



**Cummersdale School**  
**SEN information Updated March 2017**

**How does the setting/school/college 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?**

We work with parents/carers to identify any needs.

Staff are able to raise any concerns that they may have about children in the weekly staff meeting and work with SENCo to address these.

We seek external advice where appropriate.

Any concerns in the first instance should be addressed to the class teacher followed by Mrs Sarah Barratt (SENCo) thereafter.

The types of special educational needs we currently have in school are: social and emotional needs, speech and language difficulties.

**How will early years setting/school staff support my child/young person?**

The class teacher has a responsibility to cater for all children in the class. He/she will differentiate work to make sure all children are able to access the work at some level.

Mrs Sarah Barratt is the special needs coordinator and can offer advice to the staff who work with your children.

**Children in school will get support that is specific to their individual needs.**

**This may be all provided by the class teacher or may involve:**

- Other staff in the school
- Staff who will visit the school from the Local Authority central services
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
<p><b>What are the different types of support available for children with SEN and /or disabilities in this school?</b></p>	<p><b>Class teacher input via good/outstanding classroom teaching.</b></p>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing more practical learning or different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</li> </ul>	<p>All children in school receive this.</p>
	<p><b>Specific small group work. This group may be</b></p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Run by a teacher or (most often) a Teaching assistant who has had training to run these groups.</li> </ul> <p><b>These are often called Intervention groups by schools.</b></p> <p><b>(Stage of SEND Code of Practice: School SEN Support, which means they have been identified by the class teacher as needing some extra support in school or from a professional outside school, after putting strategies in place at</b></p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to enable them to work at a similar level to their peers.</li> <li>• He/ She will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A Teaching Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</p>

	class level)		
	<p><b>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</b></p> <p><b>(Stage of SEND Code of Practice: School SEN Support</b>, which means they have been identified by the class teacher as needing some extra support in school or from a professional outside school, after putting strategies in place at class level)</p> <p>Professionals from outside school may be from:</p> <ul style="list-style-type: none"> <li>Local Authority central services such as the behaviour support team</li> <li>Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<ul style="list-style-type: none"> <li>If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>Before referrals are made we will discuss your child's progress with you and together we will plan possible ways forward.</li> <li>If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</li> <li>The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>Support to set targets which will include their specific professional expertise</li> <li>Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</li> <li>A group or individual work with an outside professional</li> </ul> </li> </ul> <p>The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</p>	
	<p><b>Specified Individual support</b> for your child of, as a guide, 21 hours or more, in school.</p>	<ul style="list-style-type: none"> <li>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>Severe, complex and lifelong</li> <li>Need, as a guide, 21 hours or more, in</li> </ul>

	<p><b>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs.</b></p> <p>This means your child will have been identified by the class teacher/Inclusion Leader as needing a <b>particularly high level of individual and small group teaching (as a guide, 21 hours or more, in school)</b>, which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the hearing impaired team</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</li> </ul>	<p>Authority (LA) based Local Offer, on the Cumbria County Council web site:  <a href="http://www.cumbria.gov.uk">www.cumbria.gov.uk</a></p> <ul style="list-style-type: none"> <li>• Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time.</li> <li>• The school will then meet with you and other professionals involved at a TAC meeting (Team Around the Child), and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, themselves and other involved professionals.</li> <li>• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.</li> <li>• After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up another TAC meeting in school to ensure a plan is in place for your child to make as much progress as possible.</li> <li>• The EHC Plan or Statement (if your child still has one) will outline</li> </ul>	<p>school.</p>
--	--	---	----------------

		the number of hours of individual/small group support your child will receive from the LA and how the support should	
--	--	--	--

There is a named governor for SEN-Mrs Fay Scott (commencing March 2017)

**How will the curriculum be matched to my child's needs?**

We cater for all children by differentiating the curriculum. This means that children will access the curriculum at a suitable level where they are able to achieve.

For example: Where we have children who display traits of autism, we have created quiet spaces for children to take some time out or allow them to come in early from playtime so they arrive at lessons early and without being rushed. We provide support for social and emotional difficulties by providing a key worker and/or accessing outside support from CAMHS or Barnardos.

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

We encourage parents/carers to come into school and speak to members of staff who work with your child. We hold parents evenings twice a year and send home a formal report at the end of the academic year which reports on progress.

We monitor progress on a term-by-term basis. The headteacher meets staff each term to discuss what progress children have made.

If your child is in Year 1 and above, but has not yet reached the abilities of that age group, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These are 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children at SEN Support will have a record of SEN support (or IEP) which will be reviewed with your involvement, every term and the plan for the next term made.

The progress of children with an EHC Plan/ Statement of SEN is formally reviewed at an Annual Review with all adults involved with the child's education.

In some cases where it is felt that children's needs cannot be met by differentiation alone an IEP (individual education plan) may be drawn up. At times we may draw upon specialist advice from external agencies. Some children who have a lifelong need may have an Education Health and Care Assessment. This would be discussed with you.

### **What support will there be for my child's overall well being?**

Children's views are gathered regularly through school council. Issues surrounding special educational needs and disability are discussed at an age appropriate level. When approaching an annual review, a member of staff will work with the children to ascertain their views. This ensures that the child's authentic voice is heard.

We have a policy for the administration of medicine.

If required, a member of staff works as a key worker for children who require more support.

### **What specialist services and expertise are available at or accessed by the setting/school/college?**

Some of our school staff have experience and training for a variety of needs. All staff have first aid training.

We use the services of Educational psychologists, speech therapists, specialist advisory teachers and Barnardos.

### **What training are the staff supporting children and young people with SEND have had or are having?**

Staff have training as appropriate to meet the needs of the children in school. Mrs Barratt is the SENCo

Mrs Scott is trained in reading intervention and maths recovery

The SENCO's job is to support the class teacher in planning for children with SEN.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.

Whole staff training takes place to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

**How will my child be included in activities outside this classroom including school trips?**

We work closely with parents/carers to ensure that the needs of children can be met on individual visits or in after school clubs or external activities.

**How accessible is the school environment?**

We have an accessibility plan which aims to cater for all children regardless of need or disability.

**How will the school prepare and support my child to join the school or the next stage of education and life?**

In school we provide a series of transition days where children new to school attend afternoon sessions. Mrs Graham (Reception teacher) also visits the children in their settings and talks to the key workers.

When moving classes in school:

- Information, including any SEN records will be passed on to the new class teacher in advance.
- For children with EHC Plan / statements and more complex needs at School support, there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

We work closely with our feeder secondary schools to discuss transition. Some children may need extra induction sessions at secondary school to ensure that they are prepared for the next stage of learning. If appropriate a member of staff may visit the secondary school with the child to ensure that they become comfortable.

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

We allocate the SEN budget appropriately to match the needs of children. Examples of this might be through purchasing resources-human or material.

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

Support will be decided through discussions with staff, parents and any external agencies.

We monitor the support children have termly to ensure that it is effective.

**How are parents involved in the school? How can I be involved?**

We work closely with parents/carers to ensure all children have the best educational outcomes.

Should you have a complaint regarding SEND please follow our complaints procedure:

Our procedure has 3 stages:

Responding to concerns

Investigating complaints

Appeal to the governing body