



Warwick Bridge School

SEND Information Report 2024

<i>At the time of publishing the following roles were held:</i>	
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Headteacher	Mark Ashton Head@warwickbridge.cumbria.sch.uk
Governor with SEND responsibility	Phil Brown

Approved by	
Name	Mark Ashton
Position	Headteacher
Date	June 2024
Review Date	June 2026

Local Offer Contribution

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. "This easy-to-understand information will set out what is normally available in schools to help children with lower level SEND as well as the options available to support families who need additional help to care for their child"

Warwick Bridge Primary School's Local Offer:

https://www.warwickbridge.cumbria.sch.uk/uploads/1941/SEND_Local_Offer_2024-25.pdf/

Cumberland County Council Local Offer:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

What kinds of SEND are provided for at Warwick Bridge Primary School?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and Learning
- Social, emotional and Mental Health difficulties

- Sensory and/or physical needs
- Moderate/Severe/Profound and multiple learning difficulties

As of January 2025, we currently have 23 children receiving additional support which is additional to and/or different from the teaching and learning currently in place for their peers. From the 23 children on the SEN register, 7 children have an EHCP.

Our Approach as a School

High quality first teaching and additional interventions are defined through our planning across the school contributing to our provision management arrangements. These are monitored and evaluated of their impact regularly and are set up from information received in pupil progress meetings with the SENDCO and SLT and data from assessments. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. Underpinning ALL our provision in school is the graduated approach cycle of assess, plan, do, review. All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Children are assessed against nationally set criteria to check their progress across all areas of the curriculum. It is through this process that children who are not making expected progress are highlighted by teachers and SLT. A summative assessment procedure to track children's progress is continually used alongside formative assessment. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

Plan: After gathering information, a support plan will be put together using EduKey to outline specific outcomes/targets for the child to work towards. Short-term targets are agreed which prioritise key areas of learning that are to be addressed. If external agencies are involved, their advice and recommendations are included in the support plan. Any actions agreed take in to account pupil's strengths as well as their learning differences. In some cases, additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning. Teachers meet with parents termly to review their child's support plan. This is a collaborative meeting in which teachers and parents review their child's current targets and discuss and set new SMART targets.

Do: All SEND support plans are working documents and should be annotated to show progress towards targets and if needed adjustments will be made to the plan to determine success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENDCO if they feel the plan is not working.

Review: All SEND support plans will be reviewed termly. In this review all targets will be evaluated and the views of the pupil and parent will be recorded. Parents are invited in to a meeting with the class teacher to discuss their targets. If required, a further plan will then be devised to enable the pupil to achieve their next steps in learning. If a pupil has made good progress the support plan will cease and the child will be closely monitored. For children with more complex needs termly review meetings will be held with the class teacher, SENDCO and any external agencies. If your child is continuing to have significant difficulties after a period of intervention, further external support may be requested. If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

Arrangements for Consulting with Parents

- We endeavour to work closely with parents and will keep you informed of any intervention your child may need.
- If deemed necessary we can invite specialist agencies, including the Educational Psychologist, Area SENDCO, Speech and Language and Behavioural Specialist teachers into school to talk to you about how we can support you and your child.
- Parent Meetings and SEND Review meetings are held three times a year. These meetings provide opportunities for parents/carers to meet with class teachers to discuss progress, review and set new support targets on Support Plans.
- We encourage parents/carers to contact school and arrange an appointment with either the class teacher or school SENDCO if you are worried or concerned about any aspect of your child's learning or development.

Arrangements for Consulting with Young People with SEND

A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.

- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them, they are a big part in their annual review and we are looking at developing for we consult with other children on the SEN register. Children complete passports with their class teacher which builds into their support plan.
- Children know they can talk freely to any adult within the school about any issues which are concerning them.

Ordinarily available provision and Quality First Teaching at Warwick Bridge Primary School

- We endeavour to ensure that all children in Warwick Bridge School are fully included in all aspects of school life.
- All children are different and all children regardless of their SEND learn in different ways.
- Staff within the school ensure that the curriculum is accessible by all and have an environment which can be accessed by all children.
- Our staff know the children within their care very well and are able to differentiate the usual curriculum for children with SEND.
- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups or the change of an activity or a change in delivery style.

Staff Training to Support SEND

The SENDCO attends the Brampton and area cluster meetings and Carlisle School partnership to keep up to date with any legislative changes in SEND. The SENDCO and school staff can access training through the local authority. The SENDCO is also completing the Trauma Informed Practitioner Diploma with Trauma Informed Schools. The SENDCO is currently completing the NPQSENDCO and continues to train in further CPD for leadership and specific SEND needs. Staff in the school have received training to meet the needs of all the children, training includes:

- Autism awareness Level 1 and 2 and AET autism training
- Medical needs – epi-pen training
- Smart Moves
- Team Teach
- Safeguarding
- Phonics Shed training for supporting phonics
- Emotion Coaching

Specialist support for Warwick Bridge Primary School

We work closely with external agencies that we feel are relevant to individual children's needs within our school. This can be accessed via the Early Help Process, through an EHC Plan, the GP and through school referrals. Support and expertise can include:

- Paediatrician
- Behaviour/Inclusion Support
- Health including GP, Practice Nurse
- Educational Psychologist
- Speech and Language Therapist (NHS and Private)
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health Services
- Social Care and Social Workers
- Counselling services and therapists
- Others e.g. Police Community Support Officers, Safety Net, Cumbria Family Support, Family Action, NSPCC

We follow the advice of professionals with regards to resources and equipment. In the past we have secured specialist resources such as wobble/movement cushions, built a sensory room to support children with ASC and SEMH needs and laptops and iPads to use.

How we support children with transitions

- Transition within the school and between classes and key stages is planned for with the child and parents/carers.
- When considering an application for a place at Warwick Bridge Primary School you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any issues. It will then be the decision of the SENCO/teacher on whether to meet the child in their current setting/ attend TAC meetings.

- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and if appropriate invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible. We have close links with our secondary school and plan regular meetings as well as transition and bespoke transition opportunities throughout Year 6.
- Our on-site Nursery within the EYFS unit ensures that children are prepared for transition to Reception with familiar staff and environment.
- When children experience changes in school for example a change of classroom or a new teacher, teachers create visual transition posters. Sometimes, staff will create videos or send pictures to children who may benefit from seeing the classroom before coming back to school in September.

Support services for parents

- Look at our SEND policy on our website as well as the other policies referred to above.
- Contact the Cumbria SEND information, Advice and Support Service <https://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/parentpartnership/>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk
- Family Action 0-19 child and family support service <https://www.family-action.org.uk/whatwe-do/children-families/0-19/>

Complaints

- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENDCO who will endeavour to resolve the problem.
- The head teacher will also be informed at the above stage.
- Outside agencies may be consulted, if there is an issue with the provision being provided.
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage

Relevant School Policies Underpinning this SEND Information Report

SEND Policy

Equal Opportunities Policy

Legislative Acts Taken into Account when Compiling this Report

Children & Families Act 2014 Equality Act 2010 Mental Capacity Act 2005