

CUMWHINTON SCHOOL



...Inspired by Cumbria,
ready for the world...

SEND INFORMATION REPORT

2023-2024

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WELCOME

Welcome to Cumwhinton School Special Educational Needs Information Report. We hope that you find this report useful in understanding how we as a school can support you and your child whilst they are with us.

At Cumwhinton, we are committed to providing the best possible education for all children and we want to work in close partnership with families to provide happy, safe and inspirational learning experiences.

SCHOOL VALUES STATEMENT

This school values statement expresses the shared beliefs of our school community and sets out the core purpose of our school:

At the heart of our behaviour policy is the belief that all children at Cumwhinton are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Our school values statement confirms our commitment:

- ~ Humanity – having a voice (diversity, fairness, individuality)
- ~ Innovation – seizing the chance (truth, change, resilience)
- ~ The World – Being the change (responsibility, resilience, sustainability)

Useful abbreviations and glossary

At Cumwhinton it is important to us that you feel at ease when discussing the needs of your child as we value the contribution both parents and school can make to maximise their progress. We understand that often there is a lot of jargon associated with special education that can make the information you are given as parents confusing. Please see the information below as a guide to frequently used terms and abbreviations.

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| SEND | Special Educational Needs and or Disabilities |
| SENCO | Special Educational Needs and or Disabilities Coordinator in school – a qualified teacher in school who coordinates the provision for children on the SEND register. |
| SEND register | The list made by the school that details the children in the school that require additional support. Children can be added or removed from the list as required. |
| IEP /ILP | Individual Education Plan – a plan written by the school to support the individual needs of your child. |
| Provision Map | A document that is used to map out how a child with additional needs is supported. This document will often illustrate how funding is being used to support a child's needs. |
| TA/STA/HLTA | Teaching Assistant – staff who assist teachers to meet the needs of the children in school. STA – Senior Teaching Assistant. HLTA – Higher Level Teaching Assistant. |
| LA | Local Authority – Cumwhinton is situated in Cumberland Local Authority. |
| KS | Key stage – This is the year group phase your child is in. EYFS includes pre-school, Nursery and Reception. KS1 includes Year 1 and Year 2. KS2 includes Year 3, Year 4, Year 5 and Year 6. For transition purposes, if your child is moving to a Secondary School, this begins at KS3. |
| EP | Educational Psychologist – a referral made by school to look at the overall learning needs of your child. This can include all aspects of school including social, sensory and memory retention. |
| SaLT | Speech and Language Therapist – a specialist NHS professional that supports speech and language. Referrals can come from both school and your GP/Health Visitor. |
| CAMHS | Child, Adolescent Mental Health Service – a referral made by your GP or school to a specialist service that looks at all aspects of mental health. |
| ASD/C | Autistic Spectrum Disorder/Condition – the name for a range of similar conditions, including Asperger syndrome that affect a person's social interaction, communication, interests and behaviour. |
| ADHD | Attention Deficit Hyperactivity Disorder - a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness. |
| OT | Occupational Therapist - a specialist NHS professional that supports with physical development and functional tasks. Referrals can come from both school and your GP/Health Visitor. |
| EHA | Early Help Assessment – a plan that is chaired by professionals to identify support that a family needs. It looks at what is locally available in the area you live in. Once an EHA is in place, you would have TAF (Team Around the Family) meetings to review the progress made against the plan. |
| TAF | Team Around the Family – this follows an EHA and its aim is to bring together different agencies into one meeting where there are concerns about a child or a family. The purpose of this is to support the family in the areas they need support. |
| EHCP | Education Health Care Plan – a legal contract made between the Local Authority. It is drawn up when a child has more complex needs in order to provide additional funding for school to support a child's needs. |
| Annual Review | The review of an EHC plan which the Local Authority must make as a minimum every 12 months. Twice in 12 months if your child is in the Early Years (Reception). |
| Early Review | The early review of an EHC plan that can be called to assess the support the EHC plan is giving a child. If an early review is held, this is usually at 6 months, however parents/carers and/or schools can call an early review as early as is deemed necessary. |

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| AEN | Additional Educational Needs – AEN panel is made up by professionals from the Local Authority to assess the needs of a child and whether they should be assessed for an EHCP. |
| COP | Code of Practice – The statutory guidance produced by the Government for schools, childcare organisations which work with and supporting children and young people who have special educational needs or disabilities |
| SARS | Statutory Assessment Review Service –the team in the Local Authority that supports schools in EHCP review meetings. |
| SENDIASS | Special Educational Needs and Disability Information, Advice and Support Service - is a specialist service who can help and guide parents in all aspects of special educational needs including: advice and information for children, young people, parents and carers, impartial and factual support on all aspects of the SEN framework, planning and assessment process of education, health and care (EHC) plans. |
| Local Offer | Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care plans (EHCP). Local authorities must consult locally on what provision the Local Offer should contain. |

SENDIASS in Cumberland is a useful resource to support parents with the jargon and processes often associated with SEND. The service also provides independent SENDCO support and advice for parents in meetings about their child. It can be found by following this link:

<https://sendiass.cumbria.gov.uk/>

Our Area 'Local Offer'

What is the Local Offer?

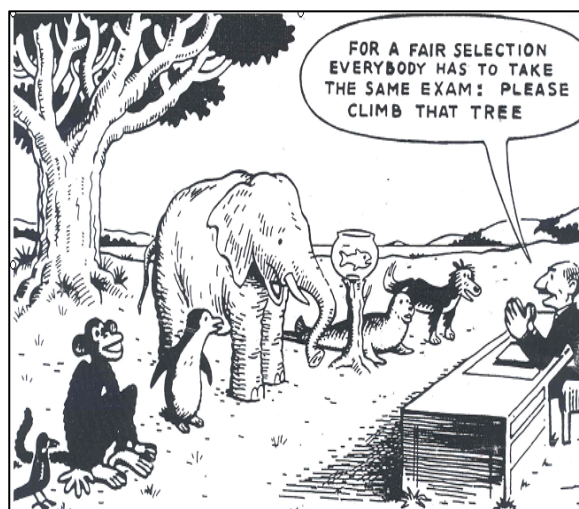
The Local Authority where you live, has a responsibility to publish a 'Local Offer' setting out what support is available for 0-25 year olds with SEN or disabilities in your area. Please see the link to the Cumberland 'Local Offer' below.

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

What it means to be a child with SEND at Cumwhinton School

At Cumwhinton we aim for Inclusion, not Integration:

- Integration demands the child changes to fit the system; basically the child is required to 'fit in' with what already exists in the school.
- Inclusion is about developing our culture, policies and practices to include pupils. In simple terms, staff at Cumwhinton are expected to adapt their practice, teaching and learning styles and environment to accommodate the individual needs of all learners.



There are different ways that your child may be identified as having additional needs. At Cumwhinton we have what is called a 'graduated approach' to the assessment of Special Educational Needs. Please see the flow chart to see how this works in school. We also use standardised tests that help us to identify a 'learning age' in some areas of the curriculum. This gives us a direct comparison against a child's chronological age. When a child's 'learning age' is identified as being more than two years behind their chronological age, we suspect they may have a Special Educational Need.

Throughout your child's time at Cumwhinton there may be a range of adults supporting both your child but also you as parents. At Cumwhinton there are a range of staff that you may meet to discuss your child informally, or at more formal meetings or reviews.

If you have concerns about the progress your child is making relating to an additional need they may have or you are concerned they may have, our SENCO is a good person to talk to in the first instance. If you think that you would like this opportunity, please speak to our Office Manager in the School Office who will be able to make an appointment for you- it may be that our SENCO can see you straight away. If you would prefer, you can phone or email school at your convenience to discuss your concerns:

01228 560400

senco@cumwhinton.cumbria.sch.uk

Useful Names to Know

Your child's Class Teacher will always be able to help you with concerns relating to your child's additional needs. Below are the names of additional members of staff you may speak to or meet with to discuss your child's individual needs:

- Lynsey Barber, Assistant Headteacher & SENCO
- Jon Stewart, Acting Headteacher
- Julie Stewart, SEND Governor

About Our Staff

At Cumwhinton, your child may be supported in class by a Teaching Assistant or a Senior Teaching Assistant either 1:1, in a small group or as part of the whole class.

Depending upon the level of need, your child may be supported in different ways and by different staff.

Children who are identified as SEND Support may have additional support provided by a Teaching Assistant in the class, the Class Teacher in the class, or in a small group out of the class at different points throughout the day. This support is defined as up to 10 hours. They may also have reviews from specific professionals e.g. Educational Psychologists, Speech and Language Therapists or professionals from CAMHS who can support our staff in ensuring there are appropriate strategies in place to support your child in all parts of the school day.

Children who have Education Health Care Plans (EHCPs) are those children with more complex needs who require support in addition to the 10 hours of school support. If your child has an EHCP, either when they join the school, or as identified by school staff, we ensure that this support is provided by no more than two members of staff.

Staff Training

All staff have completed, and will continue to receive, ongoing training in relation to meeting student's needs within the classroom, including special educational needs and disabilities and medical conditions.

It is important to us that the staff supporting your child are up to date with relevant training specific to the needs of the children. All of our Teaching Assistants regularly attend training provided in school, or by the Local Authority/outside trainers as necessary. Where new skills are needed to meet a specific need, training is sought from the wide variety of agencies that school works with on a regular basis or from another appropriate source.

We have experience in supporting children with a wide range of needs including speech and language difficulties, social and communication difficulties, medical and health issues and a range of disabilities. The breadth of knowledge and experience of the staff allows for dedicated personalised support and ensures that pupils are well supported.

Progress Tracking

The progress made by the children on our SEND register is continually monitored by their class teacher. The progress your child makes is discussed in regular meetings, tracked by class teachers and is reviewed formally every term through their support plan in October, February and June. Where a child or young person is identified as having SEND, the child's class teacher and the SENCO will take action to remove those barriers to learning and put effective special educational provision in place. This SEN support will take the form of the assess-plan-do-review cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, requires frequent reviewing and more specialist expertise in successive cycles in order to match interventions to the special educational need of the child. At Cumwhinton, we use an electronic support plan on a programme called 'Edukey Provision Map' to record the progress and successes of each assess-plan-do-review cycle each term. You will be able to access your child's plan from home and comment and review it via the programme. If progress continues to be limited, we can then refer children to a number of different services for more specialist assessment and advice. In Cumberland, those services are part of the Learning Improvement Service and include professionals such as, Early Years Area SENCO, Specialist Advisory Teachers and Educational Psychologist.

Transition

If a child is moving to another school we will contact the SENCO at the new school and ensure they know about any special arrangements or support that need to be made for your child. We make sure that all records about children are passed on as soon as possible in a secure way.

Where a child requires a more specialised setting for their learning, movement to a local special school is possible through the statutory assessment route or annual review process. The SENCO and Specialist Advisory Teacher will work with parents, outside agencies, the Local Authority and the Special School to ensure that the correct setting is found and that transition is smooth.

School Entitlement Offer to Pupils with Special Educational Needs or Disabilities

| | Support Available Within School |
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| <p>Communication and Interaction Needs e.g.</p> <ul style="list-style-type: none"> ● Autistic Spectrum Disorders ● Speech, Language and Communication Needs ● Social Communication Difficulties | <ul style="list-style-type: none"> ● Visual timetables. ● Areas of low distraction. ● Support / supervision at unstructured times of the day. ● Social skills programmes / support including strategies to enhance self-esteem. ● Small group work to improve skills. ● ICT used to support learning where appropriate. ● Strategies / programmes to support speech and language development. ● Strategies to reduce anxiety / promote emotional wellbeing. ● Where appropriate, specialist support and advice from Specialist Teachers and medical professionals to meet the needs of pupils. ● Work with pupils, parents/carers and staff to develop and review plans based on the needs of the pupil. ● Teaching resources routinely evaluated to ensure they are accessible to all pupils. ● Differentiated curriculum and resources. ● Communication friendly classrooms supported with communication in print symbols. ● Resources for parents to support routine at home. |
| <p>Cognition and Learning Needs</p> | <ul style="list-style-type: none"> ● Strategies to promote/develop literacy and numeracy. ● Provision to support access to the curriculum and to develop independent learning. ● Small group or one to one targeted intervention programmes delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. ● ICT used to reduce barriers to learning where possible. |

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| | <ul style="list-style-type: none"> ● Support and advice sought from outside agencies to ensure any barriers to success are fully identified and responded to. ● Access to teaching and learning for pupils with special educational needs monitored through the schools self-evaluation process. ● Teaching resources routinely evaluated to ensure they are accessible to all pupils. ● Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. ● Differentiated curriculum and resource. |
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| <p>Social, Mental and Emotional Health e.g.</p> <ul style="list-style-type: none"> ● Behavioural needs ● Social need ● Mental health needs ● Emotional Health and Wellbeing | <ul style="list-style-type: none"> ● Behaviour management systems to encourage pupils to make positive decisions about behavioural choices. ● Behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. ● Risk assessments used and action is taken to increase the safety and inclusion of all pupils in all activities. ● Effective pastoral care for all pupils. ● Support and advice sought from outside agencies to support pupils, where appropriate. ● Small group programmes used to improve social skills and help pupils deal more effectively with stressful situations. ● Outdoor learning used to offer a different approach to the curriculum. ● Lunch time support for pupils. ● Information and support is available within school for behavioural, emotional and social needs. |
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| <p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> ● Hearing/Visual Impairment ● Multi-sensory impairment ● Physical and Medical Needs | <ul style="list-style-type: none"> ● Support and advice sought from outside agencies to support pupils, where appropriate. ● ICT used to increase access to the curriculum. ● Support to access the curriculum and to develop independent learning. ● Advice and guidance sought and acted upon to meet the needs of pupils who have significant medical needs, e.g. support for diabetic pupils, pupils with epilepsy. ● Access to medical interventions. ● Access to programmes to support Occupational Therapy / Physiotherapy. ● Support with personal care through an intimate care plan where required. ● Staff understand and apply the medicine administration policy. ● Staff complete any necessary training in order to offer advice and guidance to staff about the needs of pupils. ● The school is on one floor and has wheelchair access through the main entrance to the majority of the school building. ● The school has a disabled toilet/facilities. |
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Supporting Families

Support is offered to families within school by staff and they are also signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer (such as SENDIASS).

The school works in partnership with families to help them support their children's learning outside of school.

Further Information

Please see our website for the following information:

- Behaviour and Rewards Policy
- Anti-bullying policy
- Intimate Care Policy

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

The Governing Body is responsible for ensuring that a complaint has been dealt with through our complaints policy which can be found on our website.

Contact us

If you think that you would like to talk with us about your child and their additional needs, please speak to the main office who will be able to make an appointment for you- it may be that our SENCO can see you straight away. If you would prefer, you can phone or email school at your convenience to discuss your concerns:

01228 560400

senco@cumwhinton.cumbria.sch.uk