

'When love and skill work together expect a masterpiece.' John Ruskin



SEND Information Report

What type of educational setting is Coniston CE Primary School?

Coniston CE Primary is a mainstream setting for 4-11 year olds; however we offer nursery provision for 3 year olds each morning. We are an inclusive school where a range of special educational needs and disabilities are catered for. We also liaise closely with other primary schools within the Windermere cluster and the local secondary schools (especially John Ruskin Secondary as we are federated with them) to support students during times of change, whether they are joining or leaving us.

How does the school know if children/young people need extra help?

Prior to children starting school, the EYFS teacher gains information from parents/carers on the individual needs/support that may be required for a child, and any provision already in place. Within the first few weeks at school, pupils are assessed against age related expectations. This is an ongoing process, which helps to identify any issues. The results of these assessments help to identify pupils who may have a special educational need and indicate the type of provision that may be required e.g. speech & language support, reading/spelling support, social skills support, or maths support.

If children move to us within their years of Primary education the SENDCo will liaise with the previous school to gain information on the individual needs/support that may be required, and any provision already in place.

Throughout a child's primary education journey, the staff and SENDCo (Special Educational Needs and Disability Coordinator) liaise with parents/carers (and other professionals if necessary) whenever the need arises. This allows for a transparent, child-centred approach where the viewpoints of all are taken into account.

Other ways of identifying the need for extra support are:

- Parents may raise concerns about their child's progress
- A range of assessments may be carried out if there are concerns regarding memory, processing or literacy skills; this helps to identify areas of weakness and may lead to the identification of a Specific Learning Difficulty
- Progress data is used to identify pupils who are not making expected progress. This may indicate that some intervention is needed to help the pupils catch up
- A GP may refer to a paediatrician for a health diagnosis/further advice

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

If you have concerns regarding your child then you can contact your child's class teacher who will know your child best. You can also speak to Danielle Fitzsimons, who is the SENDCo. (015394 41302). Members of staff will be pleased to return your call if they are unavailable for immediate contact.

Once identification of SEND has been made or if further support is required after discussion with parents, contact with outside agencies may be made. These include but are not limited to the Educational Psychologist, CAMHS, Speech and Language Team.

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The school then uses the reports/guidance from these specialists to provide appropriate support for your child.

How will both you and I know how my child is doing and how will you help me to support my child’s learning?

Staff will endeavour to keep you updated at various intervals throughout the academic year. They will write your child an IEP (Individual Educational Plan) which details the goals for your child and the support which will be put in place to achieve these goals. IEPs are reviewed and then adjusted (if needed) termly. You as parents will be invited in to discuss the targets and these will be made available for you to take home.

For pupils with an Education, Health and Care Plan (EHCP) there will be an annual review which takes place in school whereby the progress your child has made and the support requirements put in place to help your child can be discussed and reviewed.

The class teacher will hold termly Parents’ Evenings to discuss your child’s progress. This is an ideal opportunity for both school and home to discuss anything of concern. In addition to this, class teachers produce a written report at the end of each academic year showing attainment and progress in all academic subjects. This report will outline personalised targets which will help you to further support your child at home.

How will school staff support my child?

All staff that come into contact with your child will be made aware of your child’s needs. Staff have regular training on the latest strategies and intervention available to support SEND needs.

All teaching staff will see IEPs to ensure they are aware of your child’s needs, suggested strategies and their specific targets. Each class teacher will plan, teach and review the work and support undertaken for each child with a special educational need or disability in the class to ensure progress is made.

There may be a teaching assistant and / or trained volunteers working with your child, either individually or in a group if this is seen as necessary.

Rooms and areas of the school grounds can be made available at break and lunch times for our more vulnerable students who need a quiet space.

How will the curriculum be matched to my child’s/young person’s needs?

All teaching staff plan using differentiation so that all children can access the learning taking place in school. Staff can request further support from others within the staff team as well as the SENDCo / Specialist Advisory Teachers / external agencies if they need more help with this.

Timetables for children may be adapted to include the following interventions:

- Teaching Assistant support within a classroom
- Small group intervention outside the classroom to support maths, English or social skills
- 1:1 intervention for English and maths
- Phonics intervention
- Adapted curriculum, including access arrangements for SATs

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How is the decision made about the type and how much support my child will receive? The Senior Management Team will analyse pupil progress data and after discussion with class teachers, the type of support, intervention and duration will be decided.

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

All extra-curricular activities, clubs and offsite visits are open to all pupils (wherever possible). A risk assessment is carried out prior to offsite activities to ensure the health and safety of all will not be compromised. Teaching Assistant support may be provided where necessary.

What support will there be for my child’s overall wellbeing?

We have a very strong focus on positive wellbeing for all. We encourage nurturing relationships where pupils feel comfortable talking to members of staff about anything worrying them. We recognise that a child cannot achieve their full potential academically unless their wellbeing is nurtured. Your child’s class teacher(s) will make their welfare their priority and is the first point of contact for your child.

Who should I contact for SEND concerns?

See our SEND policy for full details.

What training have the staff supporting SEND had or what training are they having?

All staff have received Mental Health training and our SENDCo has had Emotional Core training as well as other CPD to support her role. Training is accessed when the need arises within school, for example one of our Teaching Assistants has recently received training in Emotional Literacy Support (ELSA) and will deliver support to identified pupils. Our Teaching Assistants and Higher Level Teaching Assistants currently deliver a range of interventions such as ‘Toe by Toe’; ‘Time to Talk’; ‘Early Talk Boost’; ‘Black Sheep’; as well as taking withdrawal groups and individuals for phonics, spelling and number.

How accessible is the school both indoors and outdoors?

The school is composed of one building with extensive outdoor space. We timetable the use of the intervention room (The Burrow) so that only staff and pupils who can easily access it will be able to do so. There is one accessible door to the main building, with a ramp into the school hall. There is an accessible toilet in the main school (Class 4). We would seek further advice from the appropriate agencies according to student disabilities to accommodate need where possible.

How are parents involved in the school? How can I get involved?

There are many opportunities throughout the school year for parents to meet staff and get involved with their child’s education and progress. Parents are welcome to contact their child’s class teacher or the SENDCo / Head Teacher at any time, to make an appointment to discuss progress or needs.

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Who can I contact for further information or advice?

The first point of contact is always your child’s teacher who can be contacted using the school number: 015394 41302. If you would like to meet with the SENDCo, please make an appointment to see Danielle Fitzsimons (Head Teacher) or alternatively, the Executive Head Teacher is Peter Blackburn. The SEND policy on the school website holds more information and Cumbria County Council’s SEND offer and handbook can also be consulted.

Will my child be consulted about their special educational needs?

Pupils will have the opportunity to discuss their progress with their teachers at a level suited to their age and need. Pupils receiving specific interventions will be closely involved in discussing subject specific difficulties and strategies to support their needs. Pupils with an Education, Health Care Plan (EHCP) will either attend their Annual Review in person or fill out a pupil voice form for their thoughts to be heard and shared.

How do I contact the Governing Board?

The Chairman of the Governors is Joyce Hallam and may be contacted c/o Coniston CE Primary School.

How does the governing body get involved in the needs of students with SEND?

The governing body monitors the interventions provided and the curriculum delivered on a regular basis through the Link Governor for SEND: Mrs Joyce Hallam. The SENDCo reports to the Link Governor to demonstrate the latest range of strategies used to support children with special educational needs and disabilities.

How will the school prepare and support my child to transfer to a new setting or to the next stage of education?

If a child is moving to another Primary School then the SENDCo liaises with that school and ensures that all information is passed on to ensure a smooth transition.

Year 7 Transition

The SENDCo liaises with SENDCos from the relevant Secondary schools, so that Year 6 transition to secondary is managed smoothly. Transition for pupils with SEND can take a number of forms, sometimes starting as early as Year 5, if there are complex needs.

June 2022

Review date: June 2023