




SHAP C of E SCHOOL

# SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

## SEND Policy and Information Report Incl. our Local Offer

<b>Approved by</b>	
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<b>Signed:</b>	
<b>Date:</b>	Spring Term 2024
<b>Proposed review date<sup>2</sup>:</b>	Spring Term 2025

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	
2	Page 4 – Christian Vision explained in relation to SEND. Page 6 – Dyslexia provision expanded and link to Cumbria handbook inserted. Page 7 – Precision Teaching included. Page 8 – Methods of communication updated; classes attending residential visits updated; Worship time added to SEAL information. Page 9 – training updated.	Spring 2022
3	Page 6 - Updated Local Offer Link. Page 6 – SIAMS findings included. Page 7 - Added offer of school led tutoring. Page 8 – Included PSHE themes. Page 10 – Included ELSA and tutors.	Spring 2023
4	Changed Cumbria Council to Westmorland and Furness Council Added Play Therapy Trainee Links connected to new website Included Decider Skills information	Spring 2024



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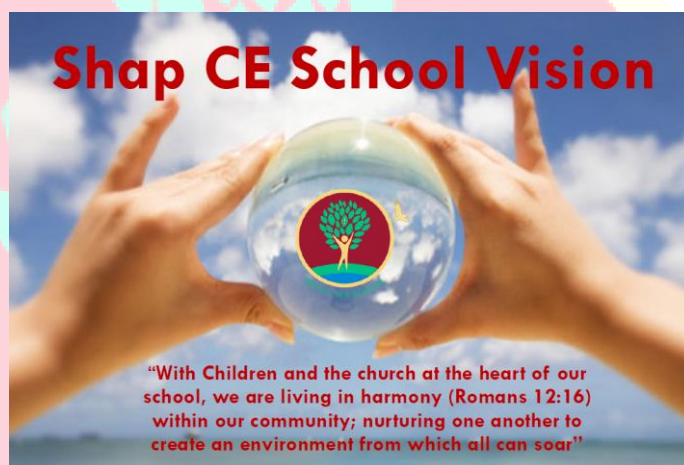
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## The Purpose of this Document

This document is intended to give general information regarding the ways in which we support our pupils with Special Educational Needs and Disabilities (SEND).

The Children and Families Bill become enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about the services which they can expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Other documents such as Safeguarding and Behaviour policies are available on our school website <http://www.shap.cumbria.sch.uk>

At Shap CE School, our motto is 'A Safe Branch from which to Soar', which summarises our Christian Vision:



In the context of this SEND policy, this reflects:

- the importance of nurturing one another, and 'living in harmony' (Romans 12:16)
- with an end goal of allowing **all** of our children to 'soar' and fulfil their potential and experience 'life in all its fullness'.

We were delighted that our recent Ofsted Inspection recognised that:

*"Shap Endowed CE Primary School continues to be a happy, welcoming place where pupils learn well." Ofsted (June 2019)*

At Shap CE School, we aim to:

- Identify children with Special Educational Needs and Disabilities as early as possible
- Create an environment that meets the special needs of each child
- Deliver high quality teaching, adapting the curriculum and our resources to make sure that the curriculum is accessible to all
- Encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning

- Acknowledge and respect the opinions of parents and carers, and work closely in partnership with them, ensuring that parents are kept fully informed and are engaged in effective communication about their child's SEN or Disability
- Make clear the expectations of all partners in the process and provision of special needs

## **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

Every child is individual. They all develop and learn at different rates. This means that different teaching styles will be used in the classroom to support individual children with their learning and appropriate arrangements will be made to help children with medical conditions and differing needs. At Shap CE School we ensure that planning, teaching, assessment and evaluation takes account of the wide range of abilities, aptitudes and interests of children. Most children will benefit from these different approaches and will make appropriate progress; however, at different times in their schooling a number of children may need extra help.

If a member of staff feels that a child is not achieving their full potential, they will share their concerns with the Special Education Needs Coordinator (SENDCo), Katie Chappell. Who may seek advice from the SEND Governor, Rib Williams.

If parents are concerned that their child is not making adequate progress it is possible that they may have additional educational needs and they are encouraged to have a discussion with their child's class teacher. There may be things that can be achieved by forming a good home/school partnership, without the child receiving extra support.

The 0-25 SEND Code of Practice sets out a 'whole school' approach to supporting pupils who have SEN or disabilities, it adopts a graduated approach that recognises that children learn in different ways and can have different kinds and of levels of additional/special educational needs. You can obtain a copy of this by [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#).

We use a number of baseline assessments throughout school. Children who are below the national expectations are provided with support to help ensure that progress is made.

## **How will school staff support my child, and how will the curriculum be matched to my child's needs?**

Shap CE School aims to provide support for children recognised within the 4 main areas of SEN needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical skills

### To support children generally:

- Needs based School Support Plans (SSP's) are produced for each child. The information provided within them is used to inform planning, teaching and provision. These SSP's are drawn up in consultation with the child (as appropriate), their family, and any school staff, or specialist staff involved.
- Regular evaluations of SSP's and any interventions provided take place every term and changes are made as necessary.
- We use [Cumbria's SEND Handbook \(2022\)](#) for guidance regarding provision and criteria.
- Westmorland Furness SEND Local Offer [Families Information | Westmorland and Furness SEND Local Offer](#) and The SEND Teaching Support Team webpages are utilised for advice and support relating to the areas of need.
- We can seek support and advice from outside agencies such as our local GP's, Educational Psychology Service, Specialist Advisory Teachers, Physiotherapists, Child Adolescent Mental Health Services (CAMHS) and Speech and Language therapists to ensure that any barriers to learning are quickly identified and acted upon.
- We adjust the curriculum and resources to promote pupil progress.
- Providing resources to support children with specific needs e.g. seating, coloured overlays, cream paper and reading rulers to help with reading for our dyslexic children. We are also able to borrow reading pens from Ullswater Community College for our UKS2 children who have dyslexia.
- We use visual timetables to help support classes in general, and specific children.
- When it is appropriate using ICT to enhance pupil's access to the curriculum e.g. Using [Clicker6](#) or [talking tin lids](#).
- We offer carefully structured transitions at appropriate stages for children and parents or carers.
- Support staff are carefully placed throughout school to ensure that pupil progress and independence are given every opportunity to succeed.
- We have an experienced SENDCo who can provide advice and guidance.
- We hold regular review meetings for pupils with high levels of SEN where parents, outside agencies and school staff are invited to attend.
- We take into account the [SEN and Disabilities Act \(2001\)](#) in order to ensure that disabled children are not treated less favourably than their peers by making certain that reasonable adjustments are made so that they are not put to a substantial disadvantage.

In our recent SIAMS inspection, it was recognised: *"A strength of the school is its curriculum provision, which is well designed to ensure the flourishing of the whole child. The school develops the strengths and addresses any weaknesses of each individual pupil, so that every pupil is given specific opportunities to excel."* (March 2022)

### To support children specifically:

1) Class teacher input, via targeted classroom teaching (Quality First Teaching). For your child this would mean:

- The teacher has high expectations for your child, and all the children in their class.
- That all teaching is built on what your child already knows, can do and can understand. This ensures that we are consulting with your child, involving them in their education.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

## 2) Specific group work, which may be:

- Delivered in the classroom or a smaller room elsewhere in school.
- Delivered by a Teacher, Teaching Assistant or Senior Teaching Assistant
- Various interventions we offer include *Precision Teaching*, *Basic Moves*, *Reading Intervention* style, *1:1 Reading support*, *Small group or 1:1 maths support*, *Speech and Language Support*, *Nessy* and *Time to Talk*
- We teach phonics on a needs based system, where children work with children of their own ability to learn phonics for 3 x 30 minute sessions per week.
- School-led Tutoring – after school in small groups, led by school staff who have a Tutoring Diploma, linked to core skills in English and Maths.

## 3) [SEN Code of Practice 2014](#): School Support (SS)

- This means that your child has been identified by the SENDCo and class teacher as needing some extra specialist support in school from a professional outside the school.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school, and yourself, understand your child's particular needs better, allowing the school to more effectively support them.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support within school and at home as appropriate.

## 4) Specified Individual support

- This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.
- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (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 ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, along with what strategies must be put in place. It will also have long and short-term goals for your child. As with SSP's, the EHC plans are formulated with your child (as apt.) and their family.

Our recent Ofsted Inspection recognised that school leaders:

*“make good use of the information Assessment Systems produced to keep a close eye on the progress pupils are making over time. Leaders make sure that teachers take appropriate action where pupils are at risk of falling behind.” Ofsted (June 2019)*

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

- We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome the concerns. Teachers, parents / carers, SENDCo and the child (if appropriate) will put together a SSP with your child's individual targets.
- The class teacher is regularly available to discuss your child's progress, or any concerns you may have, and to share information about what is working well at home and school, so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns or worries you may have. She has dedicated time to focus on SEND within our school.
- All information from outside professionals will be shared with you by the professional involved, if this is not possible in person then via a written report.
- SSP's and the targets they contain will be reviewed with your involvement. When possible, we will ask your child for their views on how they would like to be supported and the targets they want to aim towards.
- Homework will be adjusted, as needed, to your child's individual requirements.
- A home/school contact book, or a TEAMS group chat can be established to support communication with you. There may be resources for you to use at home with your child e.g. handwriting packs.

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

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school, also that parents are the first providers of learning for their children and understand their difficulties the best. We will discuss with you and your child any challenges you feel exist and work together to find solutions to overcome any concerns. To support this:

- We have a robust Child Protection Policy in place. ([download.asp \(shap.cumbria.sch.uk\)](download.asp(shap.cumbria.sch.uk)))
- We have a robust Behaviour Policy in place. ([download.asp \(shap.cumbria.sch.uk\)](download.asp(shap.cumbria.sch.uk))).
- We will ask your child for their views on how they would like to be supported to develop social interaction skills.
- As part of our PSHE curriculum, we include [Kidsafe](#) and mental health themes.
- We teach the [Decider Skills](#) which allow children to develop the skills to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health.
- We teach the Social and Emotional Aspects of Learning (SEAL) throughout the school, and within Worship Time, at the start of each half term.
- We can create Individual Behaviour Plans (IBP's) to ensure children can access the curriculum and all children remain safe.
- We liaise closely with playgroups and other nursery providers, and secondary schools to ensure that anxieties about the move from one school to another are reduced.
- We complete risk assessments and then act to ensure the safety and inclusion of all children, wherever possible, in all activities.



- There is an opportunity to attend residential trips in Blencathra and Helvellyn classes, which helps to develop social and emotional resilience, promoting independence.

Our recent Ofsted Inspection (June 2019) recognised that:

*“The school’s work to promote pupils’ personal development and welfare is good. Leaders and staff know pupils and their families well. The systems they have established enable them to build up a strong picture of pupils’ individual needs, and of the factors which may have an impact on pupils’ readiness to learn.”*

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

School liaise closely with a range of external agencies, these include:

- Through Children’s Services, we can access professional support from a range of colleagues with specialisms in school attendance, autism and social communication issues, vision, behaviour, educational psychology, learning, literacy, speech language and communication.
- CAMHS which is an NHS-provided service for children in the mental health arena.
- Speech and Language therapy services.
- School Health Nurses and GP’s.
- Local Authority Designated Officer (Child Protection services).
- Social Services.
- Cumbria County Council offers a Children and Families information service for support and advice.
- Play therapy services

Contact Details for these support services are available from Mrs. Chappell.

Ofsted (June 2019) recognised:

*“Leaders have established strong links with a range of agencies. This helps them to provide support for pupils in school, and secure appropriate external advice where necessary”*

Within our school staff, we can offer a range of qualifications, experiences and enthusiasms:

- SENDCo. Trained with a PGCE: National Award for SEN Coordination.
- Dyslexia Aware school, we are users of the *Cognitive Profiling System*.
- Teaching staff and support staff experienced with working with children who have autism, spina bifida, cerebral palsy, visual difficulties, dyspraxia, speech and language difficulties, diabetes and EB.
- All staff have completed their CACHE Level 2 qualification in *Understanding Children and Young People’s Mental Health*.
- Staff members are [TEAM TEACH](#) trained (positive behaviour management).
- Staff trained to use *PECS* (Picture Exchange System).
- Staff trained to use the Precision Teaching method, an intervention approach aimed at improving a child’s fluency in a skill where automaticity is required.

- A SENDCo who has studied [Thrive](#) Training linked to Social and Emotional Development.
- Staff trained to complete the [Boxall Profile](#) an assessment tool for social, emotional and behavioural difficulties for children and young people.
- A supportive Governing Body, including a SEND Governor with a specialism in SEND.

## **What training has the staff supporting children with SEND had or are having?**

- Staff meetings are held weekly and focus on ways to develop and improve Quality First teaching within school linked to our School Development Plan. Our first agenda item is always 'Vulnerable Children', where we discuss children who may have needs that may need supporting currently.
- The school provides training and support to enable all staff to improve the teaching and learning, including those with SEND; this has included whole school training on SEN issues such as Child and Adolescent Mental Health.
- We have highly skilled staff many with specific expertise and qualifications. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of children in their class e.g. from Language and Communication disorders, specific learning difficulties, Dyslexia support, ADHD, Mental Health etc. Many have completed training sessions in order to run interventions within school.
- The SENDCo delivers induction to new staff to ensure that they are fully aware of their responsibilities for SEND children within the classroom. Part of the SENDCo role is to support teachers in planning for children with SEND. This may include advice, learning strategies and specific teaching programmes or methods identified by specialists from other agencies who work with your child in or out of school.
- The SENDCo and class teachers have the opportunity to work alongside outside agencies to support individual children e.g. Specialist Advisory Teachers, Educational Psychologists and Speech and Language Therapists.
- We are active members of our SEND Cluster Group of ten schools; within the SEN group we plan cluster training for our schools based on identified needs and interests.
- We have staff who are trained to care for children with Type 1 Diabetes.
- We have staff who are trained to care for children with EB.
- We have a member of staff recently trained as a *Mental Health First Aider*; all members of staff are have achieved their CACHE Level 2 Certificate *Understanding Children and Young People's Mental Health*
- We have a member of staff who is a qualified *ELSA* (Emotional Literacy Support Assistant).
- We have staff who are trained to use *PECS* (Picture Exchange Communication System).
- We have three members of staff who have studied for the tutoring diploma, to allow them to be School-led Tutors.
- We host a play therapy trainee.

Our recent Ofsted Inspection (June 2019) recognised that:

*“Leaders, teachers and support staff work well together to identify pupils’ needs, and to secure appropriate professional advice and guidance where it is needed. Pupils with SEND benefit from well-planned support and adjustments to teaching, and make strong progress from their individual starting points.” Ofsted (June 2019)*

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

Risk assessments are carried out for every planned visit and event. All venues are visited prior to a school trip to ensure accessibility for all. One to one support is provided where necessary.

We ensure that all transport provided can carry all resources needed e.g. wheelchairs. Parents / Carers can accompany their child on a visit if required.

## **How accessible is the school environment?**

Wheelchair access is available via our front door. All parts of our school and playground, other than the attached upstairs room are wheelchair accessible. We have accessible toilet and changing facilities within school. All children have access to the full curriculum, with any appropriate adaptations made. Extra-curricular activities are accessible for children with SEND. Access to medical interventions will be supported on an individual basis, with an appropriate Individual Health Care Plan (IHCP) being produced, and support from Occupational Health Services as appropriate. As we are part of a SEND cluster group of schools, this allows us the flexibility of borrowing and hiring specialist equipment if the needs arise.

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible:

- The SENDCo. liaises with Shap Playgroup, the SENDCo’s of Ullswater Community College, Appleby Grammar School and Queen Elizabeth Grammar School (Penrith), to ensure that effective arrangements are in place to support the transition of pupils both on entry to the school and transfer to secondary school.
- Strong links have been forged between our school and the receiving secondary schools for all pupils. Further close liaison will take place between the school SENDCo’s for pupils on the Special Needs Register and provision will be made as and when appropriate, dependent upon the needs of individual pupils. For example extra transition visits can be arranged if needed, or if your child would be helped by a book to support them understand ‘moving on’, then it will be made for them. Such books will include photographs of the new adults leading learning, classrooms, facilities they will

use etc. We will ask your child to be involved in this preparation so the information they feel is important will be included.

- Prior to the Y6 children moving to secondary schools, the children have the opportunity to meet Secondary Staff within our school setting, they can also visit the schools for 'transition visits'. Our cluster group of schools arrange a series of activity sessions for the Year 6 children to meet and work together prior to their transition to Secondary School.
- When pupils move to another school their records are transferred within 15 days of ceasing to be registered at Shap CE School. Information in the form of reports from support services, test results, targets set and examples of the child's work will be passed to the Head teacher of the school.
- The transition between classes and Key Stages is carefully coordinated by our Key Stage Coordinators. Children have the opportunity to spend time in their next classes prior to the transition. Vulnerable children are discussed at staff meetings on a weekly basis, and more formally prior to the transition. Transitions are flexible and we are happy to adapt provision and support to cater for transitions within and out of our school.
- We have in the past catered for children with a dual placement between our school and Sandgate School in Kendal.

### **How are the school's resources allocated and matched to children's special educational needs and how is the decision made about what type and how much support my child will receive?**

- The Head teacher is responsible for the operational management of the special needs provision within school, including the provision for pupils with statements.
- The Head teacher informs the Governing Body of how the funding allocated, to support Special Educational Needs, has been deployed.
- The Head teacher / SENDCo and staff meet regularly to agree how to use funds, including those directly related to Education, Health and Care Plans (EHC Plans).
- The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

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

Our school actively welcomes the support of parents, carers, grandparents, family members and other *Friends of Shap School!* Whether this be on a weekly basis or a one off! Some prefer to come into classes and work with the children, sharing their skills, others are happy to support with the more 'clerical side', such as preparing resources and teaching materials. Many like to help when we work in our local environment, or go on educational visits. All families automatically become part of *Friends of Shap School* and can take part in fundraisers and events within our wider school community.

Parents and carers can talk to teachers about their child informally on a daily basis as required, and appointments can be made for specific discussions at a mutually convenient time as appropriate.

SSP review meetings, and Team around the Family meetings take place on a termly basis or more frequently as appropriate.

A mum of a child with SEN shared *“The school are brilliant with my son and myself, and do anything they can to help him. I am always kept informed and very involved with anything to do with my son and his time at school”*

Our aim within our Christian Vision is to: *‘Live in Harmony’*; our provision for children with SEND and their families reflects this vision, with children living in harmony regardless of their strengths and needs.

## **How can I complain if I think something is going wrong?**

If you have any concerns about how we are managing your child’s SEND, in the first instance speak to your child’s Class Teacher, or Mrs. Chappell the SENDCo. SSP meetings and Team around the family meetings are a good place to discuss uncertainties.

We have a [formal complaints procedure](#) detailed on our website. Please ask us for a copy if you prefer.

## **Who can I contact for further information?**

Headteacher and SENDCo: Katie Chappell

SEND Governor: Rib Williams

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