

<p>What is classed as a special educational need or disability?</p>	<p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none">• has a significantly greater difficulty in learning than the majority of others of the same age• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. <p>.</p> <p>Any child who is making significantly slower progress than their peers or may need special provision to access the curriculum in any of the following areas is deemed as having a Special Educational Need</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning difficulties• Social emotional and mental health• Sensory and/or physical needs
--	--

<p>How does the school identify if a child has special needs?</p>	<ul style="list-style-type: none">• Every effort will be made to visit new starters to Threlkeld School either at home or in their pre-school setting, and here any individual needs children may have can be discussed.• The school also encourages new children to attend induction sessions and parents to attend a parent's meeting where information can be exchanged. New parents are also given a questionnaire to help gather any additional information which parent think will ease the transition to our school.• Depending on the need, they may be identified in different ways. If your child has a significant problem it may have been identified through medical checks or health visits before you child starts school.• Other needs may be identified by yourself or by school staff in your child's first year at school. Sometimes needs may emerge later on in their education through formal and informal assessments and monitoring.• Teachers give children assessment tests of one form or another every term and these may show if any are children beginning to struggle when compared with others in their year, particularly in the basic skills of Maths and English. If this is the case there are several 'catch up' programmes which teachers and teaching assistants can deliver to small groups of children with similar needs.
<p>How will the school let me know if they have any concerns about my child?</p>	<ul style="list-style-type: none">• If teachers have identified a problem they will let you know through parent's evenings or an arranged meeting.• If you have any concerns, it is very important that you make an appointment to talk to your child's teacher.• It will then be decided whether the situation needs further action at that point. If it does, then the issue will be referred to the Special Educational Needs Coordinator (SENCO) who is Mrs Horne. Parents and children will be involved at every stage of the process.

Threlkeld C. of E. Primary School SEND Information Report

<p>What are the different types of support available for children and young people with SEND in this school?</p>	<p>Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input</p>	<p>What would this mean for your child?</p>	<p>Who can get this kind of support?</p>
	<p>Quality First Teaching</p>	<ul style="list-style-type: none"> Your child will have their learning needs met through high quality first teaching, using differentiated activities that are aimed at your child's individual level. 	<p>All children</p>
	<p>'Catch up' interventions</p>	<ul style="list-style-type: none"> Any child who is highlighted as falling behind during our pupil progress meetings may be put forward for one of the interventions that run in school. This decision will be made with the SENCO, Headteacher and class teacher and discussed with both the parents and pupils involved. Interventions include: Early Literacy Support IDL Success in Spelling Precision teaching The small numbers in school allow us to tailor interventions to meet individuals and small groups. 	<p>Any child who is highlighted as falling behind the expected level in any area of development, or those displaying gaps in knowledge and/or skills.</p>

<p>How will the school support the overall well-being of my child?</p>	<p>The school offers a wide variety of pastoral support for pupils. These include:</p> <ul style="list-style-type: none">• A Personal, Health, Social and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and their well-being.• We offer support for children’s emotional wellbeing and mental health through various interventions that we either run ourselves or can access (e.g. CAHMS). Discussions will take place between the child, parents, SENCO and the Headteacher, and the appropriate support will be put in place.
<p>How is extra support allocated to children and young people?</p>	<ul style="list-style-type: none">• Extra support is identified in termly pupil progress meetings with the class teacher, support staff and SENCO. They will identify which groups of pupils / individuals have additional needs. Available support staff will be allocated around the school accordingly.
<p>What specialist services are available at or accessed by the school?</p>	<ul style="list-style-type: none">• Special Educational Needs Support Service• Behaviour Support Service• Educational Psychology Service• Social Services• School Nurse and associated Health Professionals• Voluntary sector organisations, eg Barnado’s• Child & Adolescent Mental Health Service• Specialists in other schools e.g. teaching schools, special schools.• In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.• For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school’s own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

<p>How are staff in the school supported to work with children & young people with an SEND?</p> <p>What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none">• We subscribe to the training and development service from the LA who offer training on all aspects of SEND that our staff can, and do, access.• In house training on SEND has been delivered over the past 2 years including:<ul style="list-style-type: none">-How to support pupils with dyslexia and literacy difficulties.-Working memory difficulties in children-The use of Clicker 6 to support children with SEND.-Precision Teaching methods.• A number of staff are trained in helping children with Neurodevelopmental Disorders.• We also have staff with Reading Intervention training.• In addition, the SENCO attends regular training and updates through SEND cluster groups.• The SEND Governor (Mrs Sheila Files) has attended relevant training on the new arrangements for SEND.
<p>How will activities/teaching be adapted for my child with learning needs?</p> <p>How will the curriculum be matched to my child's needs?</p> <p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none">• Threlkeld School is an inclusive school. Every effort is made to ensure that all children receive a broad and balanced curriculum. Thorough assessment by experienced staff we aim to ensure that all pupils' needs are met by differentiation of the curriculum.• If any specialist equipment is needed then the school will aim to provide it in order to support your child.• The class teacher and SENCO will keep detailed records and monitoring information on your child's progress.• You will be given feedback on your child's progress, and your views will also be sought, at Support Plan review meetings (one per term). However, more frequent updates can be arranged at the discretion of the class teacher.• If your child needs support at home the class teacher will discuss with you on how best to do this.• If your child is on SEND Support then they will receive a Termly Support Plan which will be written to include views of parents and children and all the staff involved.

Threlkeld C. of E. Primary School SEND Information Report

<p>How will the school measure the progress of my child?</p>	<ul style="list-style-type: none">• Your child's progress will be reviewed in termly pupil progress meetings with the class teacher, support staff and SENCO .• Progress will be measured by formative (ongoing) assessments and summative (end of term/unit) assessments.• Diagnostic assessments may also be carried out.
<p>What is the pastoral, medical and social support available in the school?</p>	<ul style="list-style-type: none">• We see children as individuals, with individual needs, and we are there to support children and their families.• Pupils develop their self-esteem through taking part in the School Council, leading playtime games, and taking on appropriate levels of responsibility throughout the school.• We hold weekly celebration assemblies.• We encourage the use of positive praise/rewards and individual/group reward charts.
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none">• Please see the school policy on administration of medicines.

<p>How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none">• The school is a Victorian building being built in 1849. The majority of the building does not allow easy wheelchair access.• We presently have limited improvements in the auditory or visual environments.• The school has one disabled toilet.• We are an inclusive school and would work with parents and children to make improvements to the school where possible to meet the needs of individual children.• Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.• The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
<p>How will the school support my child when they are leaving?</p>	<ul style="list-style-type: none">• We have very close links with our local Secondary School. Keswick School offers all children 1 ½ days of induction during the summer term .• The Special Needs Teacher, and member of staff responsible for the social care of pupils from Keswick School, visits Threlkeld to meet both the children and the staff to allow information to be exchanged. More induction visits can be arranged to allow for a smooth transition to Secondary school where staff or parents think this will be of importance.• Transition booklets are prepared as necessary.• The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Threlkeld C. of E. Primary School SEND Information Report

<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:</p> <ul style="list-style-type: none">• A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.• The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.• The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.• For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities <p>If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCO or Headteacher.</p>
<p>How do we ensure that our provision is effective?</p>	<ul style="list-style-type: none">• Staff regularly review the effectiveness of our SEND provision by monitoring children's progress, and making changes to interventions, staffing, and resources as necessary.

Who can I contact for further information or if I have any concerns?

If parents wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs they should, in first instance contact the child's class teacher. Further meetings with the SENCO and/or the Headteacher may be arranged as necessary.

- If the issue remains unresolved, the parents should then contact the governing body. Contact details can be found on the school website or by contacting the school office. The governor with responsibility for SEN is Mrs Sheila Files.

Support services for parents of pupils with SEN include:

- The Cumbria Information, Advice and Support Service offers independent advice and support to parents and carers of all children and young people with SEND. This can be located via:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here:

<http://www.kids.org.uk/mediation>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here:

<https://www.gov.uk/special-educational-needs-disability-tribunal/before-youappeal>

- Information on where the Local Authority's Local Offer can be found at:

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