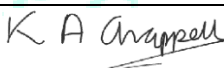




SHAP C of E SCHOOL

SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

SEND Information Report

Approved by	
Name:	Katie Chappell and FGB
Position:	Headteacher
Signed:	
Date:	Spring Term 2026
Proposed review date:	Spring Term 2027 or as soon as possible when any of the information in it changes

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Introduction

Dear Parents and Carers,

The aim of this SEND Information Report is to explain how Shap Endowed CE Primary School supports pupils with Special Educational Needs and Disabilities (SEND).

We want to show you how SEND support works in our school, how we identify and support pupils with additional needs, and how we work in partnership with families to help every child achieve their full potential.

If you would like to find out more about our arrangements for supporting pupils with SEND, please refer to our SEND Policy, which is available on our school website:

[Insert link to SEND Policy]

If you would prefer a printed copy of the policy, please contact the school office and we will be happy to provide one.

If there are any terms used in this report that you are unsure about, please refer to **the** Glossary at the end of the document.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs and Disabilities Co-ordinator (SENDCO)

Our SENDCO is Katie Chappell, who is also the Headteacher. She is a qualified teacher and has extensive experience supporting pupils with a range of additional needs. She works closely with staff, parents and external professionals to ensure that children receive the support they need to access the curriculum and thrive in school.

The SENDCO holds the National Award for Special Educational Needs Co-ordination (NASENDCo) and regularly undertakes further professional development in SEND, safeguarding and inclusive practice.

The SENDCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND provision
- Supporting teachers to adapt teaching and learning for pupils with additional needs
- Liaising with external professionals such as educational psychologists and speech and language therapists
- Supporting families and coordinating SEND reviews and provision planning

Dedicated leadership time is allocated each week to manage SEND provision and liaise with families and external agencies.

Assistant SENDCO

Our Assistant SENDCO is Chloe Kendal.

She supports the SENDCO in coordinating provision for pupils with SEND, assisting with interventions, monitoring support programmes and working closely with staff and families. She has undertaken training in SEND support strategies and interventions used within school.

Class Teachers

At Shap Endowed CE Primary School, all teachers are responsible for the progress and wellbeing of every child in their class, including pupils with SEND.

Teachers:

- Plan and adapt lessons to meet individual needs
- Use a range of strategies to support learning and inclusion
- Monitor progress carefully and adjust support where needed
- Work closely with the SENDCO and teaching assistants

All teachers receive regular in-house SEND training and are supported by the SENDCO to meet the needs of pupils with additional needs.

Staff also access external training and guidance from specialist services, including the Educational Psychology Service and Speech and Language Therapy teams.

Teaching Assistants (TAs)

We have a team of skilled teaching assistants who support children both in class and through targeted interventions.

Teaching assistants support pupils by:

- Delivering small group and individual interventions
- Supporting pupils within lessons
- Helping pupils develop confidence, independence and learning strategies

Teaching assistants are trained to deliver a range of interventions, including:

- Precision Teaching
- Basic Moves
- Reading and phonics interventions
- Speech and language programmes
- Emotional literacy support (ELSA approaches)

Teaching assistants also support pupils with Education, Health and Care Plans (EHCPs) where additional adult support is required.

External Agencies and Experts

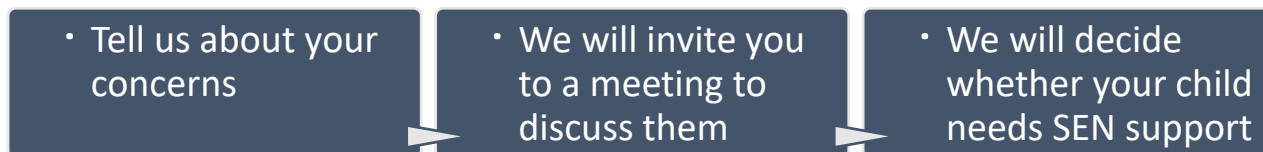
Sometimes we need extra help to offer pupils the specialist support they need. When appropriate, we work closely with a range of external professionals to support children and their families.

These may include:

- Speech and Language Therapists (SALT)
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- School Health Nurses
- Play Therapy services
- Children's Services / Early Help teams
- Other specialist advisory services

These professionals provide advice, assessments and strategies to support children both in school and at home.

3. What should I do if I think my child has SEN?



If you think your child may have Special Educational Needs (SEN), the first person you should speak to is your child's class teacher.

You can contact the class teacher by:

- Messaging them directly via TEAMS
- speaking to them at the end of the school day
- arranging an appointment through the school office

The class teacher will listen to your concerns and discuss how your child is managing in school. If appropriate, they will share your concerns with our SENDCO, Katie Chappell (Headteacher).

You are also welcome to contact the SENDCO directly through the school office on 01931 716274 or by email at admin@shap.cumbria.sch.uk.

We will arrange a meeting with you to:

- discuss your concerns
- gain a better understanding of your child's strengths and any difficulties they may be experiencing
- consider any information from home and school
- agree possible next steps and outcomes for your child

Your child will also be involved in discussions about their learning and support in an age-appropriate way, ensuring their views are listened to and valued.

A record of the meeting will be kept and shared with you.

If we feel your child would benefit from additional support, we will follow the graduated approach (Assess–Plan–Do–Review) outlined in the SEND Code of Practice. This may include placing your child on the school's SEND register and developing a School Support Plan (SSP) to outline the support and targets for your child. You will be fully involved in this process.

4. How will the school know if my child needs SEN support?

All of our teachers are aware of Special Educational Needs and Disabilities (SEND) and carefully monitor the progress and wellbeing of every pupil.

Teachers regularly assess pupils' learning and development and will identify any children who may need additional support. A pupil may be identified if their progress:

- is significantly slower than that of their peers starting from the same baseline
- does not match or improve on their previous rate of progress
- does not close the attainment gap between them and their peers
- widens the attainment gap
- does not match the wider social, emotional or developmental progress of their peers

When a teacher identifies that a pupil may be experiencing difficulty, they will first provide high-quality, differentiated teaching and targeted classroom support to address the area of need.

If progress remains a concern, the teacher will discuss this with the SENDCo, Katie Chappell, to consider whether the difficulties may be related to a special educational need.

It is important to note that slow progress or low attainment does not automatically mean that a child has SEND.

The SENDCo may then:

- observe the pupil in lessons and during other parts of the school day
- discuss the child's learning, progress and behaviour with staff
- review assessment information and compare progress with peers and national expectations
- consider other factors that may affect progress, such as attendance, changes at home, bereavement or friendship difficulties

We will also speak with parents/carers to gather their views and ensure we have a full understanding of the child's strengths and needs. Pupils are involved in discussions about their learning in an age-appropriate way so their views are heard.

Where appropriate, the school may also seek advice from external professionals, such as:

- Speech and Language Therapists
- Educational Psychologists
- Health professionals or paediatricians
- CAMHS or other specialist services

After gathering all the information, the SENDCo will decide whether SEN support is needed. Parents will be informed of the outcome.

If a child requires SEND support:

- they will be added to the school's SEND register
- the SENDCo, staff and parents will work together to develop a School Support Plan (SSP)
- support will follow the Assess – Plan – Do – Review cycle outlined in the SEND Code of Practice.

Pupils joining the school

If a pupil joins our school and:

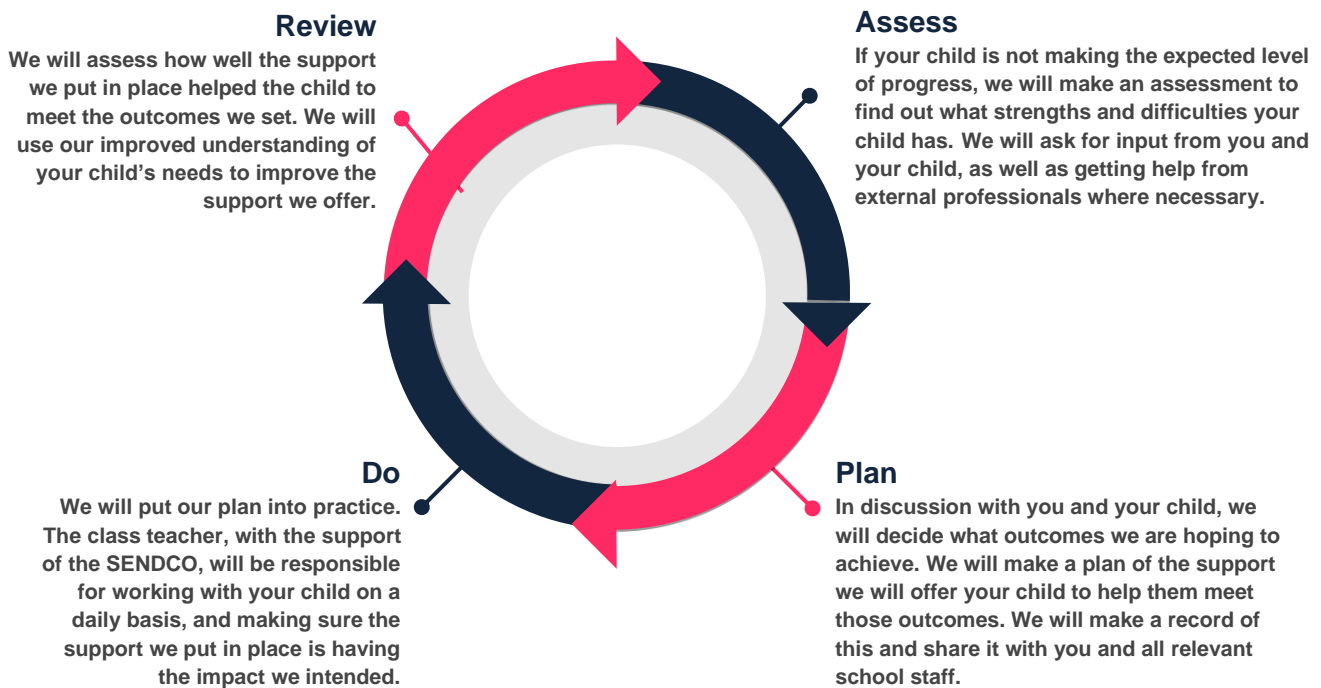
- their previous setting has already identified SEND
- they are known to external agencies

- they have an Education, Health and Care Plan (EHCP)

we will work closely with the previous setting, parents and professionals to gather information before the child starts school. This helps us ensure the right support is in place as early as possible.

5. How will the school measure my child’s progress?

At Shap Endowed CE Primary School we follow the graduated approach outlined in the SEND Code of Practice. This is a continuous cycle of Assess – Plan – Do – Review, which helps us carefully monitor progress and adapt support to meet each child’s needs.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We believe that **parents and carers know their child best**, so we place families and pupils at the centre of decisions about support. We work in partnership with you to ensure that the provision in place meets your child's needs and helps them to thrive.

Early Conversations

If we feel your child may need additional support, we will speak with you as soon as possible. We will discuss your child's strengths, any difficulties they may be experiencing and any concerns you may have. Together we will agree what we want to achieve for your child and the next steps to take. A record of this discussion will be kept and shared with you.

Clear Plans

If your child requires SEND support, we will develop a School Support Plan (SSP) which outlines:

- the outcomes we are working towards
- the support and strategies that will be used in school
- how progress will be monitored

We will also discuss ways that you can support your child at home.

Regular Updates

You will have the opportunity to meet with your child's class teacher at least three times a year during parents' evenings to discuss progress and review support. The SENDCo may also attend these meetings where appropriate.

In addition, you will receive a written report each year outlining your child's progress and development.

Your Voice Matters

We encourage parents and carers to share their views and let us know if their child's needs or goals change. Your feedback helps us ensure the support we provide remains effective and appropriate.

If you have concerns or questions between meetings, you are always welcome to contact the school.

You can contact your child's class teacher by:

- messaging them via Microsoft Teams
- speaking to them at the end of the school day
- arranging an appointment through the school office

You may also contact the SENDCo through the school office if you would like further support or advice.

7. How will my child be involved in decisions made about their education?

At Shap Endowed CE Primary School we believe that children should have a voice in decisions about their learning and support. We encourage pupils to share their views, feelings and ideas so that they feel involved and supported in their education.

The level of involvement will depend on your child's age, understanding and confidence. We recognise that every child is different, so we take an individual approach, working with parents to decide the best way for each child to share their views.

Your child may be involved in the following ways:

- Talking with their teacher or the SENDCo about what helps them learn best
- Attending part of review meetings, where appropriate, to share their views about their learning and progress
- Completing pupil voice activities, such as surveys or discussions about school and learning
- Sharing their views through drawings, writing or other creative methods if this is more comfortable for them
- Talking to a trusted adult in school, who can then share their views during meetings

We want pupils to feel listened to, respected and supported, and we encourage them to take an active role in setting goals and celebrating their progress.

8. How will the school adapt its teaching for my child?

At Shap Endowed CE Primary School, the class teacher is responsible and accountable for the progress and development of every pupil in their class, including those with SEND.

High-quality teaching is the first step in supporting pupils with additional needs. Teachers carefully plan lessons so that all children can access a broad and balanced curriculum and achieve their best.

We adapt teaching and learning to meet individual needs. There is no "one size fits all" approach; support is carefully planned on a case-by-case basis to ensure it is meaningful and effective for each child.

How we adapt teaching

Teachers may adapt lessons in a variety of ways, including:

- Differentiating the curriculum so that all pupils can access learning, for example through small group work, additional adult support, adapted tasks or alternative ways of recording work
- Adapting teaching methods, such as allowing extra processing time, breaking instructions into smaller steps, modelling learning, and pre-teaching key vocabulary
- Using a range of resources to support learning, including visual aids, practical resources and structured programmes
- Using assistive tools, such as visual timetables, coloured overlays, adapted reading materials or technology where appropriate

Support from teaching assistants

Teaching assistants work alongside teachers to support pupils' learning. They may:

- provide short-term 1:1 support where pupils need additional help to access learning or follow specific programmes
- support pupils within small groups during lessons
- deliver targeted interventions planned by the class teacher and SENDCo

Additional interventions

Where appropriate, pupils may also take part in specific interventions to support their learning or wellbeing. These may include:

- Precision Teaching
- Basic Moves
- Phonics and reading interventions
- Speech and language programmes
- Emotional literacy and wellbeing support
- School-led tutoring in core subjects

These interventions are carefully monitored to ensure they are helping pupils make progress.

Accessibility

Our school is committed to ensuring that pupils with disabilities are able to fully participate in school life. Our Accessibility Plan, in line with the Equality Act 2010, sets out how we will:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of the school
- improve access to information for pupils with disabilities

The Accessibility Plan is reviewed regularly and is available on the school website.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables, Now/Next cards, social stories, clear routines, structured classroom environments, simplified instructions, visual supports and dual-coded resources, pre-teaching of vocabulary, support with social communication and interaction.
	Speech and language difficulties	Speech and language programmes recommended by therapists, modelling language, small group language activities, visual supports, dual coding, opportunities for alternative communication methods such as drawings, technology or practical responses.
Cognition and learning		

	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Adapted resources, writing slopes, coloured overlays where appropriate, scaffolding, writing frames, chunked instructions, repetition and overlearning, dual-coded vocabulary displays, additional processing time, and targeted interventions such as Precision Teaching and reading support.
	Moderate learning difficulties	Differentiated tasks, scaffolded learning, pre-teaching of key vocabulary, small group support, adapted resources, additional adult support where appropriate, use of visual prompts and practical learning approaches.
	Severe learning difficulties	Highly differentiated learning, personalised targets, individualised support plans, adapted curriculum resources, increased adult support, and close monitoring through the Assess–Plan–Do–Review cycle.
Social, emotional and mental health	ADHD, ADD	Quiet or low distraction workspaces, movement breaks, clear routines, chunked instructions, visual prompts, additional adult support when needed, and opportunities for structured tasks and responsibilities.
	Adverse childhood experiences and/or mental health issues	Nurture approaches, emotional literacy support, small group work, Decider Skills, opportunities to talk with trusted adults, play therapy where appropriate, and strategies to support emotional regulation and wellbeing.
Sensory and/or physical	Hearing impairment	Clear visual instructions, seating arrangements to support listening, visual prompts, repetition of instructions, support from external professionals where required.
	Visual impairment	Enlarged print, clear classroom displays, adapted resources, reduced visual clutter, magnification tools where required, and careful seating arrangements.
	Multi-sensory impairment	Multi-sensory teaching approaches, adapted resources, additional adult support, and guidance from specialist services where appropriate.
	Physical impairment	Adapted equipment, accessible classroom layout, alternative ways of recording work (e.g. technology or verbal responses), support from adults where needed, and full inclusion in learning activities wherever possible.

These interventions are part of our contribution to Westmorland and Furness’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

At Shap Endowed CE Primary School we carefully monitor and review the support provided for pupils with SEND to ensure it is effective and helping them to make progress.

We follow the Assess – Plan – Do – Review cycle outlined in the SEND Code of Practice. This means that support is regularly evaluated and adjusted so that it continues to meet each child's needs.

We evaluate the effectiveness of provision by:

- Reviewing progress towards agreed targets in School Support Plans (SSPs) at least termly
- Monitoring the impact of interventions, often after a set period of time, using baseline and follow-up assessments
- Tracking pupils' attainment and progress through the school's assessment systems
- Gathering pupil voice, so children can share how they feel about their learning and support
- Regular monitoring by the SENDCo, including reviewing provision, observing learning and discussing progress with staff
- Using provision maps to ensure that support is appropriately targeted and effective

Where a pupil has an Education, Health and Care Plan (EHCP), an annual review meeting will be held. During this meeting, parents, school staff and external professionals review the child's progress towards the outcomes in the plan and agree next steps.

If the support in place is not having the desired impact, we will adapt the provision, strategies or interventions to ensure that the child receives the most effective support possible.

10. How will the school resources be secured for my child?

At Shap Endowed CE Primary School we ensure that appropriate resources are in place to support pupils with SEND so they can access learning and make progress.

Most SEND support is provided through the school's delegated SEND budget. The Headteacher/ SENDCo works closely with staff and governors to ensure that resources are used effectively to support pupils' needs.

Depending on a child's individual needs, this support may include:

- Additional teaching assistant support
- Specialist equipment or adapted resources
- Access to targeted interventions
- Staff training to develop expertise in supporting specific needs
- Advice and support from external professionals

If it is identified that a child requires additional resources such as specialist equipment, increased adult support, or further staff training, the school will work with external professionals and specialist services to identify the most appropriate support.

Schools are expected to provide up to £6,000 of additional support for pupils with SEND from their delegated budget. If a pupil's needs require support beyond this level, the school may apply to the local authority for additional funding.

For pupils with an Education, Health and Care Plan (EHCP), the local authority may provide additional funding to support the provision outlined in the plan. This funding helps the school secure the staffing, equipment and resources needed to meet the child's individual needs.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Shap Endowed CE Primary School we are committed to ensuring that all pupils feel included and valued as part of our school community. We believe that every child should have the opportunity to take part fully in school life.

All of our extra-curricular activities, school visits and enrichment opportunities are available to all pupils, including those with SEND.

We encourage all pupils to take part in:

- after-school clubs and enrichment activities
- school trips and visits
- residential experiences, including visits to Isle of Man and Edinburgh
- sports events such as Sports Day
- school performances, celebrations and special workshops

No pupil is excluded from these activities because of their SEND or disability. Where needed, we will make reasonable adjustments to ensure that pupils can participate safely and confidently.

These adjustments may include:

- adapting activities so they are accessible
- providing additional adult support
- completing risk assessments to identify any adjustments needed
- adapting equipment or learning resources
- preparing pupils in advance for visits or new experiences

We work closely with parents, staff and external professionals where necessary to ensure that children with SEND are able to take part in the same experiences as their peers and feel fully included in school life.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Shap Endowed Church of England Primary School is an inclusive school and welcomes applications from all children, including those with Special Educational Needs and Disabilities (SEND).

Admissions are managed in line with the school's Admissions Policy and the Local Authority's coordinated admissions process.

Admission of pupils with SEND or disabilities

Children with SEND are admitted to the school in the same way as all other pupils through the local authority admissions process. The school does not discriminate against pupils because of their SEND or disability.

If a child has an Education, Health and Care Plan (EHCP) that names Shap Endowed Church of England Primary School, the school has a statutory duty to admit the child, regardless of the number of places available.

Admissions Policy 2025 - 26

Fair oversubscription arrangements

If there are more applications than places available, places are allocated according to the criteria set out in the school's Admissions Policy. These criteria ensure that places are allocated fairly and transparently.

The criteria include priority for:

- children who are looked after or previously looked after
- children with medical or physical needs that would make attending another school difficult, supported by professional evidence
- children living within the school's catchment area, particularly those with siblings already attending the school

These arrangements help ensure that children with additional needs are not unfairly disadvantaged in the admissions process.

Working with families before admission

When a child with SEND is offered a place at the school, staff will work closely with:

- parents and carers
- the child's previous early years setting or school
- external professionals

This helps us gather information about the child's needs and ensures that appropriate support and reasonable adjustments are in place before the child starts school.

Our aim is to make sure that every child joining the school feels welcomed, supported and ready to learn from their first day.

13. How does the school support pupils with disabilities?

Shap Endowed CE Primary School is committed to providing an inclusive environment where all pupils, including those with disabilities, are welcomed, valued and supported to achieve their potential. We follow the Equality Act 2010, which requires schools to make reasonable adjustments so that disabled pupils are not placed at a disadvantage compared with other pupils.

Preventing less favourable treatment

We take a proactive approach to ensuring that disabled pupils are not treated less favourably. This includes:

- Making reasonable adjustments to teaching, resources and the school environment where needed
- Adapting learning activities and school experiences so that all pupils can participate
- Providing additional adult support or specialist equipment where appropriate
- Completing risk assessments for school trips, visits and activities to ensure they are accessible
- Working closely with parents, carers and external professionals to ensure support meets the child's needs

Our aim is to ensure that pupils with disabilities are able to participate fully in school life alongside their peers.

Facilities and support available

Our school environment is designed to be as accessible as possible. Facilities and support may include:

- Wheelchair access to most areas of the school
- Accessible toilet and changing facilities
- Adapted classroom layouts to support mobility and accessibility
- Alternative ways of recording work, such as technology or verbal responses
- Individual Health Care Plans (IHCPs) to support pupils with medical needs

Where necessary, the school will seek advice from external professionals to ensure appropriate equipment, support or environmental adjustments are in place.

Accessibility Plan

The school maintains an Accessibility Plan, which sets out how we will continue to improve access for pupils with disabilities. The plan focuses on three key areas:

1. Increasing participation in the curriculum

We ensure disabled pupils can access learning through adapted teaching approaches, differentiated resources, assistive technology and additional support where required.

2. Improving the physical environment

We regularly review the school environment to identify and remove barriers so that pupils with disabilities can access facilities, activities and services.

3. Improving access to information

Information can be provided in alternative formats where necessary, such as large print, visual supports or simplified materials.

The school's Accessibility Plan is available on the school website and is reviewed regularly to ensure it continues to meet the needs of pupils.

14. How will the school support my child's mental health, and emotional and social development?

At Shap Endowed CE Primary School we place a strong emphasis on supporting the mental health, wellbeing and social development of all pupils. Our Christian vision and values promote a caring and inclusive community where every child is known, valued and supported.

We aim to create a safe environment where pupils feel confident to share their thoughts and feelings and where positive relationships are encouraged.

Supporting emotional and social development

We support pupils' emotional wellbeing in a variety of ways, including:

- Teaching PSHE and RSHE lessons which develop emotional awareness, resilience and healthy relationships
- Using Decider Skills to help pupils understand and manage their emotions
- Providing opportunities for pupils to develop confidence through group activities, teamwork and leadership roles

Pupils with SEND are encouraged to take part in all aspects of school life, including:

- School Council
- after-school clubs and enrichment activities
- sports events and team activities

These opportunities help pupils build friendships, confidence and a sense of belonging within the school community.

Additional pastoral support

Some pupils may benefit from additional emotional support. In these cases we may provide:

- small group nurture support
- opportunities to speak with a trusted adult in school
- ELSA-informed approaches to emotional literacy
- play therapy where appropriate
- support (where available) from external professionals such as CAMHS

Staff listen carefully to pupils' views and ensure their voice is heard when planning support.

Preventing bullying

Shap Endowed CE Primary School has a zero-tolerance approach to bullying. We work proactively to promote kindness, respect and inclusion.

We prevent bullying through:

- clear expectations of behaviour outlined in our Behaviour Policy
- regular PSHE lessons and collective worship focused on respect, friendship and empathy
- celebrating Friendship and Anti-Bullying Week
- encouraging pupils to report concerns to a trusted adult

Any incidents of bullying are taken seriously and dealt with promptly in line with the school's policies.

Our aim is to ensure that every child feels safe, respected and supported, enabling them to flourish both emotionally and socially.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Shap Endowed CE Primary School we understand that transitions can be an important and sometimes challenging time for children, particularly for pupils with SEND. We work carefully to ensure that transitions are well planned, supportive and personalised so that pupils feel confident and prepared for the next stage of their education.

Transition between year groups

To help pupils with SEND prepare for moving into a new class, we:

- Ensure information about pupils' needs and support strategies is shared between the current teacher, the next teacher and the SENDCo
- Discuss pupils' SEND provision and progress during end-of-year transition meetings
- Arrange opportunities for pupils to visit their new classroom and meet their new teacher before the start of the new school year
- Provide additional visits or transition activities where needed to help pupils feel more confident

Transition between schools

When pupils move to or from our school, we work closely with parents, previous settings and the new school to ensure a smooth transition.

This may include:

- sharing relevant information about the child's needs, strengths and support strategies
- meetings between staff and parents to discuss support arrangements
- communication with early years settings or previous schools
- additional visits to the school for pupils who may benefit from extra preparation

Transition to secondary school

For pupils moving on to secondary school, the SENDCo works closely with staff from the receiving school to ensure appropriate support continues.

This may include:

- meetings between the primary and secondary SENDCos to discuss pupils' needs
- sharing relevant documentation, such as School Support Plans and reports from external professionals
- additional transition visits for pupils who need extra time to become familiar with their new environment
- creating transition booklets or resources to help pupils understand what to expect

Preparing pupils for independence

Throughout their time at Shap Endowed CE Primary School, pupils are supported to develop independence, confidence and life skills. Teachers encourage pupils to:

- organise their own learning resources
- take responsibility for aspects of their learning
- build social skills and resilience

These skills help pupils feel prepared for the next stage of their education and future opportunities.

16. What support is in place for looked-after and previously looked-after children with SEN?

At Shap Endowed CE Primary School we recognise that looked-after and previously looked-after children may have additional needs, and we are committed to ensuring they receive the support they need to thrive both academically and emotionally.

The Designated Teacher for Looked-After and Previously Looked-After Children is Katie Chappell (Headteacher and SENDCo). She works closely with school staff, parents, carers and external professionals to ensure that the needs of these pupils are fully understood and supported.

As SENDCo, Katie Chappell works with teachers to ensure that staff understand how a pupil's care experience and SEND needs may interact, and what this may mean for their learning, wellbeing and development.

Children who are looked-after or previously looked-after are supported in much the same way as other pupils with SEND. This may include:

- adapted teaching approaches
- targeted interventions
- additional pastoral support
- collaboration with external professionals

In addition, looked-after children have a Personal Education Plan (PEP). The PEP sets out the child's learning targets and the support needed to help them succeed in school.

Where a child also has SEND, the school ensures that the PEP, School Support Plan (SSP) and any Education, Health and Care Plan (EHCP) work together and complement each other. This ensures a joined-up approach to supporting the child's education, wellbeing and progress.

The school also works closely with social workers, carers and the local authority to ensure that looked-after and previously looked-after pupils receive the best possible support.

17. What should I do if I have a complaint about my child's SEN support?

If you have concerns about the support your child is receiving, we encourage you to talk to us as soon as possible. We value working in partnership with parents and carers and will always aim to resolve concerns quickly and positively.

1. Talk to Us First

In the first instance, please speak with your child's class teacher or the SENDCo (Katie Chappell). Many concerns can be resolved through discussion and by working together to find a solution.

2. Formal Complaint

If you feel that the issue has not been resolved, you may make a formal complaint. The school will follow its Complaints Policy, which outlines the procedures for investigating and responding to complaints.

A copy of the policy is available on the school website or from the school office.

3. Other Options

If you believe that your child has been treated unfairly because of their Special Educational Needs or disability, you may have the right to make a claim to the SEND Tribunal. This may relate to matters such as:

- school admissions
- exclusions
- the education or support provided for a child with SEND
- reasonable adjustments for disability

Before taking a case to tribunal, parents and carers are usually encouraged to consider mediation or disagreement resolution services. The school or local authority can provide information about these services.

Further information about your rights and the processes involved can be found in the SEND Code of Practice.

18. What support is available for me and my family?

If you have questions about SEND, or if you are finding things difficult at home, please let us know. We want to work in partnership with families and will do our best to support you, your child and your family.

You can speak with your child's class teacher or contact the SENDCo, Katie Chappell, through the school office if you would like advice or support. We can help signpost families to services that may be able to provide additional help.

Local Authority Local Offer

You can find information about support services available for children and young people with SEND through the Westmorland and Furness Local Offer. This includes details about education, health and social care services in the area.

Westmorland and Furness Local Offer:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorland/directory/localoffer.page>

SEND Information, Advice and Support Service (SENDIASS)

The local SENDIASS service provides free, impartial advice and support for parents and carers of children with SEND.

Westmorland and Furness SENDIASS:

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

SENDIASS can help families understand:

- SEND processes and assessments
- Education, Health and Care Plans (EHCPs)
- your rights and responsibilities as a parent or carer

Local and National Support Organisations

There are also a number of organisations that provide information, guidance and support for families of children with SEND.

National organisations include:

- IPSEA (Independent Provider of Special Education Advice) – www.ipsea.org.uk
- SEND Family Support – www.sendfamilysupport.co.uk
- NSPCC – www.nspcc.org.uk
- Family Action – www.family-action.org.uk
- Special Needs Jungle – www.specialneedsjungle.com

These organisations provide information, training and guidance for families navigating SEND support.

If you would like help accessing any of these services, please contact the school and we will be happy to support you.

19. Glossary

Access arrangements – Special arrangements put in place to allow pupils with SEND to access assessments or tests, for example additional time, rest breaks or adapted materials.

Annual review – A yearly meeting to review the provision and outcomes in a pupil’s Education, Health and Care (EHC) Plan.

Area of need – The four broad areas that describe different types of SEND. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

CAMHS – Child and Adolescent Mental Health Services, which provide support for children and young people experiencing emotional or mental health difficulties.

Differentiation / Adaptive teaching – When teachers adapt how they teach or present learning to meet the needs of individual pupils.

EHC needs assessment – An assessment carried out by the local authority to decide whether a child needs an Education, Health and Care (EHC) Plan.

EHC plan – An Education, Health and Care Plan is a legally binding document that outlines a child’s needs and the support required to meet those needs.

First-tier Tribunal (SEND Tribunal) – An independent legal body where parents can appeal against local authority decisions about EHC needs assessments or EHC plans, or claims of disability discrimination.

Graduated approach – The process used to support pupils with SEND through the cycle of **Assess – Plan – Do – Review**.

Intervention – A short-term, targeted programme designed to help a pupil develop a specific skill or area of learning.

Local Offer – Information published by the local authority about services and support available for children and young people with SEND in the local area.

Outcome – A target set to support progress for a pupil with SEND. Outcomes may relate to learning, communication, independence, social skills or wellbeing.

Reasonable adjustments – Changes schools must make to ensure that pupils with disabilities are not disadvantaged and can access learning and school activities.

SENDCo – The Special Educational Needs and Disabilities Co-ordinator. The SENDCo oversees SEND provision in the school and supports staff in meeting pupils’ needs.

SEN – Special Educational Needs.

SEND – Special Educational Needs and Disabilities.

SEND Code of Practice – The statutory guidance that schools and local authorities must follow when supporting children and young people with SEND.

SEND Information Report – A document that schools publish explaining how they support pupils with SEND.

SEND support – Additional support provided by the school to meet the needs of pupils identified as having SEND.

Transition – When a pupil moves between classes, year groups, schools or stages of education.