Temple Sowerby Church of England Primary School

Special Educational Needs and Disability Information Report

2026/2027

Approved by: Mrs Zoey Slack, Headteacher

Date: 21/10/26

Review date: 21/10/27

Introduction

Temple Sowerby Church of England Primary School works in accordance with Westmorland and Furness Council guidance on provision for children and young people with special educational needs and/or disabilities (SEND) in a mainstream setting. We are committed to ensuring that all pupils, regardless of their individual needs, are able to make the best possible progress in school.

Our SEND Information Report

Schools use the Local Authority Local Offer to meet the needs of pupils with SEND, in line with school policy and the provision available within the setting. This is known as the **SEND Information Report**.

This report explains how we identify, support and review pupils with SEND at our school. It is written in accordance with:

- **Special Educational Needs and Disability Code of Practice: 0 to 25 years** (January 2015)
- **Children and Families Act 2014**

What is the Local Authority Offer?

The Children and Families Act 2014 requires Local Authorities and schools to publish and keep under review information about the services they expect to be available for children and young people with SEND aged 0-25 years.

This is known as the **Local Offer**.

The purpose of the Local Offer is to improve choice and transparency for families. It is also an important source of information for parents and carers, helping them to understand the range of services and provision available locally.

You can access the Westmorland and Furness Local Offer here:

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

What is classed as a special educational need or disability?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Many children and young people with SEND may also have a disability under the Equality Act 2010. This is defined as:

“A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

This definition has a relatively low threshold. A condition may be classed as a disability if it lasts for a year or more and has more than a minor or trivial impact on day-to-day activities.

Temple Sowerby Church of England Primary School is an inclusive school that provides for the full range of SEND needs. These include:

- **Communication and interaction** - including pupils with speech, language and communication needs (SLCN) and autistic spectrum condition (ASC)
- **Cognition and learning** - including pupils with moderate learning difficulties (MLD) and specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health needs** - pupils who may experience a wide range of social and emotional difficulties which can present in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harm, eating disorders or physically unexplained symptoms. Other pupils may have conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment difficulties
- **Sensory and/or physical needs** - including pupils with visual impairment (VI), hearing impairment (HI) and physical disability (PD)

If a pupil with an Education, Health and Care Plan (EHCP) requests a place at our school, the child is welcomed and we will always take into consideration their individual needs and well-being as part of the consultation process.

How are children with special educational needs identified and assessed?

Who are the best people to talk to about my child's difficulties with learning or SEND?

- **SENCo:** Miss Joanne Winter
- **SEND Governor:** Mrs Hannah Cleasby

Additional needs may become apparent at any time during a child's school life.

We may identify that a child needs additional support when they are making less than expected progress, given their age and individual circumstances. This may be shown by the child:

- making progress significantly slower than that of their peers starting from the same baseline
- failing to match or better their previous rate of progress
- failing to close the attainment gap between themselves and their peers, or the gap widening over time

Early identification is very important. The progress of all pupils is closely monitored by their teachers and other key staff throughout their time at Temple Sowerby Church of England Primary School. Most pupils make good progress and respond well to quality first teaching and adapted learning tasks in their main classroom.

However, if it is felt that a pupil has SEND, teachers will discuss their concerns with parents and carers and explain how they plan to meet the pupil's needs.

The school follows a staged and graduated approach to identifying and assessing needs, using the **Assess, Plan, Do, Review** model. We will also write a **Pupil Passport** and, in some circumstances, your child will have an individual SEND support plan.

Pupils with a significant level of complex need may need to be referred for an **Education, Health and Care Plan (EHCP)**.

Pupils who are looked after and have SEND will have their needs met through the arrangements outlined above.

The SEN register is reviewed termly. Parents will be informed by letter if their child is being added to, or removed from, the register.

How can I let the school know that I am concerned about my child's progress in school?

In the first instance, you should make an appointment to speak to your child's class teacher to discuss your concerns. At this point, your child's teacher may speak to the SENCo for advice. Further advice and support can be requested from the SEND Governor, Mrs Hannah Cleasby.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making expected progress, the school will arrange a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need and how we will support this in school
- discuss any referrals to outside professionals in order to support your child
- arrange regular meetings to discuss the progress of referrals and your child's progress

What types of support are available for children with SEND in our school?

a) Class teacher input through targeted classroom teaching (Quality First Teaching - Wave 1)

For your child, this would mean:

- the teacher has the highest possible expectations for your child and all pupils in their class
- all teaching builds on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class
- specific strategies, which may be suggested by the SENCo or other specialists, are in place to support your child's learning
- your child's teacher will have carefully checked your child's previous progress, focusing on identifying gaps in understanding and learning which may require extra support in order for your child to make the best possible progress
- pupils' learning will be scaffolded, building upon their prior knowledge and skills before they access independent application tasks

b) Specific intervention (Wave 2)

Intervention programmes can be matched to meet your child's specific needs. These include:

- classroom-based small group intervention run by a Teaching Assistant
- small group withdrawal intervention, such as Move to Write
- 1:1 withdrawal intervention, such as Phonics Daily Keep Up / Rapid Catch Up, Toe by Toe or speech therapy

The interventions that we offer are as follows:

Communication and Interaction	**Cognition and Learning**	**Social, Emotional and Mental Health**	**Sensory and/or Physical Needs**
Speech and language screening and associated interventions	Reading intervention	ELSA	Smart Moves
Black Sheep	Toe by Toe	Anxiety Gremlin	Sensory Circuits
EALIP	Maths Fluency	Decider Skills	Move to Write
Autistic Spectrum Condition (ASC) training	Support for specific learning difficulties, e.g. dyslexia	Mental Health First Aid	Handwriting intervention
	Little Wandle Daily Keep Up and Rapid Catch Up	Drawing and Talking Therapy	
	Precision teaching		

c) Specialist support (Wave 3)

This means a pupil has been identified by the SEND leader and teaching staff as needing extra specialist support from a professional outside the school, which will be requested using the 'Request for Involvement' form. This may be from:

- Local Authority services, such as Specialist Advisory Teachers
- health services such as occupational therapists, speech and language therapists or physiotherapists
- sensory support services such as hearing or visual impairment specialist teachers

- outside agencies such as the Educational Psychology Service

What could happen?

- You will be asked to give permission for the school to refer your child to a specialist professional, for example a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's needs better and support them more effectively in school.
- The school may need to complete the 'Request for Involvement' application. This form requires input from you, your child and the class teacher. You and your child will be asked to share your concerns and what you feel may happen if an assessment does not take place. You can complete the form with your child's class teacher or the SENCo.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations for support.

d) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. It is usually provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning which cannot be overcome through Quality First Teaching and differentiated intervention groups, either within the classroom or through withdrawal groups.

Your child will also need specialist support in school from a professional outside the school, which may include specialist advisory teachers and/or a specialist agency.

For your child, this would mean:

- the school, or you, can request that the Local Authority conduct an Education, Health and Care Needs Assessment
- this is a legal process with a clear structure and timetable

Steps in the process

Step 1
After the school has sent the request for assessment to the Local Authority, they will decide whether they think your child's needs require an Education, Health and Care Needs Assessment. The Local Authority makes its decision based on supporting evidence, which will include:

- yours and your child's views

- evidence of interventions already tried or in place
- supporting evidence from specialists

Step 2
Once the Local Authority decides to proceed with the assessment, they will contact you. They will then gather further information for the Education, Health and Care Needs Assessment. Once they have gathered all the supporting evidence, they will decide whether to award an Education, Health and Care Plan (EHCP). An EHCP will only be awarded if they decide that your child's needs are severe, complex and lifelong.

Step 3
The EHCP will outline the amount of funding the school will receive from the Local Authority to support your child. It will also outline how the support should be used and what strategies must be put in place. It will include long-term and short-term goals for your child.

Step 4
An additional adult may be used to support your child with whole-class learning, to run individual programmes or to run small withdrawal groups which include your child. Other resources may also be secured through this funding, although this is a collaborative decision involving education or health care professionals, the school, your child and yourself.

How is extra support allocated to children, and how do they progress in their learning?

The school budget is received from Westmorland and Furness Council and includes money for supporting children with SEND.

- The Headteacher, Governors and SENCo decide how resources are deployed for special educational needs and disabilities.
- The Headteacher and SENCo identify the needs of SEND pupils on a provision map. This identifies all support given within school.
- The SEND provision map is reviewed half-termly so that the match between intervention and need remains effective and evidence-based.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants working with individual children or small groups
- The SENCo
- Occupational Therapist

- Volunteers and parent helpers working with small groups to support reading

Local Authority provision delivered in school

- Specialist Advisory Teachers - Severe Learning Difficulties, Specific Learning Difficulties, Physical and Medical Difficulties, Autism Spectrum Difficulties, Deaf and Hearing Impaired
- Educational Psychology Service
- Speech and Language Specialists - NHS
- LAC (Looked After Children) Services

Health provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- Paediatricians (Community Child Health - Springboard)

How are teachers in the school helped to work with children with SEND, and what training do staff have?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes training on SEND issues such as specific learning difficulties, autism spectrum disorder (ASD) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. As part of our ongoing CPD, staff receive termly updates and training in the area of SEND from the SENCo and Headteacher, as well as external expertise when required.

The SENCo has successfully completed the NPQ SENCo Award through Best Practice.

The head teacher, Zoey Slack and two class teachers, James Farmer and Emma Capstick have also successfully completed the NASENCo Nasen Award.

Teaching Assistants receive a range of training as part of their ongoing CPD and in order to respond to the needs of individual children they work with. We currently have Teaching Assistants and some teachers trained in:

- speech and language programmes
- EALIP
- ELSA
- Smart Moves
- Move to Write
- sensory circuits
- Toe by Toe
- Decider Skills
- Anxiety Gremlin

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and use adaptive teaching methods to meet the specific needs of all groups of children in their class and will ensure that your child's needs are met. Other ways in which teaching and learning will be adapted include the use of:

- support staff, under the direction of the class teacher, to assist in delivering an adapted curriculum where necessary through the use of support frames, scaffolds, success criteria and questioning
- SEN support plans define the area of need where your child requires additional support, as well as the intervention strategies required
- plans that clearly set out overarching aims and short-term, achievable targets which can be measured within a specified time frame
- technology to aid access, including e pen (reading pens) and individual chrome books/iPads with voice-to-text programmes

How will we measure the progress of your child in school?

Your child's progress will be monitored by their class teacher. Progress will be reviewed formally with the Headteacher every term in reading, writing and numeracy through pupil progress meetings.

At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement for all schools, and the results are published nationally.

Where necessary, children will have an additional SEND support plan. Their targets will be agreed by teachers, parents, your child and the SEND leader and/or external agencies specific to their needs. Targets will be designed to accelerate learning and

close the gap. Progress against these targets will be reviewed regularly, evidence will be gathered for judgements, and a future plan will be made.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved in the child's education.

The SENCo and Headteacher will also review progress termly to ensure that your child is making good progress within any individual work and in any group that they take part in.

How are parents involved?

Parents and carers know their child best, and we value their knowledge and expertise.

We work in partnership with families and involve parents and carers at all stages of identification, assessment, planning, support and review. We welcome ideas from parents and carers and will consider them carefully when planning support.

We aim to keep communication open and regular. Most parents are invited to meet with their child's teacher twice a year. For children with additional needs, more regular meetings may be arranged where appropriate and may include other professionals involved with the child.

We can also provide information about the local Information, Advice and Support Service for families of children and young people with SEND.

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

Transition is very important to us. We work carefully to support children moving into school, between year groups and on to their next setting.

Starting school

Most children who join our school attend our pre-school provision from the age of three. For children joining Reception from another setting, we arrange transition visits from around the summer term so that children can become familiar with the school, staff and routines before they start.

Moving to a new class or phase

Children are supported through transition within school through:

- planned visits
- opportunities to meet new staff
- sharing key information between adults
- extra support where needed

Moving to secondary school

We work closely with secondary schools to support transition for older pupils. Planning usually begins in Year 5, or earlier if needed. We help children explore any worries they may have and involve them in planning for the move.

Support may include:

- additional visits to the new school
- meetings with key staff
- help with routines such as timetables and organisation
- support around lunchtime arrangements, travel and independence skills
- transition planning with parents, carers and professionals where appropriate

How will we support your child's emotional and social development?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' or carers' first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Social Care, Health Services, Inclusion Support, Family Support organisations and Local Authority specialist teachers.

As a school, we have a very positive approach to all types of behaviour. We have a whole-school house point reward system that is followed by all staff.

If a child has behavioural difficulties, an Individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident, we expect the child to reflect on their behaviour with an adult and, where appropriate, complete a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. For further information, please see the school Behaviour Policy.

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Headteacher.

We actively encourage each child to express their views on all aspects of school life. This is usually carried out through the School Council.

We also have regular pupil questionnaires where we actively seek the viewpoints of children. This is particularly important in establishing open and honest links between

adults and children so that they feel they can approach any member of staff if they have a worry that they wish to discuss.

If your child has an EHCP, their views will be sought via a questionnaire before any review meetings.

Complaints procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns.

If a parent believes that their concern has not been resolved to their satisfaction, or if the matter is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, parents should then take the matter to the Chair of Governors.

A copy of the school's Complaints Procedure is available on request from the school.

Contact us

If you have any questions, concerns, complaints or compliments about our provision for pupils with SEND, the first point of contact should be your child's class teacher. They will be happy to arrange a time to discuss any concerns.

Alternatively, an appointment with the Headteacher or SENCo can be made.

Contact details

Temple Sowerby Church of England Primary School
Temple Sowerby
Penrith
Cumbria
CA10 1RZ

Telephone: 017683 61512
Email: admin@temp-sow.cumbria.sch.uk

Documents used in writing this report

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Children and Families Act 2014

- The contact details of support services for parents of pupils with SEND
- Westmorland and Furness Local Offer

Other useful websites

- Westmorland and Furness Local Offer: https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer
- Contact Family Hub teams - Eden: 01768 899901
- Email: edenfamilyhubs@westmorlandfurness.gov.uk
- www.cafamily.org.uk
- www.nnpcf.org.uk
- www.sendirect.org.uk
- www.nasen.org.uk