



Special Educational Needs Information Report

Question	Answer
How will the school identify if my child needs extra support?	<ul style="list-style-type: none"> ✦ Concerns maybe raised by parents/ carers, teachers or the child. ✦ Limited progress is being made such as: the child is performing significantly below age related expectations, which may be identified through termly assessments. ✦ Concerns are raised about changes in behaviour or self esteem is affecting progress. ✦ Information shared by external agencies such as: health diagnosis through paediatrician or Speech and Language. ✦ Information gathered from previous settings.
What happens next?	<p>When a child has been identified as experiencing some difficulty with their learning, behaviour or socially and/ or emotionally, the class teacher will discuss this with the SENDCO and identify what the barriers to learning appear to be. This is likely to result in putting some extra support in place, creating targets on a Graduated Approach Plan (GAP) which would be reviewed after 6 weeks.</p> <p>If a GAP has been in place and followed the Assess Plan Do Review cycle and progress is still not evident, a SEN Support Plan would then be created with input from the child and parents.</p>

<p>What should I do if I think a child may have special educational needs?</p>	<p>Talk to us - If you think your child has a SEND you can discuss with your child's class teacher, teachers work closely with parents throughout their child's education. Additionally, a meeting can be arranged with the SENCO by appointment. Our school SENCO is Mrs Sam Little who can be contacted via the office – 01946 811347 or via email – senco@montreal.cumbria.sch.uk</p> <p>Parent's evenings take place at least twice a year and there is also an opportunity to discuss your child's end of year report. Parents are given information about whether their child is achieving at a rate that is similar to their peers and meeting age related expectations.</p>
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At Montreal C of E Primary School, children's success, achievement and welfare is at the heart of all we do. Staff work tirelessly to create a happy school environment where children feel safe and ready to learn. Children may have SEND throughout, or at any time during their school life. This report explains in more detail of how we at Montreal C of E Primary School aim to provide a relevant, broad and balanced curriculum for all our children.

	<p>The progress of children with an Education Health Care Plan (EHCP) is formally reviewed at an 'Annual Review' with all services involved with the child.</p> <p>A range of ways will be used to keep you informed, which may include:</p> <ul style="list-style-type: none">✦ Additional meetings as required✦ Reports✦ Tapestry✦ Parent Mail✦ Informal conversations with staff
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How will school staff support my child?

- ✦ Staff will work together to identify the barriers to learning and put effective special educational provision in place.
- ✦ SEND support will take the form of a four-part cycle; Assess, Plan, Do and Review.
- ✦ The plan will contain a small number of specific targets, ideally three or four, designed to enable the child to progress.
- ✦ They will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness. Currently once per term however, sooner if appropriate or targets are achieved sooner or targets are not appropriate.
- ✦ Parents and children are encouraged to take part in the review and target-setting process.
- ✦ The targets on the SEND Support plans are SMART, this means:
 - Specific and clear
 - Measurable, so it is obvious whether or not it has been achieved
 - Achievable, if set correctly all targets should be achieved
 - Relevant to the strategies and actions identified and teaching undertaken
 - Time limited to the time scale of the Individual educational plan

The types of support usually available within SEND Support include:

- ✦ Additional support from the class teacher, teaching assistants or our educational support manager to teach the targets identified in the child's SEND support plan in class, a small group or individually.
- ✦ Specific social and/or emotional skills or behaviour programmes to remove barriers to learning.

Should the Special Educational Needs Co-ordinator (SENCO) require further advice, with consent from parents/carers, she will contact the Special Educational Needs and Disabilities (SEND) Team, Specialist Teaching Services, Educational Psychologists or a range of health professionals; dependent on the child's needs.

The SENCO then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information. The SENCO will consult with parents/carers, children, teachers

	<p>and support staff about the SEND support required, to ensure all interested parties are aware of the learning targets and how they can make a contribution.</p> <p>How are the Governors involved and what are their responsibilities?</p> <ul style="list-style-type: none"> ✦ The Governing body of the school has a nominated SEND Governor: Stacey Kelly who is responsible for the monitoring of SEN provision in school. The SENDCo reports to the governors every term to inform them about the provision for children with SEND. This does not refer to individual children and confidentiality is maintained at all times. ✦ The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.
<p>How will the curriculum be matched to my child's person's needs?</p>	<ul style="list-style-type: none"> ✦ When a pupil has been identified with SEND, high quality teaching will be adapted by the class teacher to enable them to access the curriculum more easily. We aim to be inclusive in all areas of our curriculum, keeping children in the classroom but working at a level they can access. ✦ Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or a small focused group to target more specific needs. ✦ If a child has been identified as having SEND, a SEND Support Plan will be created. Targets will be set according to their area of need. These will be monitored by the class teacher and discussed in team meetings with all staff working with the child. Plans will be discussed with parents at Parents' Evenings and a copy given to them. ✦ If appropriate, specialist equipment may be given to the pupil. E.g. writing slopes, pencil grips, enlarged keyboards etc.

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>How will I know how my child is doing?</p> <ul style="list-style-type: none"> ✦ You are welcome at any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is progressing. ✦ We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regular. Especially if your child has complex needs, if necessary, a home –school communication book may be used or other communication methods such as Tapestry or Parent Mail for extra short term communication ✦ You will be able to discuss your child's progress at parents' meetings and arrange additional meetings where required. ✦ As a school we measure children's progress in learning against National expectations and age-related expectations. ✦ Class teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6 using a variety of different methods. ✦ Children who are not making expected progress are picked up through assessments and pupil progress meetings.
	<p>How will you help me to support my child's learning?</p> <ul style="list-style-type: none"> ✦ We can offer advice and practical ways you can help your child at home. We will provide resources where appropriate. ✦ External specialists may provide suggestions and programmes of study to be used at home.

<p>What support will there be for my child's overall well being?</p>	<ul style="list-style-type: none"> ✦ We are an inclusive school; we have a hard-working staff who always prioritise the children's well-being. ✦ Our Mental Health lead in school is Mrs Karen Bell who can be contacted via the school office. ✦ The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. Individual Health Care Plans or Behaviour Plans may be put into place where necessary. ✦ Through Kidsafe sessions, pupils are taught about relationships and keeping safe. ✦ Weekly PSHE Lessons are taught in class following SCARF: Safety, Caring, Achievement, Resilience, Friendship ○ SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement. ✦ Through our outdoor learning sessions, we develop children's emotional resilience. Outdoor education is seen as a very important part of our curriculum for the well being of all children and staff. ✦ Social and emotional needs may be supported through specific interventions such as ELSA work, Drawing and Talking, Lego Therapy, Boxall profiles or Decider Skills.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The school works in partnership with other agencies to support children with Special Educational Needs, for example, with;</p> <ul style="list-style-type: none"> ✦ Health –Health visitor (up until the age of 5) Physio Therapist, Occupational Therapist, Community Paediatrician, E-School Nurse. ✦ Speech and Language Therapy services ✦ Educational Psychologist ✦ Specialist Advisory Teachers for Autism; Communication and Interaction, Speech, Language and Communication Difficulties, Physical and Medical Difficulties ✦ Children's Services ✦ Police ✦ CAMHS (Child and Adolescent Mental Health Service) ✦ Access & Inclusion Officer ✦ Howgill ✦ Barnardo's ✦ Alternative provision providers

<p>What training is the staff receiving or have completed to support children with SEND?</p>	<ul style="list-style-type: none"> ✦ Our SENDCO is a qualified teacher who has also completed the National SENDCO Award. ✦ All staff are trained in Safeguarding at least at Level 1 ✦ Early Help ✦ We have 2 ELSA trained members of staff ✦ 2 members trained in Drawing and Talking ✦ 3 members trained in Lego Therapy ✦ Several members trained in Decider Skills ✦ All staff have received AET Training – Making Sense of Autism and Good Autism Practise ✦ Several members of staff have received Team Teach training. ✦ All staff have relevant Paediatric and Adult First Aid Qualifications. ✦ The Specialist Advisory Teachers for Communication and Interaction regularly visit school to offer advice for individuals to inform support, training and suggested targets. ✦ The Educational Psychologist has delivered training on Specific Learning difficulties and SMART Targets This is not an exhaustive list, it will be added to as needs arise.
<p>How accessible is the school environment?</p>	<p>The school is accessible by wheel chair from the outdoors in, there are no steps into the school. We have a disabled toilet area with changing bed and water facilities.</p> <p>The governors of the school would consider other reasonable adaptations (visual, auditory and structural) to meet the needs of pupils where necessary.</p>
<p>How will we support children in their transition in school and when they leave us?</p>	<p>Many strategies are in place to enable a pupil's transition to be as smooth as possible.</p> <p>These include:</p> <ul style="list-style-type: none"> ✦ The Reception teacher visits the local feeder nurseries to meet the children and collect personal information in preparation for the new academic year. ✦ Pupils who already attend our school, attend a transition morning where they spend some time with their new class teacher ✦ Discussions between the previous and receiving schools, prior to the pupil joining/leaving. ✦ Enhanced transition arrangements for a small group of targeted pupils in the summer term with Secondary school staff. ✦ Additional visits are also arranged for pupils who need extra transition time regardless of the year group. ✦ Transition materials such as photos and booklets are used to prepare a child for their new classroom or new secondary setting. ✦ Year 7 teachers from Secondary schools visit children in Year 6 prior to transition.

	<ul style="list-style-type: none"> ✦ Information sharing is crucial to enable a shared understanding of the child's needs. If a child has an Early help open or EHCP, secondary school will be invited to a transition meeting.
How are the school's resources allocated and matched to children with special educational needs?	<p>The SEND budget is allocated each financial year. The money is used to provide additional support and resources dependent on an individual's needs.</p> <p>Resources may include:</p>
	<ul style="list-style-type: none"> ✦ In class support from a Teaching Assistant (TA) ✦ Withdrawal from class with TA or teacher for 1:1 or small group work ✦ Support during break or lunch time ✦ Pre teaching/ or same day intervention ✦ Equipment e.g. iPads/Laptops ✦ Specified supported programmes such as 1-1 RWI phonics ✦ Social and emotional intervention such as ELSA <p>Resources are dependent on the individual child's need and cohort. If there is an Education and Health Care Plan in place, this may set out the expectations for what strategies and provision should be put into place.</p>
How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> ✦ These decisions are made in consultation with the class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. ✦ During their school life, if further concerns are identified, due to the pupils lack of progress or well-being, then other interventions will be arranged.

<p>Who can I find out more information on the Local Offer?</p>	<p>https://fid.cumberland.gov.uk/kb5/cumberland/directory/home.page</p>
<p>Who can I contact if I have an issues?</p>	<p>If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made via the office to speak to the Head teacher or SENCO, who will be able to advise them on the formal procedures for complaint. The complaints policy is available on our website.</p> <p>Contact Details; Telephone: 01946 811347 Email: office@montreal.cumbria.sch.uk Montreal C of E Primary School Ennerdale Road Cleator Moor Cumbria CA25 5LW</p> <p>If there continues to be disagreement with regard to SEND provision you should make arrangements with the Local Authority, that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.</p> <p>Cumbria SEND IAS Service offers impartial information, advice and support to children and young people with special educational needs and or disabilities and their parents and carers More information available at</p> <p>Cumberland SEND Information Advice and Support Service (SEND IASS) Cumberland SEND Information, Advice and Support Service</p>