

An amazing place to learn!

from nursery to Year 6!

'When I visited Captain Shaw's, it just lifted me off my feet and nourished my heart. The students, young as they are, are sharp, inquisitive, familiar with current issues, full of optimism and keen to engage and make a difference. Thanks for a truly visionary, encouraging and informative visit.'

Pushpanath Krishnamurthy
International campaigner for Fairtrade and Climate Justice

'Oh my goodness! I am still buzzing from the amazing day we had with you and your wonderful school! I love the way you have designed your curriculum so that every lesson has a purpose and is part of an immersive experience, rather than just learning things in isolation.'

Gaye Holmes - Senior Presenter, Imoves



'The **conduct** of pupils at this school is **exemplary**. They demonstrate **warmth and kindness** towards each other. Pupils enjoy **respectful relationships** with the adults at school who care deeply for them.'

'Pupils respond well to the **high aspirations** that the school has of their achievement.'

'Pupils demonstrate a **high level of motivation** towards their learning. They **work exceptionally well together**. They are **well prepared** for each stage of their education.'

Ofsted 2023



Special Educational Needs and/or Disabilities: Information Report SEND Policy Accessibility Plan 2025/28

Approved by:

Full Governing Board

Date: 10th July 2025

Last reviewed on:

January 2024

Next review due by:

July 2026 (reviewed annually)



Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.

An amazing place to learn!

from nursery to Year 6!

Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	5
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	6
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	7
10. How will the school resources be secured for my child?	8
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	8
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	8
13. How will the school support my child's mental health, and emotional and social development?	9
14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	9
15. What support is in place for looked-after and previously looked-after children with SEN?	9
16. What should I do if I have a complaint about my child's SEN support?	9
17. What support is available for me and my family?	10
18. SEND Policy	11
19. Accessibility Plan	13
20. Glossary	15

Dear parents and carers,

The aim of this document is to explain how we implement our SEND policy (at the back of this document). In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, you can:

- Read our SEND policy at the back of this document.
- Contact our SEND Co-ordinator on 01229 718279.
- Speak to your child's class teacher.

To see what support is available to you locally, have a look at [Cumberland Council's local offer](#).

You can also access our [local special educational needs and disabilities information, advice and support \(SENDIAS\)](#)



Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

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

Our school will work with you and other professionals to carefully plan to provide for pupils with needs including (but not limited to):

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Put simply, all staff. Our school ensure all staff understand each and every child, no matter which class they are in. We are a part of their journey and will always work together to do what is best for your child from the moment they enter the school gates to the moment they leave. We also ensure your child receives the right support when transitioning to their new school.

Every week, during our staff meetings, pupils, especially those with SEND, are at the heart of our discussions. During these regular meetings, we discuss:

- our observations of successes and barriers
- pupils' thoughts, feelings and perspectives
- strategies and resources throughout the day (including focussed support from an adult) to best support pupils
- Impact and next steps

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

Our special educational needs co-ordinator, or SENCO

Our SENCO is Elaine Miller:

- Qualified teacher in school
- National Award for Special Educational Needs Co-ordination
- Designated Safeguarding Lead (Level 3 trained)

Our staff

All of our staff receive in-house SEN training and ongoing professional development. Where identified, staff will further develop their knowledge and skills in a particular area of need. All staff are supported by the SENCO and headteacher and mental health lead to meet the needs of pupils who have SEN.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Specialist Advisory Teachers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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

We work very closely with families to support the pupils in our school. Therefore, we regularly identify children's particular needs early and ensure we discuss these with families. However, if you think your child has special educational needs:

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Please call our office to make an appointment: 01229 718279

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

An amazing place to learn!

from nursery to Year 6!

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

All our class teachers are aware of SEN and the barriers children potentially face academically or socially.

If the teacher notices that a pupil is facing barriers, the teacher will always speak to the child to get their input. The teacher and staff, alongside the SENCO and Headteacher, will discuss this in our weekly meeting. Appropriate support will be identified and put in place. The impact of the support will be closely monitored and reviewed weekly. This gives the staff an opportunity to consider whether the support is working and whether adaptations need to be made.

After this early process, if the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will collect some more information, such as observing the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, specialist advisory teacher, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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.

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

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

We will provide at least termly reports on your child's progress. These may be, for example, weekly, half-termly or termly, depending on need.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher through parent messaging or by calling the school office on 01229 718279.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Take part in an informal conversation about the learning during lesson time or about observations during play times
- Attend meetings to discuss their feelings on their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our **first step** in responding to your child's needs. This involves teachers providing the following:

- A well organised classroom with labels and picture symbols
- Clear routines and expectations
- Clear lesson structure with objectives presented orally and visually
- Clear summaries of key instruction or learning points to help children focus on the right details for success
- Clear explanations of realistic targets and how to reach them
- Instructions given in small chunks with visual clues and that are available throughout the lesson
- Talking through processes and reflecting and evaluating at the end of a process
- Checking understanding by asking children or young people to explain what they have to do
- Demonstrating understanding in a variety of ways
- Activities of varying length appropriate to task and need of class/individual learner
- A range of groupings including some pairing activities
- Active tasks to engage and support understanding during times where teachers are giving instructions or presenting
- Specifically targeted and motivating praise
- Memory supported by explicit demonstrations and modelling with good examples of success where necessary.
- Making connections with the real world
- Classroom support that is planned for and used to maximise learning e.g. 1-to-1, small groups, well chosen and adequately prepared resources and/or aids
- Clear and consistent expectations for children / young people
- Relevant and interesting extension activities when work is completed quickly
- A focus on big ideas, demonstrating a love of learning. This can include working beyond the syllabus

We also make sure that all children, with or without SEN have access to a full, broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

We will ensure that where interventions from specialists or specialist programmes are required, we will allocate appropriate time and resources to fulfil these requirements (e.g. speech therapy).

These interventions are part of our contribution to [Cumberland Council's local offer](#).

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals at least each term
- Reviewing the impact of interventions in line with the individual plans

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

- Talking to and/or observing your child
- Monitoring by the SENCO
- Using our assessment system to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan). We may call a review earlier if we have identified significant adaptations may need to be made to the plan to ensure your child receives the best support possible.

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

We are passionate about ensuring all of the children in our school have access to the activities and opportunities we make available as part of our curriculum and wider provision. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be, and are included.

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

As a voluntary controlled, maintained school, admissions are made to Cumberland Council.

All children and young people with special educational needs and disabilities (SEND) have the right to a mainstream education. This is made clear in the SEND Code of Practice 2015.

The law says if a parent wants their child with SEND to go to a mainstream school or college, the council can only refuse if:

- It would have a negative impact on the education of others, and
- there are no reasonable steps the council can take to avoid this

The complexity of a child or young person's SEND is not a legal reason to refuse a mainstream education. The suitability of a mainstream education is also not a legal reason. This also applies to taking mainstream courses.

The council cannot send a child or young person to a special school if this is not what parents, carers or the young person want. This is true even if the view of the council is supported by professionals. Children and young people with SEND have a right to a mainstream education. However, they do not necessarily have a right to attend a specific mainstream school.

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN learn alongside their peers. They are not separated from class unless we have planned specialist support or provision in their timetable where a different space is beneficial to them.
- Pupils with SEND matter and they have just as much to contribute as any other pupil. Learning is planned in a way pupils with SEN have opportunities to present, teach, feedback to their peers.
- Pupils with SEN are encouraged to be part of breakfast and after school clubs.
- We promote a culture of kindness and companionship, underpinned by our vision and values.

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

We carefully tailor support for daily transitions to each pupil as required. This will be part of any plans developed with staff and families and/or specialists.

For transitions such as moving year groups or key stages, transitions are minimal as we are such a small school. We have three phases:

- Nursery / Early Years (2-5 years)
- Key stage 1 class (5-7 years)
- Key stage 2 class (7-11 years)

In each phase, pupils will have the same teacher/s and class.

When moving from one phase to another (including to secondary school), we carefully develop transition plans, tailored to each individual, so they have all the preparation they need to be successful and fully supported.

In preparation for secondary school particularly, the SENCO of the secondary school will be included in the plans.

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

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. The headteacher is the designated teacher for looked-after children and previously looked-after children. They will work with the SENCO, to make sure that all staff understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Please refer to our complaints procedure on the website or call our office for a copy if you prefer.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called [disagreement resolution or mediation](#), where you try to resolve your disagreement before it reaches the tribunal.

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [Cumberland Council's local offer](#).

You can also access our [local special educational needs and disabilities information, advice and support \(SENDIAS\)](#)

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

18. SEND Policy

As a small school, we plan for all our pupils on an almost individual basis. For our pupils with SEND, we work as a team to ensure that we are giving the best possible provision and have a good understanding of pupil's individual needs. We ensure that - when we need to - we extend our knowledge through CPD or through seeking advice from specialists. All staff work together to closely and regularly monitor pupil progress. Staff are deployed carefully to ensure that provision is the best that it can be. It is our aim that pupils with SEND should make the best possible progress whilst they are with us.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support ([Ordinarily Available Provision at SEN Support School Age – Guidance for schools and settings](#))
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*

An amazing place to learn!

from nursery to Year 6!

19. Accessibility Plan

Why are we doing this? For Pupils / Teachers / Attainment	What are we doing Consistently? Intervention Details What are the Core Components and the Active Ingredients within each?	How and When are we doing this? The Implementation Activities including PD, costing breakdown and monitoring arrangements	How well are we implementing? That will be provided?	Final Outcomes And so what? Pupil outcome ambition including for Disadvantaged
<p>For Pupils</p> <ul style="list-style-type: none"> A significant minority of our pupils (including our new intake) are neurodiverse with a range of diagnosed and undiagnosed complex needs. Pupils can struggle to access some areas of the curriculum due to challenges / barriers they face. This is most prevalent in English (language, vocabulary, reading & writing). For some pupils, this may lead to reduced engagement in lessons and missed opportunities in learning in the wider curriculum (English knowledge and skills as a foundation for accessing all areas of the curriculum). Some of these pupils may not be fulfilling their potential. <p>For Teachers</p> <ul style="list-style-type: none"> Teachers are sometimes unsure how to support / adapt the learning in English (or language / vocabulary, reading and writing requirement in other subjects) for these pupils. Teachers sometimes struggle more, depending on the subject being taught. Teachers can sometimes find it particularly challenging to effectively support some of these children in classes with e.g. four year groups in one class. 	<p>Core Component 1 – Staff create a positive and supportive environment for all pupils without exception.</p> <p>Active Ingredients: All staff:</p> <ul style="list-style-type: none"> promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; adopt a positive and proactive approach to behaviour. <p>Core Component 2 – Staff build an ongoing, holistic understanding of pupils and their needs.</p> <p>Active Ingredients: Staff:</p> <ul style="list-style-type: none"> understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach; Assess regularly and purposefully, seeking input from parents and carers as well as the pupil themselves and specialist professionals. Are empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. <p>Core Component 3 – Pupils have access to high quality teaching in English and high quality adaptation in other subjects (focussing on how the teacher responds to language / vocabulary, reading and writing abilities).</p> <p>Active Ingredients:</p> <ul style="list-style-type: none"> Staff use a repertoire of strategies flexibly in response to the needs of all pupils when teaching English / using reading / writing to support learning 	<ul style="list-style-type: none"> Explore the needs of our school: collect and analyse data to understand pupil (SEND review; meetings with parents/carers) and staff need. Measure school against core components. Update meetings with parents / carers to determine current influences. Clearly identify barriers to learning in English for identified pupils (speech, language, communication, reading, writing). Establish how this is impacting on the wider curriculum. Assess how ready the school is for implementation. Identify potential obstacles which may hinder and supportive factors which may help. Ensure no implementation of other initiatives / tasks which may compete with this priority so staff are not overwhelmed. Determine first focus (which of the core components) based on need. Provide initial programme of PD – <ul style="list-style-type: none"> sharing existing good practice instruction modelling rehearsal & feedback (internal or external expertise) over a half term (External PD training identified for initial focus e.g. speech, language and/or communication / reading or writing interventions) Monitoring & feedback programme agreed and shared with staff – agreed lesson observations, weekly teacher feedback, pupil learning outcomes and assessments Ongoing PD based on data from monitoring and feedback, responding to 	<p>Short Term Short Term (March 2025)</p> <ul style="list-style-type: none"> Staff share the vision for developing expertise in school and are enthusiastic about their part in the process. Staff are openly sharing barriers just as much as successes and understand this is a process. Staff feel heard. They are clear on their focus on short term expectations and the support that will be provided. PD is fully aligned with the core components. All staff are able to engage fully with implementation strategies & process. Staff understand that effective strategies for SEND are often effective strategies for all. Set up of programmes supported by experts. All staff can articulate the priorities and their responsibilities / expectations. All staff feel that the implementation plan is helping pupils with SEND (and the wider classes) with their progress in English and subsequently other subjects too. They are using formative assessments to inform their feedback. Any adaptations to the approaches / strategies have been discussed; based on evidence and carefully considered. Individualised approaches evident in planning / IEPs / observations / learning outcomes. TAs understand their role in class / with pupil they are supporting <p>Medium Term</p> <ul style="list-style-type: none"> Staff maintain the vision for developing strategies for SEND (and ultimately all) in supporting their progress in English and wider curriculum and are enthusiastic about their part in the process. The school is further strengthening a culture of evidence-based school improvement. PD is fully aligned with the core components and is responsive to the ongoing / changing needs of the individual staff & pupils. 	<p>Short Term</p> <ul style="list-style-type: none"> All staff understand each of the individual pupil's influences which drive / impact on development. All staff are developing their understanding of how everyday activities and interactions drive / impact on development. Pupils are individually responding well to strategies being implemented. All pupils have access to strategies which best support engagement, effective feedback, autonomy and appropriate challenge. Fewer reports of disengagement or challenging behaviours. <p>Medium Term</p> <ul style="list-style-type: none"> Outcomes show pupils with SEND are broadly on track to make good progress against their targets in English. Others behind expectation (including those disadvantaged) have benefitted from highly trained practitioners and strategies implemented and data shows these pupils are making accelerated progress in English. <p>Long Term</p> <p>All children, particularly those with</p>

Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

An amazing place to learn!

from nursery to Year 6!

- Some teachers are unsure how to best utilise additional TA support with certain children / lessons / subject matter.

Attainment

- Internal data shows our identified children are making progress against individualised targets; however, our staff are passionate about ensuring they are doing everything they can to fulfil every child's potential.

'... the school needs to [further] consider how to change the quality of what happens in the immediate environment to best support the pupil's learning, taking into account the individual, the home and wider community, and time.'

[EEF Special Educational Needs in Mainstream Schools Guidance Report](#)

in other subjects (including flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and appropriate scaffolding).

Core Component 4 –

Teachers carefully select small-group and one-to-one interventions.

Active Ingredients:

- Teachers plan high quality, structured, targeted interventions for pupils to support their English development.
- Interventions are carefully targeted through identification and assessment of need.

Core Component 5 –

Teachers work effectively with teaching assistants.

Active Ingredients:

- HT & SENDco effectively deploy Teaching Assistants (through assessment of need).
- Well-trained Teaching Assistants have a positive impact on pupils (formal, structured interventions and interactions).
- Learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them.

successes and barriers – sourcing support where needed.

- Tailor strategies, following the in-school evidence and feed this into CPD.
- Be responsive to adapting the implementation plan.
- Follow implementation cycle for each of the core ingredients, being responsive to needs.

- Practices for some core components are being implemented well and others are developing.
- Ongoing support by internal & external experts.

- All staff continue to take part in the implementation process and are applying new knowledge and skills in their teaching.

- All staff can articulate the current priorities and their responsibilities / expectations.
- All staff still know that the plan is helping pupils with their progress because they are using formative and summative assessments to routinely identify progress and next steps.

Long Term

- Staff maintain the vision for developing & applying effective strategies in school (responding to the individual needs of pupils with SEND); are enthusiastic about their part in the process and proud of their impact.
- The school has a strong evidence-based school improvement culture.
- PD is fully aligned with the core components and is responsive to the ongoing / changing needs of the individual staff & pupils with SEND.
- Ongoing support by internal & external experts.
- All staff continue to take part in the process; have embedded developed knowledge and skills into their teaching and are beginning to apply new knowledge and skills into their teaching.
- All staff can articulate the current reading priorities and their responsibilities / expectations.
- All staff can clearly articulate how the plan is helping pupils with their progress and how strategies are supporting pupils' progress and attainment in English and therefore better access to the wider curriculum.

SEND and those disadvantaged directly benefit from excellent teaching in English. Provision consistently closes the disadvantage gap and all pupils including those with SEND achieve their full potential in English and the wider curriculum.

Notes

Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

An amazing place to learn!

from nursery to Year 6!

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Looked after** - A child who has been in the care of their local authority for more than 24 hours is known as a looked after child
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Serving the Common Good:

*Seek what is best for everyone, beginning with the last, the least, the lost,
the most vulnerable and the most forgotten.*