



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

SEN Information Report November 2022

Author / Role:	Lynnsey Batey - Headteacher
Approved by¹	
Name:	Steven Bowditch
Position:	Chair of Governors
Signed:	
Date:	December 2022
Proposed review date²:	November 2023



*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Our vision is everything you will see within our daily school life: all children flourishing through the many opportunities and challenges they are presented with.

We educate the whole child to be 'the best me I can be': for learning and as a person.

Our school community, based on Christ's teaching, seeks to develop, in each child, a vision of human flourishing, built on wonder, kindness, gentleness, excellence and academic rigour, explored through moral and creative learning experiences. Our curriculum supports and shapes the development and character of the whole child. We do this by exploring British Values, and our Christian Vision, Values and Virtues which permeate our vision for education in Shankhill Church of England Primary School.

We aim to develop the vocabulary, knowledge and skills, alongside the character and spirituality, attitudes and learning behaviours needed for success in our ever-changing world. Throughout our school and curriculum offer, our clear Vision, Values and Virtues support our children to become curious, confident, resourceful and happy learners who have the necessary knowledge, communication skills, emotional literacy and characteristics that enable them to flourish and live life in all its fullness, now and throughout their lives.

Values



Virtues – My Spiritual Capacities

Be guided by my own beliefs and values. Be willing to take a stand to defend them.

Be curious and open minded when exploring life's BIG QUESTIONS

Be willing to take risks and challenges

Reflect, learn and grow following experiences of failure as well as success

Be intrigued by mystery and be open to an awareness of (the transcendent in the whole of life) the mysteries of life and religion

Be ready to say sorry when mistakes are made

Forgive myself

Forgive others

Show understanding of others

Show generosity towards others

Appreciate and be thankful for what is good in the world

Be imaginative and creative

Appreciate the beauty in the world

Be alive to the experiences of 'awe and wonder'

Know me—be self-aware

Understand and empathise with the experiences of others in school, the community and the wider world

Love me, care for me

Be comfortable with stillness and silence

Believe in my potential to achieve and find inner strength and resilience when facing challenges

Be open to engage in reflection, meditation or prayer

Our Mission Statement

Within our ethos:

- Our school will develop in each child a respect for others and the distinctively Christian environment we all share, so that they may become responsible, well-rounded young people;
- School will be enjoyable within a caring atmosphere in which learning will be exciting, creative and inclusive.

Shankhill C of E Primary School's Governing Body

Special Educational Needs and Disabilities Information Report, November 2022

In accordance with our school vision, Shankhill Church of England Primary School fully includes those pupils with Special Educational Needs and Disabilities (SEND) in this mainstream setting, supporting all children to access a high-quality and ambitious education through our broad and balanced curriculum as well as extra-curricular activities. Every effort is made to respond to pupils' needs and remove any barriers to learning. Shankhill C of E Primary School is fully committed to ensuring that every child reaches their full potential. Those children who experience SEND, will require additional support and resources to enable this. The 4 broad areas of SEND need are:

- **Communication and interaction**, for example, speech and language difficulties and autistic spectrum conditions;
- **Cognition and learning**, for example, dyslexia, dyspraxia or Down Syndrome;
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD) and selective mutism;
- **Sensory and/or physical**, for example, hearing or visual impairments, processing difficulties or epilepsy.

At Shankhill C of E Primary School, we endeavour to provide support in all four categories. The school has experience of supporting pupils with a range of special needs including specific learning difficulties such as dyslexia, autism, downs syndrome, general learning difficulties, social and emotional difficulties, severe learning difficulties and medical needs where children have had EHCPs [Education and Health Care Plans], personal medical care plans or an IEP [Individual Educational Plans] to support them.

Shankhill C of E Primary School currently has: no children who are looked after by the Local Authority, no children with an EHCP, some children on our SEND Register, some families working with Early Help and some children with individual medical care plans.

Responsibilities for SEND are as follows;

- SENDCO: The Special Educational Needs and Disabilities Coordinator is the head teacher [L. Batey] who is also the Designated Lead with responsibility for Safeguarding, Pupil Premium Grant funding, Early Help Coordinator and meeting the medical needs of pupils.
- The head teacher/SENDCo is responsible for the maintenance of the SEND Register. The SEND Register records those children currently receiving support that is different from or additional to the interventions and adjustments that are usually available in class ie children with special educational needs provision.
- SEND Governor: Mr. S. Bowditch, the SEND link governor, has an overview of the school's SEND & has regular meetings with the head/SENDCo.
- Each teacher is responsible for the teaching of the children in their charge including children with SEND and pupils accessing support from teaching assistants or specialised staff.

This report should be read in conjunction with the school's SEND Policy and the school's contribution to Cumbria's Local Offer. These are available on the [school's website](#) as well as from the school office.

How does Shankhill School know a child may have special educational needs?

Prior to starting school we work closely with parents, feeder nurseries and child minders to identify children with additional needs. For children transferring from another school, we contact that school to gain any relevant information. When children start school, and through the course of their time in school, we identify when some pupils may need additional support through the following:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made in terms of meeting general academic expectations
- There is a change in the pupil's behaviour or progress
- Liaison with external agencies, e.g. social care, young carers.
- Health diagnosis through a GP or paediatrician.

What should I do if I think my child has special educational needs?

Parents/carers can raise concerns by talking to us. If appropriate, parents/carers can also contact their GP.

In the first instance, the class teacher is the initial point of contact for responding to parental concerns. Mrs Batey, the Head teacher, is the SENDCo at Shankhill C of E Primary School and is also readily available to speak to.

How will the school support my child?

- Each identified pupil's education programme will be planned by the class teacher, with the support of the SENDCo. Learning will be differentiated through appropriate support and challenge to suit the pupil's individual needs. It will be recorded on an Individual Education Plan [IEP]. Progress and support is reviewed at least every term and the next steps in learning and support planned for.
- Additional help may be provided within or in addition to the class; in a small group or on a one to one basis. These interventions will be recorded on the school's provision map (this is a record of the interventions, timings, cost and impact of the intervention).
- Pupil Progress Meetings are held regularly. These take place during staff meetings where our teaching staff will discuss the progress of the pupils in their class with the SENDCo. This shared discussion may highlight any potential difficulties in order for further support to be planned.
- The class teacher meets with parents/carers at least twice a year to discuss your child's needs, support and progress (this could be as part of Parents' Evening Meeting and/or a separate Review).
- Occasionally, a pupil may need more expert support from an outside agency such as a speech and language therapist, educational psychologist, LA Specialist Advisory Teacher Service, Paediatrician, etc. This will be fully discussed with you and with your consent, an 'Early Help' referral will be made to the most appropriate agency. After assessment from the outside agency, the school and parents/carers are given advice to best support and meet the needs of the child.
- The Governors of Shankhill Primary School are responsible for entrusting a named person, Mrs L. Batey, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the school's Single Central Record. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department of Education [DfE].
- We also support children who are looked after by the Local Authority and have SEND. Children who are looked after by the Local Authority (CLA) will have their SEND supported through the Pupil Premium Plus allocation. This support could be academic (in the form of additional support with learning subjects such as English, Maths or the provision of a specialist programme such as Reading Intervention), or could be

social or emotional as we recognise that CLA often have needs in this area due to disruption and attachment issues in their lives – private counselling may be offered. Each CLA has a PEP (Personal Education Plan) in which strategies are laid out for the support of SEND. PEPs are reviewed every six months. At the PEP meeting the views of the children, the foster carers and appropriate family members are heard and valued. Currently there are no children who are looked after in school.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with a special educational need, they will be supported in a variety of ways, and/or their work will be differentiated in a variety of ways by the class teacher to enable them to access the curriculum more effectively.
- Specialist Teachers, Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- Children with special needs have Support Plan with targets and strategies set according to their area of need. These are monitored by the class teacher regularly and reviewed with the SENDCo at least three times per year. Wherever possible, parents are involved with devising and reviewing Support Plans termly and a copy is given to them to sign.
- Children who hold an EHCP will be subject to an annual review, whereby a meeting will take place with staff, parents and other external agencies who are involved with supporting the child. Meetings will also take place during the year between the child's class teacher and parents to discuss their progress and address any concerns.
- Specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors if appropriate.
- We approach the teaching of children with SEND by ensuring, as far as possible, that a range of different strategies are used so that children with SEND are fully included and able to succeed e.g. pre/post teaching, use of laptops, computers, colour overlays and coloured paper in books for children with reading difficulties etc. We also use materials to develop self-esteem and a more positive outlook for children with social and emotional issues – these materials may include personal books, sticker charts and social stories.

How will I know how my child is doing?

- You can speak to your child's teacher or SENDCo after 3:30pm or via an appointment or email.
- You will be involved with the termly review of the Support Plan to discuss progress.
- You can also discuss your child's progress at Parents' Evenings.
- All children have a yearly report written by their class teacher.
- When appropriate, other arrangements can be made e.g. a home/school book.

How will you help me to support my child's learning?

- We offer an 'open door' policy where parents/carers are welcome at any time to make an appointment to meet with either the class teacher or Headteacher/SENDCo to discuss how your child is progressing. We offer advice in practical ways in which you can help your child at home. We believe that the education of children with SEND should be a partnership between parents/carers and teachers, therefore we keep communication channels open and communicate regularly, especially if a child has complex needs. If necessary we operate a home/school link book which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed. Or use Tapestry to communicate with our parents of younger pupils.

- The class teacher can suggest or show you ways to support your child. You are very welcome to ask about these. Similarly, parents can share successful strategies they have with school. These can be further discussed and reviewed with the Support Plan each term.
- Mrs. Batey (SENDCo) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's emotional/behaviour needs.
- When an outside agency is involved, they are able to discuss your child's needs with you and to give suggestions for support and activities that can be used at home.

What support will there be for my child's overall well-being?

We use a variety of means to support the emotional and social development of children with SEND, including: pastoral support arrangements; listening to the views of Children with SEND and measures to prevent bullying. Shankhill maintains a fully inclusive approach; we welcome and celebrate diversity in the spirit of our school vision:

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- All staff believe that children having high self-esteem is crucial to a child's well-being – *happiness*.
- If a pupil has a medical need then a detailed Care Plan is compiled with support from the GP / school nurse in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- Staff have training from the relevant nurse depending on the needs of children in school e.g. for EpiPen use, diabetes, asthma.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.
- Named school staff have first aid training, including paediatric first aid training.
- We work hard to maintain high pupil attendance and promote positive behaviour management strategies throughout the school. As a church school our approach to positive behaviour management and pastoral care is guided by Christian values of hope, dignity, peace, joy, community, compassion, forgiveness and reconciliation.
- If a child has significant behavioural difficulties, an individual Behaviour Management Plan may be written alongside the child and parents/carers to identify the specific issues, put relevant support in place and set targets. Currently there are no children requiring an individual Behaviour Management Plan at the school (2022-23). After any behaviour incident we support the child to reflect on their behaviour with an adult, often completing a reflection form called a 'Time Out Sheet' which contains visual prompts and is based on restorative justice practices. This helps to identify what happened, how they were feeling at the time, why the incident happened, who was affected and what the child needs to do differently next time to change and improve their behaviour. For further information please see the School Behaviour Policy on the website.

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

We have a range of experience and expertise amongst our school staff, including those trained in:

- Reading Intervention, Read Write Inc.
- 1st Class @ Number, Maths Recovery, Numbers Counts
- Makaton – very basic
- Team Teach, Restorative Justice Practice, and behaviour management
- Safeguarding: Levels 1, 2 3 and Safer Recruitment
- Emergency First Aid and Paediatric first aid

- Food Hygiene level 1 and 2 including Allergen Awareness
- ELSA - Emotional Literacy Support Assistant
- School Counselling Service

At times, we consult with outside agencies to receive more specialised expertise. These may include: an educational psychologist, speech and language therapist, specialist advisory teaching service [e.g. for autistic spectrum condition, early years, hearing impaired, visually impaired etc.], occupational therapist, physiotherapist, school nurse, Family Action, Child & Adolescent Mental Health Service [CAMHS], East Cumbria Family Support, etc.

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

Different members of staff have received training related to SEND.

- All staff are trained in Safeguarding and Prevent Duty.
- All teaching staff are trained in Read Write Inc., Pediatric First Aid
- Most staff are trained in Diabetes administration and support, Level 1 in Makaton, Autism Spectrum Awareness, Specific medical needs and Intimate Care.
- Members of staff have been trained to deliver Maths Intervention programmes such as 1st Class @Number and Numbers Count.
- Other members of staff are trained to deliver Reading Intervention, supporting speech and language difficulties and supporting pupils with physical and co-ordination needs.
- The SENDCo has many years of experience and is trained in Numbers Count and basic Team Teach, Restorative Justice Practices, RWInc, Autism, ADHD and Pathological Demand Avoidance Awareness.
- All staff follow the Restorative Justice Practice ethos to positively manage behavioural issues in line with our Christian vision and values, should they arise.
- Staff have also had training sessions by medical staff on the correct use and administration of medicines for diabetes, asthma and EpiPen use.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all pupils in our inclusive school:

- Risk assessments are carried out and procedures put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required to ensure the safety of the pupil, a parent or carer may be asked to accompany their child during the activity to ensure ultimate safety.

How accessible is the school environment?

We are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps and railings into school to make all of our buildings accessible to all.
- A disabled toilet.
- Doors in the building wide enough to allow for wheelchairs.
- The site is both safe and secure.

We aim to improve our environment as appropriate. For current targets to improve accessibility, please see our accessibility plan on our website.

How will the school prepare and support my child when joining this school or transferring to a new one?

Many strategies are in place to make our pupil's transition as smooth and successful as possible:

- We work with our feeder nurseries and secondary schools to ensure a smooth transition for all children. We liaise with class teachers and SENDCOs to share information and plan suitable nurturing transition programmes for those children who require it.
- Mrs Batey liaises with the SENDCOs from secondary schools to pass on information regarding pupils with SEND. For pupils with an Education Health Care Plan [EHCP], secondary SENDCOs are invited to the child's Annual Review meeting in Year 5 as well as Support Plan review meetings the term before transfer.
- Transition plans are developed for individual children who require them, be it for changing class or changing school. These can often include making a Transition Booklet so the child becomes familiar with new staff and routines.
- Discussions take place between the previous or receiving schools prior to the pupil joining/leaving.
- Records are transferred from this school promptly.
- Secondary school staff visit pupils prior to them joining their new school.
- Our catchment secondary school, William Howard, offers nurture group sessions to aid transition. Pupils often choose to attend other secondary schools locally, and within our county, which we support fully.
- Additional visits to the child's new school are arranged if appropriate.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available. The Provision Map allows the SEND budget to be monitored for most effective use.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher and head teacher. Decisions are based upon teacher observations and assessment, termly tracking of pupil progress and any assessments by outside agencies. If further concerns arise during a pupil's school life due to the pupil's lack of progress or well-being, then other interventions and support will be arranged.

How do you evaluate the effectiveness of this provision?

We can judge if the support has had an impact by:

- reviewing targets on Support Plans and ensuring they are being met;
- by monitoring progress against national age-related expectations and observing that the gap is narrowing;
- through verbal feedback from the pupil and parent/carer.

The school's assessment and tracking data supports these judgements, as well discussions between the class teacher and Headteacher during Pupil Progress Meetings. For children with complex SEND, advisory teachers/educational psychologists conduct their own assessments e.g. in Speech, Language and Communication, Cognitive Ability, Perceptual Reasoning etc. which form part of the review process and provide additional information about the child's development progress.

If a parent/carer has concerns about provision for their child at school which cannot be resolved through the Headteacher they are able to contact Parent Partnership

<http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/>

How will I be involved in discussions about and planning for my child's education?

We encourage all parents to contribute to their child's education. This can be through:

- Discussion with the class teacher both informally and during Parents' Evening.
- Discussion with Mrs. Batey [Headteacher and SENDCo] or other professionals.
- Supporting the creation and reviews of the Support Plan with the class teacher.

How does the school organise support for pupils with SEND?

Our school has a graduated approach to SEND support. The following information is taken from the school's SEND Policy:

- High quality teaching with additional strategies to support needs is the first response to pupils causing concern. This involves interventions and adjustments that are usually available in class.
- We regularly review the progress of all children, especially those at risk of underachievement, and reflect on improving our understanding of strategies to support vulnerable pupils.
- This school uses the **ASSESS – PLAN – DO – REVIEW** cycle. Parents are regularly informed of their child's progress. Parents/carers are kept informed of any concerns and support provided for their child as well as outcomes. Concerns raised by parents/carers are also given careful consideration. Children are involved in a manner appropriate to their age and understanding.
- If a pupil's progress continues to cause concern, the class teacher, head and in consultation with parents/carers, may decide to make special educational provision. Careful consideration is given to the 'whole child', and their progress alongside national data and expectations of progress using information gathered from accurate formative assessment.
- For pupils with a higher level of need, a specialised assessment from one or more outside agencies and professionals may be needed e.g. educational psychologist, speech therapist, specialist teacher etc. The local authority and other agencies have clear guidelines on the evidence needed for each referral which can be found within the [Cumbria SEND Handbook and Criteria](#).
- We encourage the involvement and contribution of parents/carers, families and children in the process of ASSESS - PLAN – DO – REVIEW, thus encouraging parents/carers, families and children to be at the heart of decision-making.

Why do children with SEND have a Support Plan?

- Each child receiving SEND Support has Support Plan that is regularly reviewed each term [more often if needed]. Support Plans clearly state the identified needs, strategies that work for the child [ie what effectively removes barriers to learning], and clear outcomes to be achieved within a given time. Strategies are used that promote independence and resilience as a learner.
- Support Plans are an element of the ASSESS – PLAN – DO – REVIEW process. The class teacher, head/SENDCo and parents/carers meet to review Support Plans, discuss progress towards outcomes and to plan and contribute to the next steps. Pupils are involved in ways appropriate to their age, understanding and in ways that give them confidence and ownership.
- The level of provision is always considered while reviewing the child's Support Plan. It may also be considered during Pupil Progress meetings as well as in response to a parent's or child's concern. [Please refer to the school's contribution to the Local Offer.]
- If we are not able to fully meet the needs of a pupil through our own provision arrangements, assessment and advice is sought from the relevant outside agency/agencies once this has been fully discussed with parents/carers and agreed. Pupils are involved in a way that is meaningful to their age and understanding. There is an 'Early Help' referral form that also requires detailed supporting evidence. The specialist concerned can be contacted regarding this.

- The child's needs may be such that the head/SENDCo, parents and external specialists agree that additional funding and support is needed from the LA's High Needs Block. Evidence for this must meet the LA's criteria in [Cumbria's SEND Handbook and Criteria](#). Please refer to the LA's Lead Education Officer for SEND for this area Sally Senejko, County Wide SEND Service Manager, CCC] for a list of required evidence to support the request including the most recent referral/request form.
- Pupils and parents/carers are always encouraged to be active participants in the graduated response and to have their contributions valued.

How else does this school support pupils and families?

- Class teachers and teaching assistants have access to relevant information and reports about the children with SEND that they teach/support [with an understanding of its confidentiality and privacy].
- When outside agencies are involved e.g. educational psychologist, specialist teacher etc., parents/carers are encouraged to work together in partnership with these agencies and school when planning and reviewing their child's progress and programmes of work.
- Information about agencies to support the family and pupil is available from head/SENDCo e.g. Parent Partnership.
- Parents are guided to the LA local offer. This is available from:
<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>
- Parents have access to the SEND Information Report as well as the SEND Policy.
- The head/SENDCo ensures that appropriate access arrangements are made for children with SEND during Statutory National Assessments such as KS2 SATs.
- Appropriate transition arrangements are made on transfer to or from this school for children with SEND, as well as between classes. SEND records are sent to the next school as soon as requested to ease transfer.
- All staff are mindful of additional needs of pupils with SEND e.g. social, health care, etc.

How is SEND monitored and evaluated?

- Provision for all pupils is regularly monitored and evaluated for effectiveness.
- Progress of pupils with SEND is monitored and evaluated with reference to the support/intervention arrangements.
- Parents', pupils and staff views are always sought and carefully considered, both informally and in regular review meetings e.g. for Support Plans.

How do we know that SEND support is no longer needed?

- The pupil has achieved the long term outcomes on their Support Plan.
- The pupil is making appropriate and sustained progress and will continue to do so without a Support Plan.
- The pupil has closed or has substantially narrowed the gap between their attainment and that of their peers/national curriculum expectations.
- The pupil's confidence will be maintained.
- Parents/carers and the pupil understand and agree.

Training and Resources

- SEND is funded through the school SEND budget, allocated on a needs-led basis.
- All staff are encouraged to identify and undertake training and development to further develop the quality of their teaching.

- The head/SENDCo identifies whole-school training needs e.g. Phonics or Makaton training in response to the needs of the children and staff.
- There is a local school network for support & to keep up with new initiatives, including a cluster SENDCo group sharing good practice and updating training, and a County Local Authority SENCO Network.
- Some training is provided by the LA.
- NASEN is an effective on-line resource, especially regarding the Code of Practice.

Who can I contact for further information?

If you wish to discuss your child’s educational needs, have any questions, or are unhappy about something regarding your child’s schooling please contact Mrs. Batey [Headteacher and SENDCo].

If you would like to find out more about what Cumbria County Council can offer parents, please check the Cumbria County Council website via the following link: <http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

Written by Mrs Lynnsey Batey, SENDCo, November 2022

Terminology

EHCP	Education and Health Care Plan	SP	Support Plan
SEN	Special Educational Needs	SENDCo	Special Educational Needs and Disabilities Co-ordinator
SEND	Special Educational Needs and/or Disability	NASEN	National Association of Special Educational Needs