

SEND information report from Grayrigg CE Primary School 2024-25



The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, then you can find this in our SEND policy which is available on our website. You can also ask a member of staff to make a copy or send you the policy. If there are terms in this information report that you are unsure of, you can look them up in the glossary at the end of the report.

Grayrigg CE Primary School is a small, rural primary school on the outskirts of Kendal. We support children with a range of SEND needs including those from the 4 different areas of need;

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

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

The Special Educational Needs Co-ordinator is:

Emma Littlewood

They have 8 years experience as the SENDCo at Grayrigg CE Primary School and have undertaken the National Award in Special Educational Needs Co-ordination as well as being a qualified teacher. The SENDCo attends regular cluster meetings and the annual SEND conference in Cumbria to keep up to date with any changes and to develop practice.

If you have any concerns regarding SEND matters do not hesitate to contact us. This can be done by calling the school office, arranging an appointment or emailing emma@grayrigg.cumbria.sch.uk

In the absence of Emma Littlewood, the SENDCo responsibilities will be undertaken by Kirsty Cooper. Kirsty was the SENDCo before Emma took on this role and has also undertaken the National Award in Special Educational Needs Co-ordination.

In addition we have a wealth of experience and expertise in the school staff. All of our teachers and teaching partners receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND. Staff also receive external training from experts which has included; autism training for all of the teaching team, sensory lead training for the SENDCo, several staff have been trained in Team Teach, at least one member of staff in every class is paediatric first aid trained, 1 member of staff is trained in ELSA, EYFS lead has undertaken incontinence training, the headteacher attended asthma friendly schools training, 1 member of staff attended a 3 day course in making sense of behaviour as well as staff taking part in positive behaviour training. Several staff have had trauma and behaviour training. As part of creating a place of belonging for all children, we have also undertaken Sign Supported English training and rolled this out to an after school club so that our children can be advocates in leading this change. The training needs of all staff is reflected on throughout the year and suitable training is sourced so that all children can have their needs met.

How does Grayrigg CE Primary School know if children need extra help?

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- We have received information from other agencies who may already be working with the child before they join us.

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

- The class teacher is the initial point of contact for responding to parental concerns. A meeting should be made with the class teacher where we will listen to your concerns. We know that you can draw on your own experience and observations that you will have as parent/carer of how your child is outside of school. In conjunction with our school views and observations, we can help build a better picture.
- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide specialist assessment or guidance - this process is referred to as early help.
- We will support you throughout this process and review provision consistently to find out what works best for the child. Team Around the Child (TAC) meetings to review progress towards the targets are held at least termly. You will be asked to attend these as you know your child best and your support is invaluable to us. In return, we can share our experience with you and support you and your child.
- If you have any further concerns, or would like to know about specific provision that is available for your child, then contact our Headteacher Kirsty Cooper or our SENDCo Emma Littlewood.

How will I know how Grayrigg C of E Primary School supports my child?

- We believe in personalised provision planned by the teacher. When a pupil has been identified with special needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily and effectively. Teachers work carefully to ensure all children are successful in their learning, developing their self-esteem as a priority.
- Through individual support plans each child will be given short term targets which will be discussed with the child and parents, and monitored regularly by the class teacher and SENDCo. These targets will be discussed at TAC meetings. This balances both small targets alongside longer term goals and additional ways in which your child may be supported.
- We may provide additional support in class from the teacher or teaching partner. A member of the teaching staff (teacher or teaching partner) may be allocated to work with the pupil in a 1:1 or small intervention group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then they will be placed in a short term intervention led by either the teacher or teaching assistant. All interventions are regularly reviewed by those delivering them, and by the whole teaching team. This helps to assess how effective they are and to inform future planning. These interventions will be tailor made by the class teacher for the child's specific needs. The intervention will run for an agreed period to enable the child to meet their expected targets.
- Every child has access to technology including laptops and iPads which have specific apps to support individual children with their learning.
- Pupil Progress meetings are held between class teachers and members of the Senior Leadership Team to discuss progress of all individual children in the class. This shared discussion may highlight patterns of progress or ongoing concerns for individual children. This discussion will then be a platform to plan further support for individual children if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language or the Educational Psychologist. These services can offer outreach advice and involvement to support the school, the child and family.
- If appropriate, specialist resources may be given to the pupil to help them access their learning tasks e.g. writing slopes, pencil grips or easy to use scissors.
- We regularly review our provision and if further expertise is required then we will ensure staff are sent on relevant courses to develop or further enhance their skills.
- Teachers use a range of strategies to meet children's special educational needs. Teachers pride themselves on striving to meet the needs of all learners. The Ethos is one where all children can feel successful with a shared understanding of learning as hard (the wobble), messy (lots of mistakes)

and needing firm foundations. The school aims to be a place of true belonging and this includes eliminating discrimination, promoting equal opportunities and fostering good relationships between all children regardless of their differences and their SEND needs. The way we do this is discussed further in the belonging policy.

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

- Activities, trips and residential are made as inclusive as possible and available to all children.
- Risk assessments are carried out prior to a trip and reasonable adjustments will be made where necessary to ensure all children can access the enrichment opportunities fully.
- Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate. This may require 1:1 support from a teacher or teaching partner.
- Grayrigg CE Primary School has a variety of extra-curricular clubs that are available for every child to access regardless of need.

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

The school ethos is one where all children are supported by adults and children who celebrate each other's uniqueness. We recognise the importance of each child's well-being and emotional resilience and the impact this has on both their learning and relationships. Some of the ways we may support a child are:

- All class teachers are readily available for pupils who wish to discuss issues or concerns and we pride ourselves on the strong relationships built between teacher and child.
- A variety of interventions are available for those children who require emotional support - these are tailored to the individual child.
- The school works closely with parents of all children, in particular those who have short term or longer term needs. School also works closely with other professionals whose support may be called upon to help a specific child.
- We may also offer personalised interventions for children who need help to develop their social skills or behaviour.
- Members of staff are available throughout the lunch hour, playtimes and at the end of the school day to support children who require emotional or social support.
- Recognising that wellbeing is key to children's learning and that we will support them with their mental health. Our school mental health lead is: Emma Littlewood.
- Offering support for those that need it. We have a counsellor who comes into school once a week to work with specific children. We also have a member of staff trained in ELSA who can support other children as required.

How does Grayrigg C of E Primary School support children with medical needs?

- If a child has a medical need, then a detailed care plan is compiled with support from the health professionals and in consultation with parents. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from health care professionals as and when needed.
- Where necessary, and in agreement with parents, 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.
- There will be a member of staff available at all times with an up to date full paediatric first aid qualification.

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

Referrals can also be made to other agencies, including the Child and Adolescent Mental Health Service, Barnardo's, educational psychologists, targeted youth support and specialist advisory teachers.

How accessible is the school environment?

At school we are happy to discuss individual access requirements and adapt our Accessibility Plan as required so that it meets the needs of all of our children. We aim to meet the needs of all our children including those with physical disabilities and sensory needs. Our accessibility plan looks at how this is achieved in 3 key areas; access to the curriculum, the physical environment and accessibility of information.

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

All parents are encouraged to contribute to their child's education. We feel that this has a greater effect on the child's progress when school and home are working collaboratively. Children are given daily feedback whether verbally or in their books which we encourage our children to respond to. We also know what the next steps in their learning are. School also uses an online learning journal to which parents have access at home, where they can comment and upload special experiences that have happened outside of school. This is available to all children but is used more regularly for EYFS and children with special educational needs and disabilities. Regular open evenings are scheduled throughout the academic year to allow parents to see current work and topics that are being taught. You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings. We hope that this will ensure that we are working together to support your child both at home and school. We can suggest activities and games that you can do with your child to support their learning.

Where there are significant needs, more formal reviews will be required, to which parents will be invited (usually annual and interim) as well as informal discussions with the SENDCo and professionals from external agencies.

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 2 children are the same, so with your input this will be decided on a case by case basis. Every child has a one-page profile which looks at the whole child as well as their needs. We discuss with the child what they like, dislike and how people can help them. If children are unable to articulate their views, then we will discuss these with you. Where appropriate children in Year 4 and above are invited to participate at reviews. We place great importance on the child's views, wishes and aspirations when setting provision and targets.

How will I know how well my child is doing?

Your child's progress is continually monitored against national standards by their class teacher on a daily basis through observation and their class work. A variety of assessment tools are used to keep track of their progress, to ensure all of our children are making good progress. We also review the provision for individual children and if required then this is adjusted to meet their specific needs. We share their attainment and progress with parents at parents' evening. Currently, at the end of Year 6 all children are formally assessed using Standard Assessment Tests (SATs). At the end of Year 1 the children are formally tested using the Phonics Screening Check. At the start of Reception, children are formally tested with a baseline assessment. In July your child will be provided with a written report which details their attainment in line with national age expectations. Children's progress is monitored constantly and we use the graduated approach to help meet your child's SEND needs. The graduated approach is a 4 part cycle of assess, plan, do, review and forms part of the basis of the SEND support plan.

How will the school prepare and support my child when joining Grayrigg C of E Primary School, or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.

- Pupil visits to Grayrigg can be arranged as required. Some children may need more transition visits than others. We pride ourselves on a personalised approach to transition where necessary.
- The SENDCo is more than happy to meet with parents before a child starts at Grayrigg CE Primary School.
- We liaise with other agencies where there is a wider involvement in the family.
- For transition to secondary schools, the SENDCo will schedule a transition meeting with the secondary school and any other external agencies involved to ensure smooth transition and sharing of information. If a child requires additional transition visits this can be arranged and staff from Grayrigg will support this wherever necessary

What support is in place for looked-after and previously looked-after children with SEND?

Kirsty Cooper is the designated teacher for looked-after children and previously looked-after children. They will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEND support?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher, or a member of the senior leadership team as soon as possible. Where an issue cannot be resolved informally, parents should refer to the school's complaints policy, available on the website or from the school office.

If you feel that our school discriminated against your child because of their SEND, 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>

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. For more information on this, please see the SENDIASS website.

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

How will the school resources be secured for my child?

Each year schools are given a notional SEN budget in which to help with supporting children with SEND needs. This may be used in a variety of ways including;

- Extra equipment or facilities
- Additional adult support
- Further training for 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.

Some children may need more support than others, 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 in the form of an EHCP.

Who can I contact for further information?

If you have questions about SEND, both at home or school related please get in touch to let us know. We want to support you, your child and your family.

If you want to discuss anything about your child then the first point of contact is the class teacher. However the SENDCo Emma Littlewood or Headteacher Kirsty Cooper can also be contacted for any further information or advice. Information on the local authorities services and provision for children with SEND can be found on the local offer page.

[Westmorland and Furness SEND Local Offer](#)

Impartial information, advice and support can also be sought from <https://sendiass.cumbria.gov.uk/>

For support from the Cumbria parent carer forum <https://www.sendac.org/>

For any other support and advice you may need, please come and have a chat with us and we can work together to find the best service for you.

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams.

Annual review – an annual meeting to review the provision in a pupil's EHC plan. This is yearly for children over the age of 5 and every 6 months for children younger than this.

Area of need – the 4 areas of need describe different types of needs a pupil with SEND 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 or EHCP – an education, health and care 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.

ELSA - emotional literacy support assistant. Their role is to support the emotional wellbeing of pupils.

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 SEND.

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 which explains what services and support are on offer for pupils with SEND in the local area.

Outcome – target for improvement for pupils with SEND. 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.

SENDCo – 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.

SENDIASS - SEND Information, Advice and Support Service.

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 which meets the needs of pupils with SEN.

Transition – when a pupil moves between years, phases, schools or institutions or life stages.

Approved by governors on:

Signed:

Chair of Governors

Date: