expect empathy and understanding from pupils and staff at all times. However, we are aware that children with special needs are vulnerable and therefore we observe their well- being closely. We take any reports of bullying seriously and it would be dealt with as set out in the Anti-Bullying Policy.

At Kirkbride Primary School, we believe that children are entitled to participate in all areas of school life regardless of ability or needs. We believe experiences such as being part of the student council or becoming a Sports Leader etc enriches their overall education.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

At Kirkbride Primary School, we have a robust system of self-evaluation in which we evaluate:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Pupil outcomes

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENCo and SEN governor meet to discuss the provision for children with SEND. The governors also receive regular reports which are written by the SENCO.

Each term, the performance of all children, including those with SEND is analysed by the Headteacher/SENCO where areas of need are identified.

In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

Parents are kept informed throughout the year.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

At Kirkbride Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If parents have questions or concerns about the provision for a child with SEND, in the first instance, we would encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they could contact the SENCo/Headteacher.
In the unlikely event that a concern is not resolved, then please make contact with our Chair of Governors in line with our Complaints Policy and procedure.

Where can I find the contact details of support services for the parents of children/young people with SEND?

SEND Information Advice and Support Services (SENDIASS) is available for parents to access additional information, support and advice.

- CAHMs Child and Adolescent Mental Health Service West Cumbria 01900 705 800
- Cumberland SEND Information, Advice and Support Service 07824 408922 susan.eastwood@cumberland.gov.uk
- Neurodiversity and Emotional Wellbeing Service
- Advice on Children's Education (Ace) 0300 011 5142
- Carer's UK
- Children's Education Advisory Service (Forces children)
- Civil Legal Advice (CLA) – you might be able to get free and confidential advice from CLA as part of legal aid. This includes advice on education law matters, SEND, discrimination and judicial review (for example for children not receiving education or unlawful exclusions).
- Contact: Charity for families with disabled children and information to get the right support. Brings families together to support each other, and helps families to campaign, volunteer, and fundraise. In addition, offers face-to-face support, workshops and training in some regions.
- iCan Wellbeing Group – the ADHD lived experience programme offers peer support and education to help people understand their ADHD
- IPSEA - Independent Parental Special Education Advice, a charity that offers legal advice, support and training to ensure children and young people with SEND access the right education. They also offer tribunal representation.
- National Autistic Society - a charity for people with autism (including Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism. Includes education, health, social care, benefits, housing and transition support (school to adult life).
- National Deaf Children's Society - information and support for deaf children and young people and families. They can provide advice and support on a range of issues including benefits, education, technology, health, social care, discrimination and communication. They provide face-to-face support and tribunal representation.
- SENDAC – SEND Alliance Cumbria is the official parent carer forum for families of children and young people with additional needs and disabilities in Cumbria
- Shine for Autism – supports parents, carers and professionals to build an autism-friendly community through better understanding, acceptance and inclusion
- SOS!SEN – an independent national charity aiming to empower parents and carers of children and young people with SEN and disabilities to access the

help they are entitled to, particularly in the education system. They offer face-to-face support, tribunal representation and parent workshops.

Where can I find information on where the local authority's local offer is published?

Our Local offer – school website

Cumberland County Council Local Offer - https://cumberlandsend.co.uk/cumberland-send