

## Cumwhinton School Information Report 2024-2025

Here you can find all of the information you need about Special Educational Needs and Disabilities at Cumwhinton School including identification and assessment, support available and monitoring and reporting of progress.

### **Special Educational Needs Provision**

Cumwhinton School is a mainstream primary school. We have classes of up to 30 children led by a class teacher. Through a 3-tiered approach to SEND support, we make all reasonable adjustments possible to support a range of special educational needs and disabilities (SEND) across 4 broad areas:

#### **Cognition and Learning (C&L):**

This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.

#### **Communication and interaction (C&I):**

Difficulties might include understanding or using language and communicating socially with others. This might include conditions such as: specific language disorders, autism and speech sound disorders/delay.

**Social, Emotional and Mental Health (SEMH):** This might include difficulties such as experiencing high anxiety, stress, distress or anger that have an impact on accessing education.

#### **Sensory and/or physical (S/P):**

This might include sensory processing difficulties, conditions affecting movement and co-ordination, physical disabilities and sensory impairment e.g. hearing impairment.

It is common for children to have special educational needs that span two or more of these areas.

### **Assessment**

For your child to access the best possible support, it is important that SEND difficulties are identified early through appropriate methods of assessment. Understandably, it isn't uncommon for parents to feel cautious about children being 'assessed' at a young age and are sometimes wary of children being given 'labels'. At Cumwhinton, the principal objective is to understand exactly what support individual children require using age and stage appropriate strategies. Dependent on a child's specific areas of need, assessment can take place in many ways, by different members of staff or external professionals. Assessments and screening activities are always developmentally appropriate. We work closely with families to agree assessment methods.

### **Support in School**

At Cumwhinton, we have a 3-tiered approach to SEND support across the school. Depending on children's strengths and difficulties, support will look different for individuals.

### **Universal Support**

Our first priority at Cumwhinton is to ensure the highest standard of inclusive teaching possible for all children, using a range of best-practice strategies and resources known as 'ordinarily available provision' which form a part of our school's Quality First Teaching offer to every child in every class. This forms the first level of support within our 3-tiered SEND offer. This level of support will involve a range of evidence-informed strategies including: flexible grouping of children, supporting children to develop independent thinking and learning strategies, clear, precise instruction and explanation, use of technology and visuals to allow children greater access to learning. We have robust social, emotional, mental health (SEMH) support systems and a qualified Emotional Literacy Support Assistant (ELSA) who can provide a range of programmes to support individuals and small groups where needed.

### **Targeted Support**

For children who require a slightly more personalised approach to specific areas of learning, in addition to the universal strategies, children will have access to group-based interventions. These sessions, run by teaching assistants or teachers, include support for difficulties across the 4 broad areas of need such as: speech and language, specific literacy and mathematical skills, social skills, physical and sensory development and emotional literacy. Targeted support aims to enable children make accelerated progress in order to be working at the age-expected level. Some children supported at this level may be included on our SEND register of children requiring SEND Support. You will always be informed if your child is to be supported in this way.

### **Specialist Support**

For a small number of children, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SALT), Educational Psychologist (EP) or Specialist Advisory Teachers (SAT) from other services. This type of support will vary hugely between individuals dependent on strengths and difficulties. Children who might benefit from specialist support will most often have or require an Education, Health and Care Plan (EHCP) in order for the school to provide the level of specialist support required.

All support across the school is monitored and evaluated on a termly basis in June, October and February. This is to ensure that the support in place is meeting the needs of individual children receiving it.

### **Is Cumwhinton the school for my child?**

At Cumwhinton, we pride ourselves on providing high quality SEND support for our children through the tiered approach. By working with Cumberland Local Authority, we aim to provide the best possible support for children with a wide range of difficulties across the 4 broad areas of need. Cumwhinton is a single form entry primary school. We educate children from age 4-11. There are up to 30 children in each class. With the exception of Reception where ratios of adults to children are higher, throughout the school, classrooms are run by the class teacher and we do not have class-based teaching assistants. Children with more complex needs might be supported at our targeted and individualised tiers of support by a Senior Teaching Assistant (STA) or Higher Level Teaching Assistant (HLTA) in a targeted or specialist level of support. Typically, children who require this level of support will have an Education, Health

and Care Plan (EHCP) which provides additional funding from the child's home Local Authority. If additional adult support is recommended by a child's EHCP, there are usually further stipulations such as, 'additional adult support should be interspersed throughout the day'. This means that teaching assistant are rarely assigned to support one child for the full school day and are usually with different children throughout the day.

### **Accessibility**

Cumwhinton School has roadside parking and is a single story building with disabled access from the pavement, throughout the outdoor and indoor areas. We have one disabled toilet which is used by all children. Unfortunately, we do not have changing facilities.