

**Ambleside CE Primary School**  
(part of The Good Shepherd Multi Academy  
Trust)

# **Special Educational Needs & Disability (SEND) Information Report**



**January 2023**

## Updated January 2023

This document should be read in conjunction with the school's SEND policy.

*At the time of printing (January 2023), the following roles were held:  
Special Educational Needs Co-ordinator (SENDCO) Sarah Carrick ( Headteacher)  
Member of the Local Governing Body responsible for SEN:  
Ruth Halsey*

They can be contacted at the school tel: 01539432181 / email: [admin@ambleside.cumbria.sch.uk](mailto:admin@ambleside.cumbria.sch.uk) .

### 1. The kinds of special educational need that we can provide for:

At Ambleside Church of England Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Disorder, ADHD, physical disabilities, learning difficulties and behaviour difficulties within the four categories of need of

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

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

Autistic Spectrum Disorder  
Communication and interaction difficulties  
Behavioural difficulties  
Concentration and attention difficulties  
Learning difficulties  
Social and emotional difficulties (including attachment difficulties).

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### 2 Identification and assessment of pupils with SEND

At Ambleside Church of England School we normally monitor the progress of all pupils at least termly to review their academic progress. We also use a

range of assessments with all the pupils at various points, including class-based summative assessment in Reading, Writing and Maths from Year 1 onwards and phonics assessments in Key Stage 1.

Where progress causes concern, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support include discussion at pupil progress meetings, structured conversations with parents, participation in adult-led focus group in class, subject/need specific intervention programme, one-to-one tutoring and ICT support package. Additional support has been needed for a wide range of pupils and reasons over the past year due to disruption to education as a result of Covid 19; this does not necessarily mean that a child has Special Educational Needs & Disability as a result.

Some pupils may continue to make limited progress, despite high-quality teaching targeted at their areas of need. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

We also have access to external advisors who are able to use the following assessment tools:

- Early Help screening – Early Help Practitioners
- Full cognitive assessment – Educational Psychologist
- Full developmental assessment – Community Paediatrician
- Multi-disciplinary assessment – Multi-agency team
- Specialist teacher assessment
- Outside agency specialist assessment – e.g. speech and language assessment, occupational therapy assessment, mental health assessment through CAMHS or Young Healthy Minds etc.
- Specialist School outreach service
- School nurse assessment

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional to and different from what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. It may be if they continue to have a significant SEND issue that there is a need to apply for an Education, Health and Care Plan (EHCP). An education, health and care ( **EHC** ) **plan** is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be

notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### 3. Making provision for pupils with special educational needs whether or not they have EHC Plans

#### *3a Evaluating the effectiveness of provision for SEND pupils*

Each review of the SEND support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether expected progress is being made.

The SEND Code of Practice (2014, 6.17) describes 'less than expected' progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Local Governing Body.

#### *3b Assessing and reviewing the progress of SEND pupils*

Every pupil in the school normally has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc.

The assessments we use at Ambleside School are as in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted. Parents and pupils are involved with this review process through the review of the SEND support plan and 'Child contribution' forms (see Appendix 3 of SEND policy) – see 7 & 8 below.

#### *3c Teaching SEND pupils*

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered" SEND Code of Practice (2014, 6.37)

In Ambleside Church of England School we monitor the quality of teaching and learning regularly and follow the Teachers' Standards to ensure that our teaching conforms to best practice. In meeting needs the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by teachers and teaching assistants, employed through the funding provided to the school as 'notional SEND funding'. Additional support has been provided for pupils with SEND during periods of remote learning, either by

providing a place in on site provision or offering extra support for remote learning (e.g. extra video calls or phone calls, individual work, provision of a device).

### *3d Adapting the curriculum and learning environment for pupils with special educational needs*

At Ambleside Church of England School we adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

### *3e Additional support for learning that is available to pupils with special educational needs*

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the need-based provision we can offer is in Appendix 2: 'Needs based Provision Table'

In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £7,000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

### *3f Enabling pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs*

All clubs, trips and activities offered to pupils at Ambleside Church of England School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity, or if necessary to adapt the activity to enable the pupil to participate.

### *3g Support for improving the emotional and social development of pupils with special educational needs*

At Ambleside Church of England School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, Citizenship and the school's Christian values, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

- Class based well-being intervention
- Social skills intervention groups such as Talk About
- Time to talk check ins
- Additional 1:1 adult support – such as at transition time from home to school
- Time-out space
- Referral to 'Good to be me' group (usually run in school by Action for Children)
- CAMHS referral
- Counselling services referral (bereavement support etc.)
- Early Help Notification

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

### 4.SENDCo Contact details:

SENDCO, Designated Teacher for LAC, Safeguarding & meeting medical needs: Sarah Carrick (Headteacher)  
Can be contacted via the school office, tel: 01539432181 or by email [admin@Ambleside.cumbria.sch.uk](mailto:admin@Ambleside.cumbria.sch.uk).

5.Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had SEND awareness training. Where a training need is identified we will find a provider who is able to deliver it. The cost of training is covered by the notional SEN funding. In the last 3 years (since September 2019) staff training has been updated in relation to supporting pupils with Mental Health and Well-being (including mindfulness training related to the return to school after Covid-19 closures). Some staff have had training in supporting Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder and Emotional Literacy. Specialist expertise is secured through the SEND team in the Local Authority.

6.Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. If changes to the school building are required Capital funding will be used to make these where it is practical to do so.

7.Arrangements for consulting with parents of children with SEND and involving them in their education All parents of pupils at Ambleside CE School are invited to formally discuss the progress of their children on two occasions a year and receive a written report once per year, which parents are invited to comment on or discuss. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. These have been held via online video conferencing software (e.g. Teams) at times or a mixture of some attendees online and some in school.

8. Consulting young people with special educational needs about, and involving them in, their education When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. A school 'Child Contribution' form is one way that young people are consulted.

9. Arrangements for handling complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Ambleside CE School are used for complaints about provision made for special educational needs. Please see the school Complaints Policy.

There are some circumstances, usually for children who have an EHC Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How the Local Governing Body involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

As and when needs arise, the school can ask for advice and interventions from outside agencies. We have a good working relationship with educational psychologist service, various therapist services and other health and social care services. The requirement for these services will be assessed on an individual basis and they will then be contacted, in consultation with the parents or carers.

11. Support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32

Cumbria SEND IAS Service (which was formerly known as the Parent Partnership Service) offers impartial information, advice and support to children and young people with special educational needs and or disabilities and their parents and carers. This support now includes signposting to health and social care advisory services. Cumbria SEND IAS Service staff will make sure that parents/carers of all children (0-25 years old) with additional needs have access to information, advice and support. Confidential and impartial support is offered to parents/carers so they can make informed decisions about their child's education.

Weblink: <https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

12. Arrangements for supporting pupils with special educational needs & disability in transferring between phases of education

At Ambleside School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

- Pre-school and nursery settings



- Other Primary schools
- Private Education Providers
- Secondary Schools

Through meetings with setting staff, meetings involving family members and professionals (including outside agencies), Annual Review meetings, CAF or TAF meetings, telephone conversations with other settings, visits by staff between settings, home visits by EYFS staff pre-entry.

We also contribute information to a pupil's onward destination by providing information to the next setting, such as liaison between primary and secondary staff, meetings involving family members and professionals (including outside agencies), telephone conversations with other settings and visits by staff between settings.

### 13. The Local Authority's Local Offer

The local authority's local offer is published on

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

and parents without internet access should make an appointment with the SENDCO for support to gain the information they require.