

# Special educational needs (SEN) information report

Storth CE Primary School



<b>Approved by:</b>	S Brabant	<b>Date:</b> 14.5.26
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.storth.cumbria.sch.uk/school/policies/send/>.

Please ask a member of staff if you would prefer a paper version.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

# 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia.</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</li> <li>• Suffered adverse childhood experiences.</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 2. Which staff will support my child, and what training have they had?

We invest time and money in training our staff to improve provision for all students, to develop enhanced skills and knowledge.

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Sonya Robinson. Email address: [srobinson@storth.cumbria.sch.uk](mailto:srobinson@storth.cumbria.sch.uk)

They have 12 years' experience in this role and have taught from Nursery to Year 6. They qualified as a teacher 28 years ago.

They achieved the National Award in Special Educational Needs Co-ordination in 2014 and trained as an ELSA (Emotional Literacy Support Assistant) in November 2022. They receive ongoing training in specific areas.

### Sensory Lead

Our Sensory Lead is Clare Stephens. They achieved this qualification in 2023.

### Mental Health Lead

Our Mental Health Lead is Laura Gibson. They achieved this qualification in 2023.

### Class/subject teachers

All of our teachers receive SEN training to best support our pupils with SEND, and are supported by the SENCO or Headteacher to meet the needs of pupils who have SEN.

Staff have access to Westmorland and Furness training and Sandgate training.

### Teaching assistants (TAs)

We have a team of 10 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Behaviour and Emotional Wellbeing Officers
- › Specialist Advisory Teacher – Communication and Interaction/Autism Spectrum Conditions
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations

## 3. What should I do if I think my child has SEN?

• Tell us about your concerns

• We will invite you to a meeting to discuss them

• We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher face to face or via email or phone.

They will then liaise with our Special Needs Co-ordinator (SENDCO) as appropriate.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

#### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- › Is significantly slower than that of their peers starting from the same baseline.
- › Fails to match or better their previous rate of progress.
- › Fails to close the attainment gap between them and their peers.
- › Widens the attainment gap.
- › Fails to match wider development or social needs of their peers.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO and class teacher will work with you to create an IEP (Individual Education Plan) for them.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEN.

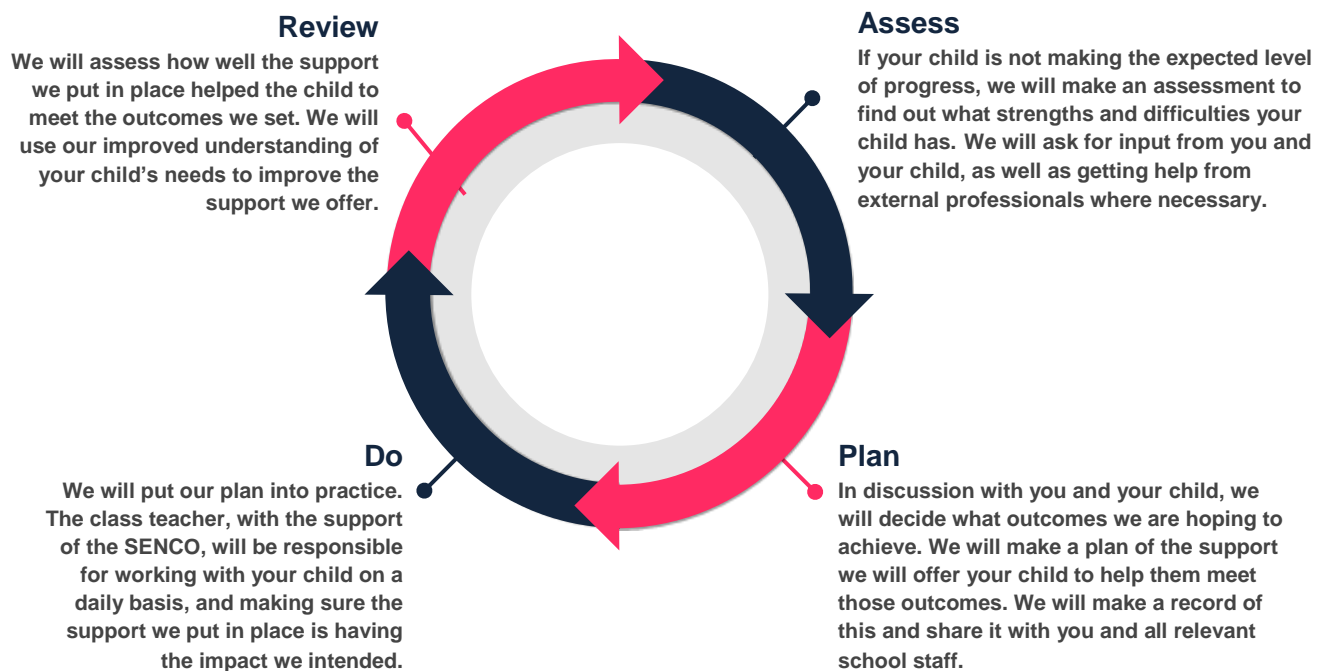
- › They are known to external agencies.
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 5. How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school’s targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child’s education?

We believe that you know your child best. That’s why we put you and your child at the heart of every decision about their support.

- **Early Conversations**  
If we think your child might need extra help, we’ll talk to you as soon as possible. We’ll discuss your

child's strengths and any difficulties, listen to your concerns, and agree on what we all want to achieve. We'll make a note of this and give you a copy.

- **Clear Plans**

If your child needs SEN support, we'll explain what help we'll give and what outcomes we're aiming for. You'll know what we'll do in school, what you can do at home, and what your child can do too.

- **Regular Updates**

You'll meet your child's teacher at least three times a year to review progress and update plans. The SENCO may join these meetings. You'll also get an annual report on your child's progress.

- **Your Voice Matters**

We want to hear from you whenever your child's needs or goals change. Your views help us make sure the support we give is right for your child. If you have concerns between meetings, you can contact your child's teacher or the SENCO at any time.

**You can call the school on 01539562517 or via email;**

Class 4 teacher: Mr Brabant

[head@storth.cumbria.sch.uk](mailto:head@storth.cumbria.sch.uk)

Class 3 teacher: Mrs Gibson or Mrs Buchannan

[lgibson@storth.cumbria.sch.uk](mailto:lgibson@storth.cumbria.sch.uk)

Class 2 teacher: Miss Chant

[cchant@storth.cumbria.sch.uk](mailto:cchant@storth.cumbria.sch.uk)

Class 1 teacher: Mrs Ireland

[hireland@storth.cumbria.sch.uk](mailto:hireland@storth.cumbria.sch.uk)

Little Herons: Mrs Stephens

[cstephens@storth.cumbria.sch.uk](mailto:cstephens@storth.cumbria.sch.uk)

## **7. 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 we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis where it is necessary to ensure pupils safety, meet specific requirements outlined in EHCP, or deliver targeted interventions for learning or emotional needs.
- Teaching assistants will support pupils in small groups where this enables targeted, high quality provision while promoting independence.

We may also provide the following interventions:

ELSA

Wednesday group

Phonics

Writing

Maths

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Zones of regulation
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Covered overlays Laptop
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Movement breaks
	Adverse childhood experiences and/or mental health issues	Wednesday group
<b>Sensory and/or physical</b>	Hearing impairment or sensitive to noise	Ear defenders

	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Westmorland and Furness's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals on their IEP each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our 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.

The school will cover up to £6,000 of any necessary costs for children with an EHC plan. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day/school play/workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

Where there are concerns for safety and/or access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admissions to our school are managed in line with the Local Authority's admissions policy.

- Children with SEND or disabilities are treated in the same fair and open way as all other applicants
- We encourage parents and carers to share information about their child's needs so we can plan appropriate support
- We work closely with families, nurseries and other professionals to ensure a smooth transition into school

Where a child has an Education, Health and Care (EHC) Plan:

- If our school is named in the EHC Plan, and we can meet need, the child **must be admitted**
- These pupils are given priority and are admitted **before other places are allocated**
- We work closely with the Local Authority to ensure the right provision is in place from the start

### Oversubscription Criteria

If there are more applications than places available:

- Places are allocated using the Local Authority's published oversubscription criteria
- These criteria are applied fairly and do not disadvantage pupils with SEND or disabilities
- Having SEND or a disability does not negatively affect a child's chance of being offered a place
- Reasonable adjustments are made where needed to ensure fair access to the admissions process

## 13. How does the school support pupils with disabilities?

At our school, we want every child to feel welcome, included and able to take part in all aspects of school life. We work hard to make sure pupils with disabilities have the same opportunities as everyone else and feel valued as part of our school community.

We take steps to make sure that pupils with disabilities are not treated less favourably than others. We do this by:

- Getting to know each child as an individual and understanding their needs
- Making reasonable adjustments so children can fully take part in learning and activities
- Training staff so they understand different needs and how to support them
- Promoting kindness, respect and understanding among all pupils
- Working closely with parents, carers and outside professionals

We regularly review how well pupils are doing and make changes if needed to ensure everyone is supported.

### Accessibility Plan

Our Accessibility Plan shows how we continue to improve access for all pupils. You can find it on our website or ask at the school office. We make adjustments to improve the accessibility of our environment to meet individual needs.

We have a range of support and resources in place to help pupils access school, for example:

- Step-free access to most areas of the school
- Accessible toilet facilities
- Equipment and resources to support learning and physical needs
- Visual timetables and sensory resources where helpful
- Access to quiet spaces when children need time to regulate
- Support from trained staff, including teaching assistants
- Individual healthcare plans for children with medical needs

If a child needs something specific, we will always do our best to put the right support in place.

## **14. How will the school support my child's mental health, and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to put themselves forward to be part of the school council
- › Increase adult presence during breaktimes and intervene immediately and consistently
- › Record patterns and incidents
- › Review seating plans, transitions, and unstructured time
- › We run a nurture type club for pupils who need extra support with social or emotional development
- › Where needs are identified, pupils are referred for targeted ELSA (Emotional Literacy Support Assistant) interventions to support their emotional wellbeing and resilience

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Between years**

To help pupils with SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to meet to discuss of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases (for Primary schools)**

The SENCO of the secondary school will come into our school for a meeting with our Headteacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Learning how to get organised independently
- › Plugging any gaps in knowledge
- › Taking part in PE lessons with the secondary school PE teacher
- › Visiting the school for various PE events
- › Meeting a teacher from the secondary school who will chat about the transition

› Visiting the secondary school with parents/carers

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Brabant will work with Mrs Robinson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any IEP's or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

If you have concerns about the help your child is getting, please tell us. We want to work with you to sort things out quickly.

### 1. **Talk to Us First**

Start by speaking to your child's teacher or the SENCO. Most problems can be solved this way.

### 2. **Formal Complaint**

If you're still unhappy, you can make a formal complaint. We'll follow our school's complaints policy. You can ask us for a copy or find it on our website.

### 3. **Other Options**

If you feel your child has been treated unfairly because of their special educational needs or disability, you can make a claim to the SEND tribunal. This could be about:

- Admission
- Exclusion
- Education and support
- Reasonable adjustments

Before going to a tribunal, you can try **mediation** or **disagreement resolution**. We can give you details of these services.

For more information, see the SEND Code of Practice.

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Westmorland and Furness's local offer. Westmorland and Furness publishes information about the local offer on their website:

<https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>

Local charities that offer information and support to families of children with SEN are:

Action for Children

<https://www.actionforchildren.org.uk/>

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN 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** – an education, health and care (EHC) 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
- › **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 SEN
- › **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 that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. 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
- › **SENCO** – 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
- › **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 that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

