

Old Hutton C of E Primary School
SEN School Offer Information Report

This SEN Information Report is provided in addition to the SEND (Special Educational Needs and Disability) Policy which can be viewed on the school's website

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

Early Identification is a priority within our school. We have close relationships with parents/carers and begin open discussions about your child's needs as soon as they arise. Our EYFS team work closely with feeder nurseries and childminders so that we can understand your child as best as possible from day one. If your child transitions to our school at a later point, we will co-ordinate with your child's previous school and yourselves so that we have as much information as possible in place to support your child when they join us.

Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. All staff are aware of the expected development and attainment at different ages and have expertise in identifying additional / Special Educational Needs (SEN). Class teachers will monitor your child's progress and will introduce strategies, resources and interventions to your child's curriculum to analyse whether they benefit from extra help.

If you have a concern about your child's development or think they may have a SEN need, please raise this with the class teacher or get in touch with the school's Special Educational Needs Co-ordinator (SENCo).

What types of SEND does the school provide for?

At Old Hutton CE Primary School, we support children with a range of Special Educational Needs and Disabilities (SEND). These needs may fall within the four broad areas identified in the SEND Code of Practice:

- Communication and interaction, including speech, language and communication needs and autism.
- Cognition and learning, including specific learning difficulties and moderate learning difficulties.
- Social, emotional and mental health, including anxiety and difficulties with emotional regulation.
- Sensory and/or physical needs, including hearing impairment, visual impairment and physical disabilities.

We recognise that some children may have needs across more than one area and that every child is an individual. Our provision is tailored to the needs, strengths and aspirations of each pupil.

How will school staff support my child/young person?

Class teachers are responsible for the education of all the children in their class, including those with SEND. They plan and adapt the curriculum for children who have SEN or may have additional needs, with support from the school's SENCo. Where appropriate, children may be supported by an additional adult. For example, this support could be in class, in a small intervention group or one-to-one.

Class teachers will work with the SENCo to create Pupil Passports that detail strategies and interventions that support your child. These documents are used alongside their IEPs (individual education plans) which record agreed targets to help your child to progress. Class teachers and additional adults will implement outlined support, which is reviewed on a termly basis. Class teachers will also regularly assess the wellbeing of your child and will consider this when deciding on what support is best for your child.

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

High quality teaching - which is adapted for individual pupils - is our first step to helping pupils who have or may have SEND. Additional interventions and support may also be appropriate in some cases. This will enable your child to enjoy the full curriculum and educational opportunities we have to offer.

School have access to a broad range of high quality schemes across the curriculum and these will be used to support your child. Where there is a gap in learning, class teachers or additional adults will recap specific subject areas to help your child secure their curriculum knowledge.

We are an inclusive school and endeavor to make sure your child accesses the full curriculum regardless of their needs. Where this is not fully achievable, we carefully create an enriching curriculum that is tailored to your child and their strengths and needs.

How will I know how my child/young person is doing and how will you help me to support my child's learning?
The progress of each child is carefully monitored and tracked regularly. This informs staff on next steps for their pupils. Progress and targets are shared with parents/carers through a combination of open afternoons, parents' consultations and school reports. We also have an "open door" policy and welcome our parents/carers to "check in" and discuss their child's progress whenever they would like an update.

In some cases, your child may require a Pupil Passport or a more detailed individual education plan (IEP) which will be drawn up in consultation with you and your child and reviewed termly. This may only need to be in place for a short time, to support your child with a particular area of need. If your child has an IEP, we (school and parents/carers) will agree on specific targets that you can help your child with at home on a termly basis. These will complement support we are putting in place in school.

Where a child may require additional support beyond that ordinarily available through SEN Support, the school, in partnership with parents/carers, may request an Education, Health and Care (EHC) needs assessment from the Local Authority. This considers the child's educational, health and care needs and whether an Education, Health and Care Plan is necessary. Where appropriate, parents/carers are signposted to relevant agencies within the community that can offer further support to you and your child. Follow https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer to view the Westmorland and Furness Local Authority's 'Local Offer' Information Report, which details their provision for children with identified Special Educational Needs and how this supports our work in school.

What support will there be for my child's overall wellbeing?
Within the Christian culture of our Church of England school, it is our aim for our children to be happy, secure and prepared for life. We achieve this through teaching all pupils (who may or may not have SEND) with our 'learning for life in all its fullness' ethos at the core of our education. This is driven by our commitment to holistically developing the whole child, including their wellbeing and spirituality.

Our enriching curriculum reflects our aspirations for wellbeing; and we say 'yes' to as much as we can so that we can teach all our pupils through amazing experiences. Our strengths include a wide variety of outdoor adventure and sport activities; outdoor learning sessions that take place in our beautiful wildlife area; fantastic trips, visits and residentials; and artistic events such as our annual school musical.

Our small size means that every child is known as an individual by all within our supportive school family; pupils take care of each other through our buddy system. Furthermore, the wellbeing of all our pupils is supported through our core Christian Values, which are promoted by all, in everything we do: Courage, Friendship, Forgiveness, Peace, Perseverance and Love. We also focus on social and moral aspects of learning which shines throughout our curriculum, particularly through our RHE (Relationship and Health Education) lessons and activities.

A wide range of interventions are used to further support the wellbeing of children and to promote positive behaviour, such as Nurture and Social Interaction groups; 'Walk & Talks'; Quiet Club for lunchtimes; Movement Breaks; and Sensory Resources. We have access to a Child Counsellor should additional social and emotional support be required. We sometimes put Behaviour Plans in place for individual children so that we can understand triggers and support challenging behaviour sensitively.

The school follows statutory guidance for the administration of medicines and provision of personal care. All statutory requirements are met in terms of ensuring that every child is safeguarded in school. Further information can be found in the relevant policies and reports on the school's website.

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

There is a wealth of experience and expertise within the school staff in supporting pupils with a variety of SEND. A particular strength is our whole-school inclusive approach. Staff have training in Phonics Catch-up, Reading Intervention, Maths Recovery, Smart Moves, Team Teach and Pediatric First Aid.

Referrals can also be made to other agencies including the School Nurse, Child and Adolescent Mental Health Service (CAMHS), Child Counselling, Barnado's, Educational Psychologists, Specialist Advisory Teachers in areas of learning difficulty, Speech and Language therapists and Occupational Health Therapists.

How do we evaluate the effectiveness of our SEND provision?

We regularly monitor and evaluate the effectiveness of our SEND provision through assessment of pupil progress, review of individual targets, observations and feedback from children, parents/carers and staff. Interventions are monitored to establish whether they are having the intended impact. Where progress is not being made, we review the provision and consider whether different strategies, additional support or advice from external professionals may be required.

What training is the staff receiving (or have completed) to support children and young people with SEND?

Staff share expertise through collaborative training opportunities within our local school clusters as well as accessing local and national training, on a termly basis. Individual staff development needs are also identified and met as required and as part of our performance management process. We also subscribe to ILOP (Inclusive Learning North) which is an Online Portal for all staff to access for Continuous Professional Development (CPD) in Special Educational Needs.

How accessible is the school environment?

As detailed in our school's Accessibility Plan (available on the website or via the school office), much of our school buildings and grounds are fully accessible to most users. Adaptations are made to the school environment wherever possible to meet any special needs.

We have a specially adapted toilet and shower facility for disabled children and adults. We also have a graduated ramp up to our main entrance door. The main entrance hall, offices, library and two lower school classrooms, as well as our outdoor playgrounds and wildlife areas are accessible by wheelchair users. At present, the upper school area (two classrooms, toilets and staffroom) is only accessible via a short flight of steps; however, if the need to provide wheelchair access to these areas arose, school could make arrangements to have a ramp or lift fitted.

How do we provide specialist equipment and facilities?

Where a child requires specialist equipment or additional facilities to support their learning, communication, mobility or sensory needs, we work with parents/carers and relevant professionals to identify what is required. We seek advice from specialist services and the Local Authority where appropriate to ensure that suitable resources and adaptations are provided.

How do we ensure disabled pupils are treated fairly and can access school life?

We are committed to equality of opportunity and ensuring that disabled pupils are not treated less favorably than their peers. We make reasonable adjustments to support pupils' access to learning, school activities, trips, visits and extracurricular opportunities.

Our admissions arrangements follow the relevant Local Authority admissions procedures. We work with families to identify individual needs and consider reasonable adjustments to support a successful admission and transition into school.

How do we support children to develop independence?

We recognise the importance of developing independence and preparing children for their next stages of education and life. Through our curriculum, enrichment opportunities and pastoral support, we encourage children to develop confidence, communication, social skills, resilience and independence appropriate to their age and individual needs.

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

We have strong links with local nurseries, secondary schools and other local primary schools. The initial move into Reception for our youngest pupils is supported through a programme of home visits and regular shared activities such as drop-in days. Yearly transitions within school are carefully managed to support children's wellbeing and are tailored to individual needs (e.g. one-to-one meetings with new teachers).

A range of transition strategies are put in place to support children at the end of key phases e.g. transition plans, extra visits, holiday activities. Where possible, staff from new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. We also visit secondary schools through a range of enrichment opportunities that they offer (e.g. sports activities). In all cases, there will be close liaison and communication between the schools.

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

Old Hutton CE Primary is an inclusive school and all pupils with SEND are included in all aspects of school life. Adaptations are made to the school environment and the curriculum is modified to best meet the needs of all pupils. We aim to allocate resources appropriately to meet the needs of all children with Special Educational Needs.

Most children with short-term difficulties have their needs met from resources provided by the school. Some children's needs are met through an Education Health and Care Plan with additional resources provided by the Local Authority. Each child's provision is based on an individual assessment of their needs and desired outcomes. Highly trained, skilled and experienced teachers and support staff are deployed to best meet the needs of each individual child with SEND.

How is the decision made about what type and how much support my child will receive?

The decisions about the type of support your child needs will be based on discussions between all interested parties, including you as a parent/carer, and a range of assessments and diagnostic tests. The amount and type of support will be reviewed on a regular basis against the progress your child has made.

How do we involve children in decisions about their education?

We believe that children should have a voice in decisions about their learning and support. We encourage children to share their views, wishes and feelings about their education and wellbeing in an age-appropriate way. Children's views are considered when developing and reviewing Pupil Passports and Individual Education Plans. We use discussions, observations and other appropriate approaches to understand what helps children learn and what they feel they need to succeed.

What support is available for parents and carers?

We recognise that parents and carers may need support and advice when navigating their child's SEND journey. We work closely with families and signpost them to relevant services and organisations that can offer additional advice and assistance. Follow this link for the Westmorland and Furness SEND IAS Service https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service offering free impartial information, advice and support to families with children and young people with special educational needs and/or disabilities (SEND).

What do I do if I am not happy about the SEN provision for my child?

Please speak with the class teacher, SENCo and Head teacher about your concerns in the first instance, who should quickly be able to resolve any issues that arise.

If you are still not happy, you may address ongoing concerns to our Governing Body via the SEN Governor (this is a nominated governor for Special Educational Needs who monitors the school's SEN provision and reports directly to the full governing body at their termly meetings). Please refer to the school's Complaints Procedure available on the school website or from the school office.

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