

Walton and Lees Hill CE Primary School Send

Information Report 2024-2025

Identifying Special Educational Needs

At Walton and Lees Hill, systems are in place to ensure early identification and tracking of progress for all students. Through these systems, we identify where pupils have needs in terms of communication and interaction; cognition and learning; social, emotional, and mental health difficulties; sensory and/or physical needs.

Children are identified and/or assessed as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following;

- Liaison with previous school or pre-school setting.
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings). - Concerns raised by a parent.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. for a physical / sensory issues, speech and language.
- 'Early Help' assessment.
- Children with a Statement/ EHCP (Education Health and Care Plan) already have many of their needs clearly identified/ Their placement at our school is a decision that is made by the Local Education Authority.

Role of Parents/Carers

If parents/carers have concerns relating to their child's learning or inclusion they are encouraged to discuss these in the first instance with the child's teacher.

Parental/carer views and support are actively sought in helping a child with special educational needs and disabilities. The SMART targets expressed in the Pupil Profiles are shared with parents and child and are reviewed at agreed intervals. Parental/carer consent is necessary before external support can be called. Where appropriate, pupils and their families will be made aware of Cumberland Council's Local Offer (*see below*).

Role of all Staff: How will the School Support a Child with SEND?

Early identification regarding learning difficulties and appropriate intervention is established practice at Walton and Lees Hill School and may take place at any point in the child's school journey. The class teacher will share any concerns with the parents/carers at the earliest opportunity and will enlist their help to agree an appropriate programme of intervention and support. Additional support may be given within the class setting, or by attending a programme of support according to the child's needs. An Individual Learning Plan may be composed which will employ a 'small-steps' approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience some success. All children on the special needs register have an Individual Learning Plan, which is referred to as Pupil Profiles. Staff will assess and monitor the children's progress in line with existing school practices and their progress with EHCP targets is reported to parents at agreed intervals.

The school uses the graduate approach below to respond to children's special educational needs:

- **Assessment and Analysis:** This includes teacher assessment and experience of the pupil; Information from the school's core approach to pupils progress; attainment and behaviour; comparison to peers and national data; views of parents/carers and pupils themselves.
- **Plan:** Agreement on adjustments; Interventions and support; Expected impact on progress;

Development and behaviour; All staff who work with the pupil are made aware of the plan and the expected outcomes; Parents/carers are aware of planned support and where appropriate are expected to reinforce and contribute to progress at home; A date for plan review is set; The plan is recorded on the school's information system.

- **Do:** Links between support and interventions and classroom teaching are clear; The class teacher has overall responsibility for working with the pupil, including when there is one-to-one support; The SENCO continues to consult with and advise the class teacher on the effective implementation of support.

Possible Adaptations to the Curriculum and Learning Environment

- Classroom layout is adapted to individual needs of the children, including the seating arrangements of the children.
- Differentiated tasks.
- Additional teaching time to ensure understanding of learning/expectations of tasks.
- Tasks blocked into smaller units.
- Extra support during teaching time.
- Extra support given outside of lessons to support learning. **Staff Training**
- Maths Recovery
- Autism Awareness
- Making Sense of Autism
- Makaton

Pastoral Support Arrangements for Listening to the Views of Children with SEN to Improve Social and Emotional Development; Measures to Prevent Bullying

- School system for children to respond to incidents, including written/pictorial reports.
- In consultations with parents/carers and children, key person identified as 'go to' person and times agreed to meet.
- School council.
- Circle time.

Involving Specialists

If insufficient progress is made despite support, further advice will be sought through external specialists (e.g. Local Authority Specialist Advisory Service, Education Psychologists) through the SEND Early Help Assessment (EHA) process. The class teacher and SENCO will keep parents and children fully informed about any proposed interventions and the outcomes of these. Interventions will only be delivered with the agreement of parents and carers, and where possible, the child.

Educational Health and Care Plan (EHCP)

The school or parents/carers may request an Education, Health and Care needs assessment. The LA considers the need for statutory assessment and may order multi-disciplinary assessment leading to an EHCP. An EHCP aims to secure positive outcomes in education, health and social care. Children with an EHCP will continue to be monitored through the school's tracking system and will additionally be the subject of an Annual Review Meeting to which the parents/carers, and the multi-agencies involved with the support for the child, and the child where appropriate, will be invited. A termly opportunity for these people to meet with the school staff will be offered, alongside a mid-year formal review meeting to ensure a holistic approach to the child's progress and support needs.

A report giving recommendations will be produced following the Annual Review Meeting.

Arrangements for Consulting Pupils with SEND and Involving Them in Their Education

- Children identify areas they feel that they find difficult which feeds into individual plans.
- Children review their learning after lessons/units of work.
- Children identify next steps in their learning and suggested support needed.

How are Children with SEN Enabled to Engage in Activities Available with Children in School Who Do Not Have SEN?

- Group work can be supported by older pupils.
- Group work can be supported by additional adults.
- Extra support is given during explanations/teaching.

Transition to/from Other Schools

The school is guided by Chapter 8 of the Code of Practice 2024 for this process. Liaison with receiving / secondary schools is considered particularly important for children with SEN. At transfer to secondary school, liaison between the Head of Y7 and the Learning Provision Department takes place to allow for continuity and a smooth transition for each child. Regarding the sharing of information between Walton & Lees Hill and the receiving school, we are guided by Section 6.57 of the SEND Code of Practice (January 2025).

The Local Offer

Local Authorities have a statutory duty to develop and publish a Local Offer, setting out the support they expect to be available for the local children and young people with SEND. The purposes of the Local Offer are: to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; to directly involve children with SEND and their parents/carers in provision, its development and review.

[Click here to see more about Cumberland Council's Local Offer](#)

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special educational provision.

The SEND code of practice is followed and the school's policy for Supporting Pupils with Medical Conditions can be viewed on the school website.

Intimate Care

When it is agreed that a child requires intimate care, a Health Care Plan will reflect the need for the care. Intimate care will be given only by the consent of the parent/carer and wherever possible, the care of the child. Staff providing this care will be discreet in their actions, considering the dignity of the child at all times.

Accessibility

The school has a statutory responsibility to produce an accessibility plan, detailing how it ensure access for disabled pupils to the curriculum and to the physical environment. This plan ensures that disabled pupils are not treated less favourably than other pupils. It details arrangements for the admission of disabled pupils.

Role of the Headteacher

The Headteacher will ensure that this policy is implemented and managed across the curriculum, including the deployment of support/resources.

Role of Governors

The Headteacher uses the provision map to inform the governing body of how the SEN funding is allocated to support children in the school. The SENCO and SEND Governor will meet annually to discuss the implementation and success of the policy and any concerns about individual children or resources. The SEND Governor will report the outcome of the review to the full governing body. The Governing Body reviews SEND provision and policy annually and considers any amendments in light of the annual review findings. The Governing Body is responsible for publish this SEND Information Report on the school's website; it will be update at least annually.

Who can Parents/Carers Contact for Further Information or if They Have Any Concerns?

If parents/carers wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Their child's Class Teacher
- The Headteacher/ SENCo

For complaints, please contact the School Governor with responsibility for SEN:

Mrs Laura Irving
governorli@leeshill.cumbria.sch.uk

You may see our Complaints Policy, which is available on the school website for more information, or use the complaints form below.

Storing and managing Information

This will comply with the school's policies on Information Management and Confidentiality.

Complaint Form

Please complete and return to the school office in a sealed envelope marked "Private and Confidential" addressed to the Head teacher, Lynn Rooney, Chair of Governors, Joss Scouler, or the Clerk to the Governing Body, Claire Gilliland, depending on who or what the complaint is about. They will acknowledge receipt and explain what action will be taken.

Your name:

Pupil's name (if relevant):

Your relationship to the pupil (if relevant):

**Address including
postcode:**

Daytime tel. no.:

Evening tel. no:

Your email address:

Please give details of your complaint, including whether you have spoken to anybody at the school about it:

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:		Date:	

For official use only:			
Acknowledgement sent by whom:			
Method e.g. email:		Date:	
Complaint referred to:		Date:	
Action taken:			
Action Date:			