



# Sedbergh Primary School

## Special Educational Needs and Disability Report

If you require this document in another format; i.e. easy read, large text, audio, Braille or a community language, please contact the school office.

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At Sedbergh Primary, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). There are four broad areas of SEND which are:

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

- **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.



# Sedbergh Primary School - SEND Information Report

Sedbergh	Communication and Interaction	Cognition and Learning	Social, mental and emotional health	Sensory and/or physical
<p><b>How does Sedbergh Primary School know if my child needs extra help?</b></p>	<ul style="list-style-type: none"> <li>Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children.</li> <li>Not making expected progress in EYFS Assessments or expected progress according to age related expectations as identified in pupil progress meetings.</li> <li>Speech and Language possible involvement</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children.</li> <li>Not making expected progress in EYFS Assessments.</li> <li>Not making expected attainment in Phonics Test (end of Yr.1)</li> <li>Not making expected progress in any year group based on tracking files.</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children.</li> <li>Finds it difficult to adhere to Behaviour Policy that is in place.</li> <li>Action for Inclusion meetings held between LA/School SENCo and EYFS Leaders</li> <li>Conversations with parents and carers.</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children.</li> <li>Outside agency involvement</li> <li>Close liaison with EYFS/Nursery to ensure needs of child are met</li> </ul>
<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<ul style="list-style-type: none"> <li>Discuss my concerns with Class Teacher</li> <li>Discuss my concerns with the SENDCo – Mrs Lynda Livesey</li> <li>Ensure all referrals are in place e.g. Community Paediatrician, Speech and Language, Early Years Specialist Team etc.</li> <li>Ensure that my views and perspectives are taken into account</li> </ul>			
<p><b>How will I know how Sedbergh Primary School supports my child?</b></p>	<ul style="list-style-type: none"> <li>I will be contacted by the Class Teacher if there are any concerns about my child.</li> <li>Assessments will be carried out.</li> <li>External agency support may be sought e.g.: SEND Team, Speech and Language, Educational Psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>I will be contacted by the Class Teacher and be informed that my child is receiving additional support to ensure expected progress is made.</li> <li>I will be kept up to date with the impact of these interventions.</li> <li>I will be informed about my child's progress through parents' evenings and school reports.</li> </ul>	<ul style="list-style-type: none"> <li>I will be contacted by the class teacher if concerns regarding social, emotional, behavioural difficulties are raised.</li> <li>A personalised Action Plan will be put in place if necessary.</li> <li>Further specialist help may be sought e.g.: CAMHS Behaviour Team.</li> </ul>	<ul style="list-style-type: none"> <li>I will be contacted by the Class Teacher if concerns regarding my child's physical or sensory difficulties are identified.</li> <li>I will ensure I am clear about what the school are putting in place to support my child's needs.</li> <li>External agency support may be sought e.g.: Schools paediatrician, Occupational Therapist, Physiotherapist.</li> </ul>

Sedbergh	Communication and Interaction	Cognition and Learning	Social, mental and emotional health	Sensory and/or physical
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Personalised strategies based on your child's needs will be used to help your child learn to their level. This could include:</p> <ul style="list-style-type: none"> <li>• Flexible teaching arrangements.</li> <li>• Structured school and classroom routines.</li> <li>• Differentiated curriculum delivery e.g.: Simplified language, minimal use of language, visual prompts.</li> </ul>	<p>Personalised strategies based on your child's needs will be used to help your child learn to their level. This could include:</p> <ul style="list-style-type: none"> <li>• Differentiated curriculum planning and work.</li> <li>• Differentiated delivery e.g.: simplified language, slower lesson pace, pre-teaching.</li> <li>• Differentiated outcomes e.g.: cartoon strip, use of ICT.</li> <li>• Increased visual aids.</li> <li>• Visual timetables.</li> <li>• Illustrated dictionaries.</li> <li>• Use of writing frames</li> </ul>	<p>Personalised strategies based on your child's needs will be used to help your child learn to their level. This could include:</p> <ul style="list-style-type: none"> <li>• Whole school / class behaviour policy with graduated approach.</li> <li>• Whole school / class reward systems.</li> <li>• Whole school/class rules/expectations.</li> <li>• Reward time.</li> <li>• Individualised interventions.</li> <li>• Provision of time to listen.</li> </ul>	<p>Personalised strategies based on your child's needs will be used to help your child learn to their level. This could include:</p> <ul style="list-style-type: none"> <li>• Flexible teaching arrangements eg seating, pupil able to physically access lesson and move freely.</li> <li>• Teacher aware of implications of sensory and physical impairment e.g.:, not covering mouth up to hearing impaired</li> </ul>
<p><b>How will I know how my child is doing?</b></p>	<p>For every child there will be at least a Parent's Evening twice a year, a midyear progress summary report and an end of Academic Year School Report in the Summer Term. Parents will receive notification of 'additional' interventions that are being put in place. Parents can also make appointments to see key staff at any time.</p>			
<p><b>How will you help me to support my child's learning?</b></p>	<p>Annual/Interim Reviews will be held for those children with an EHCP or statement. At Parents Evening teachers will share targets and suggest ways in which we can collaboratively work together to meet the needs of your child. Appropriately challenging homework will be set and teachers may also discuss strategies with parents for supporting learning at home. We also share behaviour and communication strategies with parents where appropriate.</p>			
<p><b>What support will there be for my child's overall well-being?</b></p>	<p>The school is fully inclusive and key staff provide high levels of pastoral support and care for all pupils. Personalised reward systems/incentives will be put in place if deemed appropriate to your child's needs.</p>			
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>The specialist advice of a Speech and Language Therapist who works with children receiving an EHCP/statement. The expert knowledge and advice of the SEND Team</p>	<p>The SENCO is able to advise staff on strategies and to carry out more detailed assessments where children are not making expected progress.  TA's are trained in interventions.</p>	<p>The school work closely with outside agencies, sometimes via the TAF process to support children and families.</p>	<p>The school has a good working relationship with multi-agencies, e.g. Occupational therapists, autism team, educational psychologists.  The school liaises closely with the SEND Team.</p>

<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>All teaching staff and TA's receive updates and training related to the code of practice as needed. TAs have a range of specific training including Maths recovery, reading and speech recovery. TAs skills are matched to children's needs where appropriate.</p>
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>The school effectively uses our resources of TA's to help support and enable children to access school trips, visits and residential visits – this includes pre-visits where appropriate. We believe these are a valuable and essential part of the curriculum and ALL children will be fully included with the exception of circumstances where certain trips or activities would put the pupil or others at risk. In exceptional circumstances, possibly in Medical cases a parent may be asked to attend a visit to ensure a child is able to safely access the visit.</p>
<p><b>How accessible is the school environment?</b></p>	<p>The teaching and learning environment is inclusive and teachers adapt the classroom and wider school environment to meet individual pupil's needs. There are continuous plans to improve access.</p>
<p><b>How will the school prepare and support my child when joining Sedbergh or transferring to a new school?</b></p>	<p>The SENDCo and Class Teachers liaise with the establishment the child is transferring to or from. Notes/information is shared between institutions / services / outside agencies to ensure the highest standard of provision is in place. School works very closely with external professionals eg. Occupational Therapist's to ensure environment is fully prepared for child's transition. The SENDCo ensures information is passed on to ensure children are fully supported. Additional transition time and visits are organised as necessary.</p>

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<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• In class support to aid delivery of targets.</li> <li>• Speech and language support or intervention groups or 1:1</li> <li>• Social skills groups.</li> <li>• Additional planning for transition.</li> <li>• Access arrangements for ALL assessments.</li> <li>• Use of ICT</li> <li>• Visual timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• In class TA literacy and numeracy support.</li> <li>• Catch up Programmes.</li> <li>• Intervention groups – to ensure expected progress is made.</li> <li>• Differentiated resources – word banks, spelling lists etc.</li> <li>• 1:1 precision teaching</li> <li>• Small group Literacy programmes and Interventions</li> <li>• Small group Numeracy</li> <li>• Interventions</li> <li>• Additional planning for transition.</li> <li>• Coloured visual aids / interactive boards linked to laptops /background suited to cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups</li> <li>• Nurture groups and life skills activities.</li> <li>• Monitoring at break/lunch times – lunchtime games.</li> <li>• TA support at lunchtimes.</li> <li>• Sensory room</li> <li>• Access arrangements in place for assessment.</li> <li>• Behaviour Programme – Anger Management techniques etc.</li> <li>• Individual Action Plans</li> <li>• Peer mentoring.</li> <li>• Additional planning for transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard skills training</li> <li>• Handwriting / Fine motor programmes</li> <li>• Exam Access arrangements.</li> <li>• TA to monitor safety and give discreet support to enable key children to be as independent as possible.</li> <li>• Individual Speech and Lang. therapy by TAs</li> <li>• Additional planning for transition.</li> </ul>

<p><b>How is the decision made about how much / what support my child will receive?</b></p>	<p>The primary aim is to ensure children are able to access the curriculum as independently as possible and to develop key self-help strategies for learning / socialising.</p> <p>Support is reviewed at least termly, through SEND reviews and Pupil Progress Meetings. Decisions are based on progress and the level of need and can be linked to areas other than attainment.</p> <p>The school adheres to the 'graduated response' to SEND and in some cases guidance on progress will be sought from appropriate outside agencies.</p>
<p><b>How will I be involved in discussions about and planning for my child's education?</b></p>	<p>As well as formalised opportunities outlined above, key staff will liaise with parents as appropriate and parents are encouraged to always discuss any queries or concerns with school staff.</p>
<p><b>Who can I contact for further information?</b></p>	<p>In the first instance, liaise with the Class Teacher. They will liaise with the Head or SENDCo and / or other agencies if necessary.</p>