



Stramongate Primary School

SEND Information Report 2023/2024

Inclusion Manager/SENco	Karen Alston-Hewitt
SEND Trustee	Vicky Pimblett
Head Teacher	Matthew Beresford

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Westmorland and Furness Local Offer can be found using this link:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=5-9>

Stramongate is a mainstream Primary School. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

The school's SENco and Inclusion Manager is Karen Alston-Hewitt; she works in school and can be contacted by email: k.alston@stramongate.cumbria.sch.uk

Alternatively, an appointment to see Karen Alston-Hewitt can be made via the school office by telephoning: 01539 725073

At Stramongate Primary School every teacher is a teacher of every child, including those with SEND.

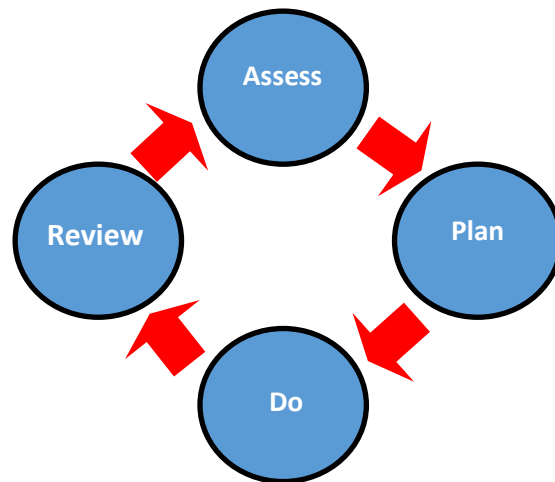
Our SEND profile for 2023-2024 shows we have 17% of children identified as having SEND (including EHCPs). There was an increase from previous years reflecting in the new improved rigorous focus on early support and identification of specific difficulties.

This percentage is made up of the following groups:

- 43% are identified as having SEND linked to Cognition and Learning as a category of need *(including maths, reading, writing and spelling etc)*
- 31% are identified as having SEND linked to Communication and Interaction as a category of need *(including speech and language difficulties and problems with social interaction)*
- 10% are identified as having SEND linked to Physical and Sensory as a category of need *(including disabilities such as those affecting mobility, sight and hearing)*
- 16% are identified as having SEND linked to Social, Emotional and Mental Health as a category of need *(including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)*
- 22% of our SEND register have a Statement or Education and Health Care Plan
- 3% of our school population have a Statement or Education and Health Care Plan.

At Stramongate Primary School we are committed to working with all members of our school and local community. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need to make the best possible progress.

We value quality first teaching for all and actively monitor teaching and learning in school. We aim to create a learning environment which flexible enough to meet the needs of all members of our school. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place.



Our whole school system for monitoring progress includes regular pupil progress meetings. Some of our pupils may require additional support so that they can access the curriculum at an appropriate level and continue to make progress.

Identifying Special Educational Needs Disability

Special Educational Needs Disability provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

(SEND code of practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDco liaises closely with other members of staff to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, Phonics screening, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to provide children with the correct help and support and ensure the school is best meeting the needs of every child.

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND register is kept by the SENDco in consultation with the class teachers.

A Graduated Approach to SEND

At Stramongate Primary School high quality **universal provision**, differentiated for individual children, is the first step in responding to pupils who may have SEND.

This means:

- The teacher has the highest possible expectations for all pupils in their class.
- That all teaching is built on what children already know, can do and can understand.
- Different ways of teaching are in place so that children are fully involved in learning.
- Specific strategies (*which may be suggested by specialist teachers or outside agencies*) are in place to support children to learn.
- Teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targeted intervention. The decision to make Special Educational Provision involves the SENDco Class Teacher and Senior Leadership Team. All information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of the progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision.

This level of support is termed SEND Support and is school based.

Targeted interventions

High quality teaching, can be small group or specifically differentiated for individual children, is the next step in responding to pupils who may have SEND.

- These may run in the classroom or in sessions outside of the whole class learning.
- They are teacher led and may be delivered by a teacher or teaching assistant.
- These are usually group sessions with specific targets to help children to make progress – targets are used in both group and class work.
- Interventions will be assessed and monitored by the Senior Leadership Team.
- Parents are informed when their child is in intervention groups and targets and progress are shared.

Specialist Individual Support

High quality teaching, can be individual or specialist for individual children, is the next step in responding to pupils who may have SEND. Some pupils will receive 1:1 support; such as if the learner has a Statement of SEND or Education, Health and Care Plan (*EHCP*) or if they have been assessed by outside agencies. Children with Social and Emotional and Mental Health needs are supported by a Teaching Assistant, Teacher and Inclusion Manager. For higher levels of need school may liaise with external agencies and professionals. Specialist agencies include Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, Educational Psychology Service, Specialist Advisory Teachers, Sandgate School, Paediatricians and SEND Services.

Staff are trained regularly with regard to SEND and specific training is offered in order to gain views. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils. The SENDco reports to Trustees on the SEN provision within the school.

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

Parents take part in annual review meetings for children with Statement or Education, Health and Care Plan (*EHCP*). They receive copies of all relevant paperwork concerning their child. Pupils always contribute to their own reviews at their own level.

Individual targets are set for all children with SEND and these are reviewed termly or half termly as appropriate.

The inclusion team regularly support parents of children with SEND to be fully involved in their child's school life.

School operate an open-door policy with the regards to any concern a parent may have. Regular meetings with key staff, SENDco or Leadership Team look at the effectiveness of the provision made for children wit SEND and disability.

Managing Pupils Needs on the SEND register

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there.

A class teacher may use a range of ways to record next steps, these being:

- Individual education plans
- Individual behaviour management plans
- Pupil profiles
- SND support plans
- Provision maps

We use Early Health Assessment (EHA) and Team Around the Family (TAF) to facilitate links with other agencies.

Transition

Transition between school placements and key stages is fully supported at Stramongate Primary School. Children and families have opportunity to assess support in order to support smooth transitions.

For transition for Key Stage 2 or 3 each child takes part in the taster sessions organised by the secondary schools. A member of staff takes responsibility for organising various transition activities involving local secondary schools.

Accessibility

Our school was founded by the Society of Friends in 1698, and is fully accessible. Classrooms and all outdoor playgrounds are accessible. We have a carpark with designated disabled parking bays. All classrooms have accessible toilets.

Information is available on the school website and noticeboards are placed around school in addition to regular newsletters.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught.

The school has a range of ICT programs for pupils with SEND in addition to laptops, tablets, computers and interactive whiteboards in each classroom.

Stramongate Primary School offers a daily breakfast club and After School Club. There are also opportunities for children to take part in various clubs, e.g. sports, reading, science, homework, gardening, computer, choir and lego clubs are free of charge.

As a school we ensure that all children have an opportunity to attend and transport is provided if necessary.

Roles and Responsibilities

The person responsible for managing SEND provision (SENDco) in school is Karen Alston-Hewitt who is a member of the Senior Leadership Team.

SEND Trustee: Mrs Pimblett

Designated Lead for Safeguarding Mr Beresford

Deputy Designated Lead for Safeguarding: Mrs Alston-Hewitt/ Mrs Emma Anderson

Children Looked After (CLA): Mrs Alston-Hewitt

Children with Medical Needs: Mrs Alston-Hewitt/ Mrs Evans

Special Educational Needs Case Mangers from the local Authority:

In order to make decisions about next steps for their children families can be access the school's SEND policy <https://www.stramongate.cumbria.sch.uk/uploads/22/send-policy.pdf/> and Cumbria's Local Offer

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=5-9>