



SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require our school to publish certain information regarding our provision for pupils with SEND. We hope parents find the following information helpful and we warmly encourage you to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

Our dedicated team of teachers and teaching assistants are trained to provide support for children with:

- Communication and interaction needs
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory/physical needs

We identify and assess pupils with SEND using the following methods:

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our arrangements for admitting children with SEND:

Children and young people with SEN have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - a) it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or

b) the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

The school uses nationally recognised methods of tracking academic progress to ensure SEND children are making progress termly and yearly. This progress will be assessed against children's own specific individual targets identified in their School Support Plans. Targets for children with SEND will always be personal to them and achievable. These targets will be regularly reviewed and new ones put in place as progress is made. The school will always consult with parents to discuss a pupil's individual targets.

Our approach to supporting and teaching pupils with SEN includes:

Every child at our school who has Special Educational Needs and/or Disabilities will participate fully in the life of the school. We will always make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all. Children identified as having SEND will be taught by a qualified teacher and supported in small groups by either the teacher or experienced TA. On occasions, these children will be offered 1:1 specialist teaching and support if and when necessary, depending on the individual needs of the child. Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. Our school has been adapted so it is wheelchair friendly and has full disabled access in line with our Accessibility Plan.

The following emotional, mental and social support is available for pupils with SEN:

All our teaching staff are experienced at dealing with children with a range of special educational needs. The children in our school are all treated with love, care and respect. Children who are identified as needing extra support are offered relaxation and reflection sessions in our specialist nurture room. Children participate in weekly nurture groups run by experienced Teaching Assistants and with our Pastoral Support Mentor.

Our SEND Co-ordinator (SENDCO):

Mrs Georgina Taylor is a qualified teacher and currently teaches in Year 6. You can contact her via the school email which is: admin@st-bridgets-pri.cumbria.sch.uk

All of our teachers and teaching assistants are qualified to Level 2 in Autism training. All are qualified in Team Teach. This is a nationally recognised qualification to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. One of our Senior Teaching Assistants (Mrs Josephine Nicholson) is also the Pastoral Support Mentor and is available to provide emotional support to pupils.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

We have an open door policy whereby parents are welcome in school to chat about concerns or queries about their child. A quick, informal chat with teacher can take place at the start or end of the school day. But we ask that parents make an appointment if they wish to discuss matters in privacy and more detail. We offer twice yearly parent's evenings. Parents of pupils with SEND will always be invited into school when outside agencies are working with a child. For example, if a child is being assessed by an Educational Psychologist we invite parents in to meet with the specialist to discuss their child's specific difficulties or needs.

If you wish to discuss your child's special educational needs further or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCO
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEN. His name is **Mark Newby** and he can be contacted via the school office.

We work with the following bodies to ensure the best possible provision for our pupils with SEND:

School Nurse, Family Support Workers, Specialist Advisory Teachers, Educational Psychologists; health personnel such as Community Paediatricians, Speech Therapists, Physiotherapists and Occupational Therapists.

Further information for parents regarding SEN support in Cumbria can be found on their Local Offer website: (see link below)

<http://search3.openobjects.com/kb5/cumbria/fsd/localoffer.page>

