

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, Imovos



'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



Captain Shaw's C of E Primary School

SEND INFORMATION REPORT

2026–27

Our approach

At Captain Shaw's, inclusion is part of how we teach, plan and care for one another. We begin with the individual child: understanding strengths, noticing barriers, listening to the child and family, and adapting provision so that every child can belong, participate, learn and flourish. Our approach reflects our vision of Serving the Common Good and our commitment to seek what is best for everyone, beginning with those who may be most vulnerable or most in need of support.

School	Captain Shaw's C of E Primary School
School type	Voluntary Controlled maintained mainstream primary school with nursery provision
Headteacher	Mr Terentius Jackson
SENCO	Mr Terentius Jackson
SENCO contact	01229 718279 admin@capt-shaws.cumbria.sch.uk
Effective from	1 September 2026
Approval	Headteacher – September 2026; Governing Board ratification: Autumn Term 2026
Review	Reviewed at least annually; changes during the year will be updated as soon as possible

Statutory SEN Information Report under section 69 of the Children and Families Act 2014 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.



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.

1. What this report is for

This report explains how Captain Shaw's identifies and supports children with special educational needs and/or disabilities (SEND), how we work with children and families, and how we make sure pupils with SEND can access the full life of the school.

It should be read alongside our SEND Policy, Accessibility Plan, Admissions information, Equality information, Behaviour Policy, Safeguarding and Child Protection Policy and Complaints Procedure.

The report is reviewed annually and updated during the year when our arrangements change. A paper copy is available free of charge from the school office on request.

2. What kinds of special educational need do we support?

We are a mainstream primary school and nursery. We use our best endeavours to secure the special educational provision needed by pupils with SEN. We do not begin with a diagnosis or try to fit a child into a category. We begin by understanding the child, the barriers they are experiencing and what will help.

The SEND Code of Practice describes four broad areas of need. A child may have needs in one or more of these areas:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health; and
- sensory and/or physical needs.

These broad areas help us plan provision; they do not describe the whole child. Needs can change over time and may interact with health, attendance, communication, family circumstances, development or other factors.

3. How do we identify and assess SEND?

High-quality teaching and careful observation are our starting points. Because we are a small school, staff know children well and share information regularly. We look for patterns in learning, communication, participation, wellbeing, behaviour and independence rather than waiting for a difficulty to become entrenched.

We may identify a possible need through:

- teacher assessment, observation and day-to-day classroom evidence;
- a child telling us, directly or through their preferred form of communication, that something is difficult;
- a parent or carer raising a concern;
- progress information, including a pupil making less progress than expected despite appropriate teaching and adaptation;
- information from a previous setting or school;
- health, early years, social care or other professional advice; and
- a change in a child's presentation, participation or wellbeing.

Where concerns arise, the class teacher and SENCO consider what is already known, speak with the child and family, review teaching and environmental barriers, and gather further assessment information where needed. We do not require a medical diagnosis before providing appropriate SEN support.

Where it is appropriate, we may seek advice from specialist professionals such as speech and language therapists, educational psychologists, occupational therapists, specialist advisory teachers, paediatricians or mental health professionals.

4. What should I do if I think my child may have SEND?

Talk to us early

You do not need to wait for a diagnosis or for a difficulty to become significant. If you are concerned about your child's learning, communication, development, wellbeing or participation in school, please speak to your child's class teacher first.

You can contact the school office on 01229 718279 to arrange a conversation. The class teacher will share what we are seeing in school and, where appropriate, involve the SENCO.

We will listen to your concerns, consider your child's strengths and barriers, agree any immediate actions and decide whether further assessment or SEN support is needed. If your child is identified as having SEN, we will tell you and your child and record this in our school SEND records.

5. Who is responsible for supporting my child?

The class teacher

The class teacher remains responsible and accountable for the progress and development of every pupil in the class, including where a child receives additional support from a teaching assistant or specialist.

The whole staff team

Put simply, inclusion is everyone's responsibility. Staff share relevant information so that children are understood across the school, not only by one adult or within one lesson. Our regular staff discussions consider children's strengths, barriers, views, provision, impact and next steps.

The SENCO

The SENCO has day-to-day responsibility for coordinating SEND provision, supporting colleagues, advising on the graduated approach, working with families and external professionals, maintaining SEND records and supporting transitions. The governing body ensures that the person appointed as SENCO meets the statutory requirements applicable to the role.

SENCO: Terentius Jackson

Contact: 01229 718279 | admin@capt-shaws.cumbria.sch.uk

The Headteacher and Governing Board

The Headteacher has overall responsibility for the provision and progress of pupils with SEND. The Governing Board has strategic oversight and seeks assurance that the school is meeting its statutory duties and that provision is effective and inclusive.

6. What is our approach to teaching pupils with SEND?

Our first response is high-quality teaching that anticipates difference and removes avoidable barriers. Effective SEND practice is not a separate curriculum: many approaches that support pupils with SEND improve learning for everyone.

Depending on the child and lesson, this may include:

- clear routines, expectations and lesson structure;
- visual supports, symbols, models and worked examples;
- instructions broken into manageable steps and checked for understanding;
- explicit teaching of vocabulary, language and concepts;
- careful modelling, rehearsal, repetition and retrieval;
- different ways for pupils to communicate or demonstrate understanding;
- adapted resources, task length, grouping, pace or level of adult support;
- planned movement, sensory or regulation opportunities where needed;
- assistive or communication technology where appropriate;
- targeted feedback and purposeful praise; and
- connecting learning to meaningful, real-world experiences.

Adaptation is individual and purposeful. We avoid a one-size-fits-all approach and consider whether an adaptation increases independence, participation and learning rather than simply making a task easier.

7. How do we provide SEN support? The graduated approach

Where a pupil needs special educational provision that is additional to or different from that made generally for pupils of the same age, we use the graduated approach:

ASSESS	PLAN	DO	REVIEW
Build a rounded understanding of strengths, needs, barriers and influences. Include the child, family, staff evidence and specialist advice where needed.	Agree clear outcomes and decide what teaching, adaptations, support or provision will be used, by whom and how often.	Put the plan into practice. The class teacher remains responsible for day-to-day teaching and for ensuring additional provision connects to classroom learning.	Evaluate impact: what changed for the child? Keep, adapt, intensify, reduce or stop provision based on evidence and the child/family view.

The cycle is repeated as needed. If support is effective and no longer required, a pupil may come off SEN support. If needs remain or become more complex, provision may be refined and specialist advice or an Education, Health and Care needs assessment may be considered.

8. How do we involve parents and carers?

Parents and carers know their children in ways that school cannot. We therefore treat families as partners in understanding needs, agreeing outcomes and reviewing whether provision is helping.

For pupils receiving SEN support, we will:

- share concerns and strengths openly;
- agree the outcomes we are seeking for the child;
- explain the provision and adaptations being used;
- review progress and impact at least termly, and more often where need requires;
- record agreed actions and make relevant information available to families; and
- invite families to tell us what they are seeing outside school and whether circumstances or aspirations have changed.

Families do not need to wait for a scheduled review if something changes. Contact the class teacher or school office at any time if you need to talk.

9. How do we involve children in decisions?

Children have a right to be involved in decisions about their education. We adapt how we seek a child's views to their age, development, communication and individual needs.

A child may contribute by:

- talking informally with a trusted adult;
- identifying what helps, what is difficult and what they would like to change;
- attending all or part of a review meeting;
- using visuals, AAC, symbols, choices, photographs or other communication methods;
- sharing work, observations or examples that show what is important to them; or
- asking a trusted adult to help communicate their views.

A voice does not have to be spoken

Being unable to communicate in a conventional way should never mean having no voice. We use the child's most effective means of communication and look carefully at behaviour, engagement and preference as part of understanding what matters to them.

10. How do we evaluate whether provision is working?

We focus on impact rather than the amount of support provided. The key question is: is this provision helping this child to participate, learn, make progress and become more independent?

We evaluate effectiveness through:

- progress towards agreed individual outcomes;
- teacher assessment and curriculum evidence;
- the child's engagement, communication, independence and participation;
- parent/carer and pupil views;
- review of targeted interventions or specialist programmes;
- SENCO monitoring and staff discussion;
- attendance, wellbeing or behaviour information where relevant to the identified need; and
- annual review of an EHC plan, with an earlier review where circumstances indicate this may be needed.

11. What additional support, equipment and specialist expertise can be secured?

The provision a child needs will depend on their individual profile. Where appropriate, this may include targeted adult support, specialist programmes, adapted resources, assistive technology, communication systems, sensory resources, staff training or specialist professional advice.

The school uses its delegated resources to meet pupils' needs and seeks additional support or funding from Cumberland Council where the level of need requires this. Decisions are based on identified need and provision rather than on a diagnosis alone.

External professionals we may work with include:

- speech and language therapy;
- educational psychology;
- occupational therapy or physiotherapy;
- specialist advisory teachers and sensory services;
- paediatric and other health services;
- mental health services;
- social care and early help services; and
- voluntary or community organisations.

12. How are pupils with SEND included in the full life of the school?

We want pupils with SEND to belong to the whole school, not simply to access lessons. Pupils with SEND are expected and supported to take part in the curriculum, visits, community projects, worship, performances, sports, Breakfast Club, after-school clubs and other opportunities alongside their peers.

We make reasonable adjustments where disability or additional need creates a barrier. A child will not be excluded from an activity simply because of SEND or disability. Where a different space, specialist intervention or individual timetable is beneficial, this is planned for a clear purpose and reviewed so that separation does not become the default.

13. How do we support emotional, mental and social development?

Emotional wellbeing, relationships and a sense of belonging are integral to inclusion. We aim to understand what behaviour may be communicating and respond in a way that maintains high expectations while addressing underlying need.

Support may include:

- trusted-adult relationships and regular check-ins;
- explicit teaching of emotional literacy, relationships and regulation;

- adaptations to routines, transitions, sensory demands or communication;
- planned pastoral or therapeutic support where appropriate;
- support to build friendships, participation and independence;
- close liaison with families; and
- specialist advice where school-based support is not enough.

Our safeguarding and inclusion approaches are closely connected. Children with SEND can face additional barriers to recognising, communicating or reporting concerns, and staff take these factors into account.

14. How do we support transition?

Transitions are planned around the individual child. Because of our small mixed-age structure, many pupils benefit from continuity of adults and peers, but we do not assume that familiarity removes the need for careful transition planning.

Depending on need, transition support may include:

- additional visits or gradual familiarisation;
- visual information, photographs, maps, timetables or social narratives;
- sharing successful strategies and communication information between staff;
- joint meetings with families and professionals;
- careful transfer of SEND and safeguarding records; and
- early liaison with the SENCO or relevant staff at the receiving secondary school or other setting.

For pupils with EHC plans, transition planning is incorporated into the statutory review process and the plan is reviewed in accordance with the required timescales.

15. What arrangements are in place for looked-after and previously looked-after children with SEND?

The Headteacher is the designated teacher for looked-after and previously looked-after children. Where a child is both looked-after/previously looked-after and has SEND, the designated teacher and SENCO work together so that the child's circumstances, Personal Education Plan where applicable, SEN support and/or EHC plan are coherent and mutually supportive.

16. Admissions, disability and accessibility

Admissions

Captain Shaw's is a Voluntary Controlled maintained mainstream school. Admissions are managed through Cumberland Council. Children with SEND and disabilities are considered under the same published admissions arrangements as other children, subject to the separate statutory arrangements that apply where a school is named in an EHC plan.

Preventing less favourable treatment

We do not treat a disabled pupil less favourably because of disability. We consider and make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage in education, activities, facilities or services.

Facilities and access

We consider physical, sensory, communication and information-access needs when planning provision. Where a pupil requires equipment, environmental adaptation or auxiliary aids, we consider what is reasonable and necessary and seek specialist/local-authority advice where appropriate.

Accessibility Plan

Our separate Accessibility Plan sets out how, over time, we will increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information. The current Accessibility Plan is published on the school website.

17. What support is available to families outside school?

Cumberland Council publishes its SEND Local Offer, bringing together information about education, health, social care, activities and support for children and young people with SEND and their families.

Cumberland SEND Local Offer: <https://cumberlandsend.co.uk/cumberland-send>

Cumberland SEND Information, Advice and Support Service (SENDIASS) provides free, impartial and confidential information, advice and support to children and young people with SEND and to parents/carers.

Cumberland SENDIASS: <https://sendiass.cumberland.gov.uk/>

Families can contact SENDIASS directly for help with SEN support, EHC processes, meetings, complaints, disagreements and understanding SEND rights.

18. What if I am unhappy with SEND provision?

We want concerns to be raised early so that we can understand what is happening and try to resolve problems constructively. In the first instance, please speak to your child's class teacher or the SENCO. If the issue is not resolved, please speak to the Headteacher.

Formal complaints about the school's SEND provision are considered under the school's Complaints Procedure, available on our website or from the school office.

Where a complaint relates to disability discrimination, rights of appeal or decisions about EHC needs assessments or plans, different statutory routes may apply. Cumberland SENDIASS can provide impartial information and support about these routes.

19. How is this report governed and reviewed?

The Governing Board has oversight of the school's SEND duties. The Headteacher and SENCO keep the effectiveness of SEND provision under review and report proportionately to governors, including on implementation, impact, staff development and emerging needs.

This SEN Information Report is reviewed at least annually. If arrangements change during the year - for example, the SENCO, contact details, services or provision - the published report will be updated as soon as possible.

20. Statutory framework

This report has regard to:

- Part 3 of the Children and Families Act 2014;
- the Special Educational Needs and Disability Regulations 2014, including Schedule 1;
- the SEND Code of Practice: 0 to 25 years;
- the Equality Act 2010, including the reasonable-adjustment and accessibility duties;
- the Early Years Foundation Stage statutory framework, where applicable to our nursery and Reception provision; and
- current Department for Education guidance on information maintained schools must publish online.