

SEND Information Report

AMBLESIDE CE PRIMARY SCHOOL

UPDATED JUNE 2025
NEXT REVIEW DATE: JUNE 2026

Ambleside C of E Primary School – SEND Information Report

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:		
School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?	<p>SENCo – Mrs Alison Broom</p> <p>Class Teachers</p> <p>Head teacher – Mrs Alison Broom</p> <p>Lead Governor for SEND - Mrs Halsey</p>	<p>The SENCo is responsible for:</p> <ul style="list-style-type: none"> Coordinating all the support for children with special educational needs (SEN) and following the Trust's SEN Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. Ensuring that you are: <ul style="list-style-type: none"> involved in supporting your child's learning kept informed about the support your child is getting via the staff who are working directly with your child involved in reviewing how they are doing part of planning ahead for them. Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and along with the class teacher and school's assessment coordinator ensuring that there are detailed records of your child's progress and needs. To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. <p>Class Teachers are responsible for:</p> <ul style="list-style-type: none"> Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary. Ensuring that the school/Trust SEN Policy is followed in their classroom, and for all the pupils they teach with any SEN. <p>The Head teacher is responsible for:</p> <ul style="list-style-type: none"> The day-to-day management of all aspects of the school, this includes the support for children with SEN. At Ambleside CE Primary School, our headteacher, Mrs Alison Broom, is also the SENCo. However, class teachers are responsible for ensuring that your child's needs are met. The headteacher must ensure that the Local Governing Body is kept up to date about any issues in the school relating to SEN. <p>The SEN Governor is responsible for:</p> <ul style="list-style-type: none"> Making sure that the necessary support is made for any child who attends the school who has SEN.

HOW DOES THE SCHOOL IDENTIFY CHILDREN WITH SENDs?

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, the school has a clear approach to identifying and responding to SEND.

Classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as specialist advisory teachers, Educational Psychologists
- Staff who visit from outside agencies such as the NHS Speech and Language Therapy (SALT) Service

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?		
Class teacher input via targeted classroom teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinesthetic learning and personalised teaching and learning approaches. It will also include personalised pupil targets. • Putting in place specific strategies (which may be suggested by the SENCo or outside staff) to support your child to learn. 	All children in school should be getting this as a part of carefully planned, daily lessons.
Specific group work with in a smaller group of children. This group may be: <ul style="list-style-type: none"> • run in the classroom or outside. • run by a teacher or teaching assistant who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions either in a small group or within the classroom setting. Although planned for and delivered by the teaching assistant, they are the responsibility of the class teacher who over sees the strategies and objectives being delivered. 	Any child who has specific gaps in their understanding of a subject/area of learning. These children now have needs that would be best met with

<p>Individual support that is used for strategies and targets specifically personalised to your child:</p> <ul style="list-style-type: none"> • run in the classroom or outside. • run by a teacher or teaching assistant who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked if you consent to an Individual Education Plan (IEP) which details learning targets that are specific for your child. These targets are above and beyond what is found in everyday classroom teaching and need a personalised approach for your child. • When your child is placed on an IEP they are added onto the school's SEN register that is overseen and managed by the SENCo. • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>Children with specific barriers to learning that may be overcome through short 1:1 intervention and/or intervention groups.</p>
<p>Specialist groups run by or in partnership with outside agencies e.g. speech and language therapy or occupational therapy groups.</p> <p>AND/OR individual support using the same agencies</p>	<ul style="list-style-type: none"> • You may also be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better, ○ support to set skilled targets which will include their specific expertise for teachers to implement, ○ a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit, ○ a group or individual work with outside professional. 	<p>Children with specific barriers to learning that cannot be overcome through high quality teaching and additional intervention groups.</p>

<p>An EHCP (Education Health Care Plan).</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Westmorland and Furness Council Local Offer.</p> <p>Westmorland and Furness Local Authority's Local Offer can be found at: https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0</p> <ul style="list-style-type: none"> • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support that they are already providing. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need specific, additional support in school to make good progress. If this is the case they will write an Educational Health Plan. If this is not the case, they will ask the school to continue with the support through an Individual Education Plan. They may also set up a meeting in school to oversee a plan is put in place to ensure your child makes as much progress as possible. • The draft Educational Health Plan will outline the type of support that your child needs in school. It will also have short and long-term targets for your child to achieve. You will be given the opportunity to read and approve the draft EHCP (along with the school) before the final version is published. • A child's EHCP is reviewed on an annual basis and parents and professionals will be invited to an 'annual review' meeting by the school's SENCo. 	<p>A child is given an Education, Health an EHCP when their special educational needs and disabilities (SEND) are so complex or severe that they cannot be met through the usual support available in our day-to-day school provision. (EHCPs provide a legal framework to ensure tailored, coordinated support across education, health, and social care, helping children and</p>
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Further information about how we manage SEN provision	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should initially speak to your child's teacher. • The concerns may need referring to the SENCo if your child is still not making progress. • If you continue to feel that your child is still not making progress and that their needs are not being properly met by the school, you should speak to school SEN Governor who will liaise with the appropriate staff members.

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCo. At Ambleside CE Primary School this usually takes place on a needs basis and staff are quick to pass on any concerns regarding pupil's to the SENCo. • There are regular class reviews, meetings between the SENCo and class teachers to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • The class teachers have responsibility for monitoring their own class data to ensure good progress is being made by all pupils. Again, this could be a way your child is identified as needing further support. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning (see above)
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Westmorland and Furness Council, includes some money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher/SENCo discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed. • All extra interventions and support are then documented in the school's provision map.
<p>Who are the other people providing services to children with an SEN in this school?</p>	<p>A. Directly funded by the school</p> <ul style="list-style-type: none"> • Teaching Assistants <p>B. Paid for centrally by the Local Authority but delivered in school</p> <ul style="list-style-type: none"> • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Specialist Advisory Teachers – e.g. specialists for ASC, Literacy, Early Years etc. <p>C. Provided and paid for by the Health Service but delivered in school</p> <ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Specialist Nurses for medical conditions such as epilepsy, diabetes etc.

How are the teachers in school supported to work with children with a SEN and what training do they have?	<p>The SENCo's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from specialists for autism etc.
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class. • Support staff may support with your child's learning in the classroom under the direction of the class teacher. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • Children with EHC Plans will have some work planned specifically for them to support them in achieving the targets on their EHCP.
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by teachers and the Headteacher/ SENCo. • Progress is reviewed formally every term in line with National Curriculum or in the EYFS an age band is given in each core subject area. • If your child is performing below age related expectations, they may be assessed using a tool called PIVATS. • The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved with the child's education. • The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
What support do we have for you as a parent of child with an SEN?	<ul style="list-style-type: none"> • We would like you to talk to your child's teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo or class teacher will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs. • Westmorland and Furness also provide support for parents of children with SEND. This is called the SEND Information, Advice and Support Service (SENDIASS) and further information about them can be found at: https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service

<p>How have we made school accessible to children with SEN? (including after school clubs etc.)</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • Visuals aids are used across the school to support learning. • Learning spaces are adapted to suit the needs of the child if necessary or appropriate.
<p>How will we support your child when they are leaving this school or moving to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible.</p> <p>If your child is moving child to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <p>When moving years in school:</p> <ul style="list-style-type: none"> • Information about your child will be shared with their new teachers. • If your child would be helped by a personalised plan for moving to another year, we will put this in place.
<p>How will we support your child if they are moving to our school?</p>	<p>If your child is transferring or entering our school:</p> <ul style="list-style-type: none"> • We will contact the previous SENCo or Nursery SENCo and ensure we know about any special arrangements or support that need to be made for your child. • We will make sure that we receive all records about your child from their previous setting. • We will arrange transition visits if necessary to ensure that your child is confident with their move. • We will provide transfer photo books if necessary for pupils to familiarise themselves with the school. • We will meet with you to discuss any concerns that you may have and also to gain information to make your child's transition a happy one. • If necessary, we will visit the setting that your child is transferring from. • A home visit is offered on request.

<p>Safeguarding children with SENDs.</p>	<p>The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:</p> <ul style="list-style-type: none"> • Have the potential to be disproportionately impacted by behaviours such as bullying. • May face additional risks online, e.g. from online bullying, grooming and radicalisation. • Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment. <p>The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:</p> <ul style="list-style-type: none"> • Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration. • These pupils being more prone to peer group isolation or bullying (including prejudice- based bullying) than other pupils. • The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. • Communication barriers and difficulties in managing or reporting these challenges. • A different cognitive understanding and being unable to understand the difference between fact or fiction in online content. <p>The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.</p>
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