



Alston Moor Federation

SEND Information Report

March 2024

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School Context

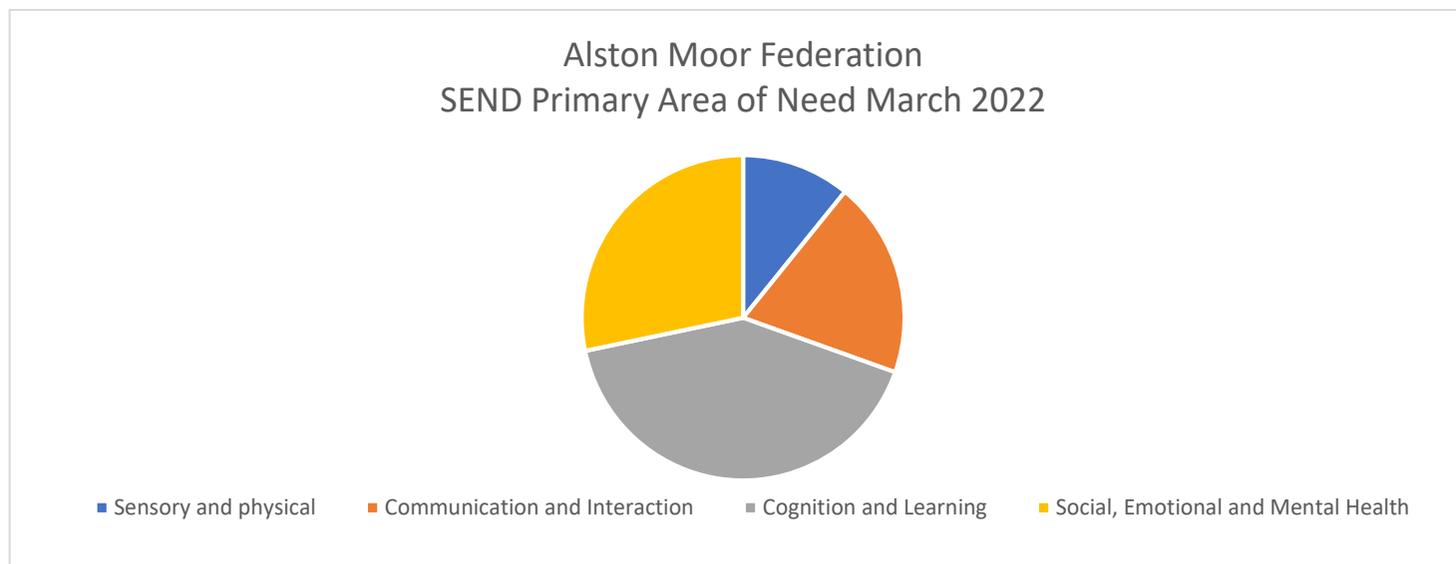
At Alston Moor Federation we ensure our schools are open and welcome communities and embrace all social, cultural and educational backgrounds and needs. We actively seek and value the views and aspirations of all parents, carers and children to strengthen our curriculum and provision. We are committed to working closely with all agencies to achieve the best outcomes for our children.

Together we support and meet the individual needs of all pupils in each of our schools. Effective learning opportunities allow pupils to overcome individual barriers and encourage them to strive for their best to achieve excellence for all.

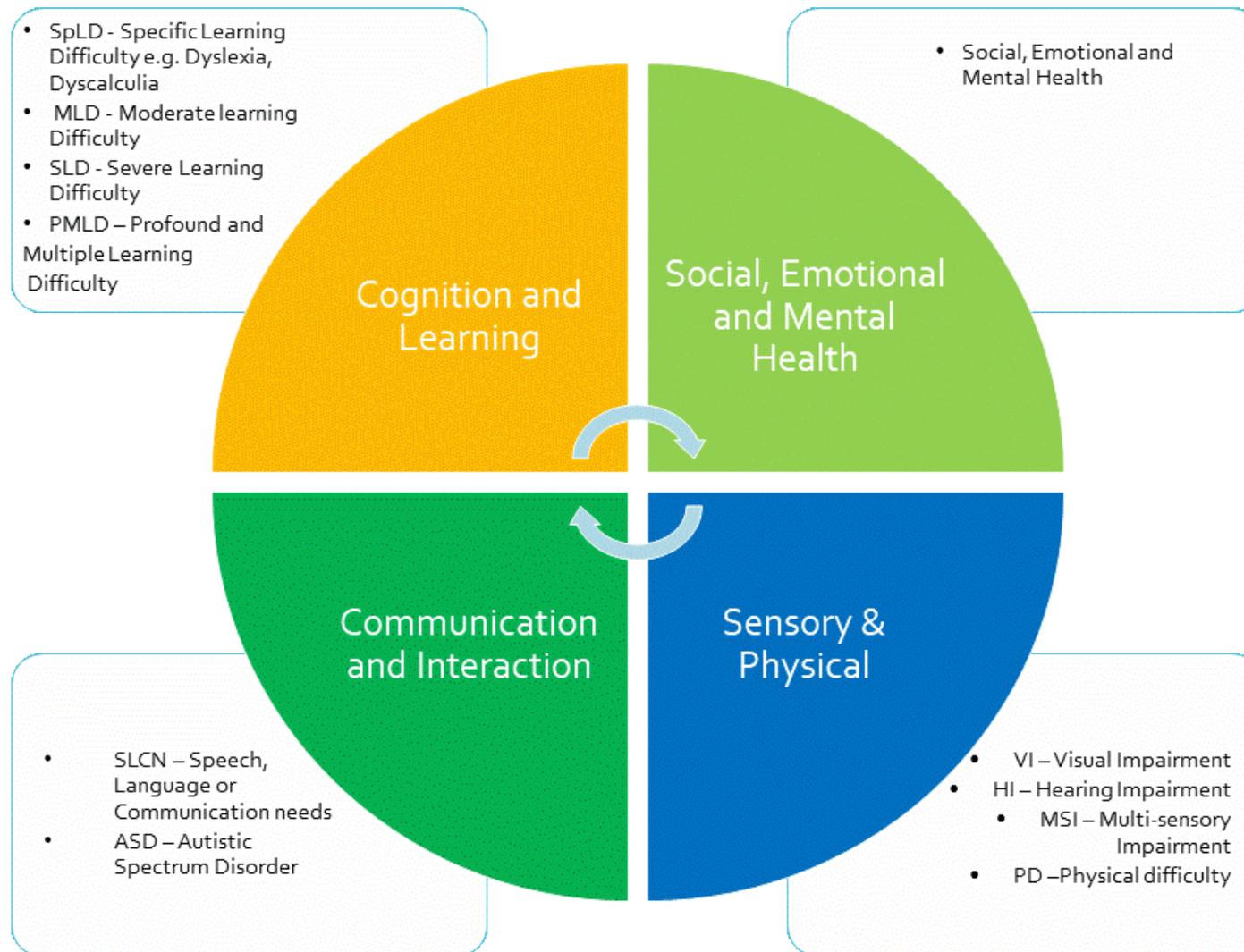
All children will have a sense that they belong in all areas of school life. Opportunities will be provided to fulfil potential through extending life experiences which encourage imagination and fun.

We are continually evolving our practice with an open-minded approach and a willingness to try and to implement new ideas. Our practice is based on the latest evidence and research in providing effective education for all.

In all 3 schools combined we have 194 children on roll and 46 (24%) children on the SEND register. This is the primary need of those children.



Examples of SEND in each area of need



What is a Special Educational Need or Disability (SEND)?

The 'SEN Code of Practice' (January 2015 – Last updated 30 April 2020), states that:

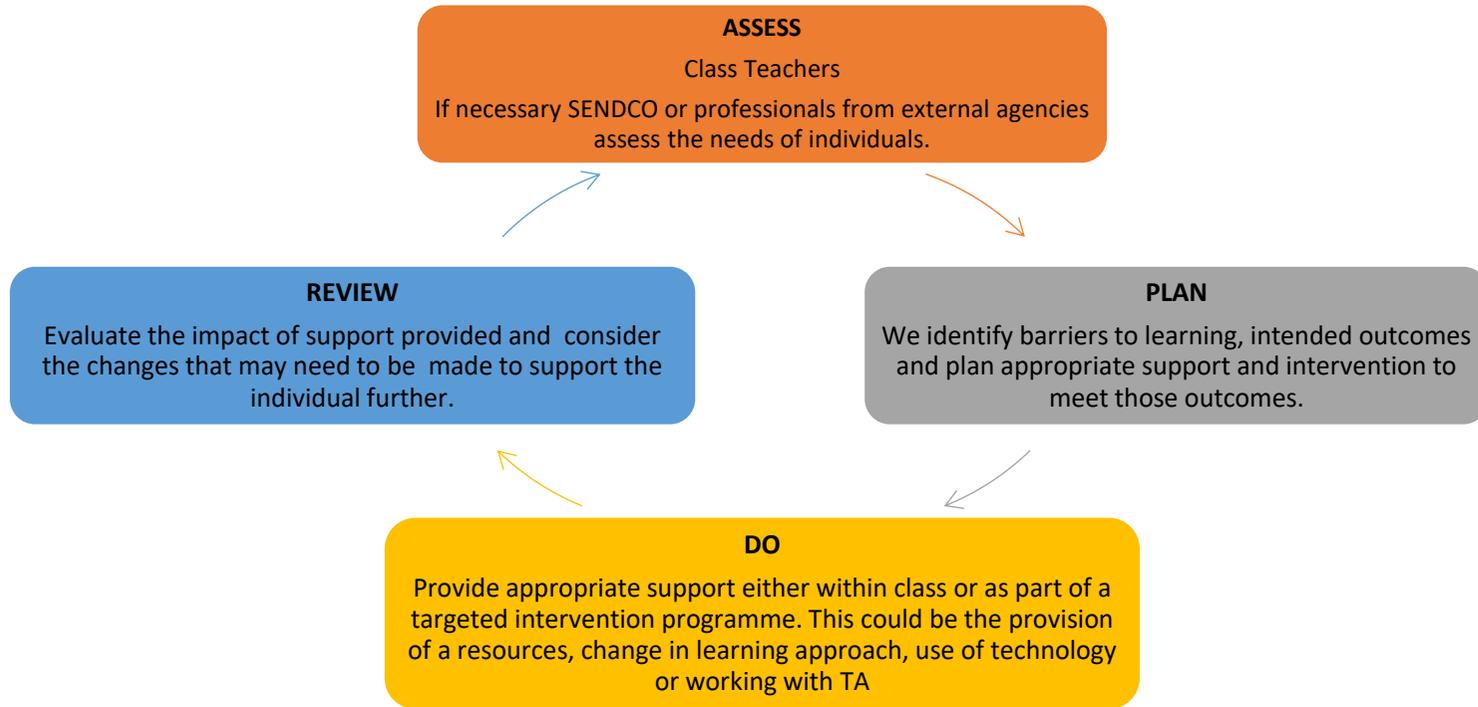
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

What to do if I think my child has Special Education Needs or Disabilities (SEND)?

Who to contact	<p>If you have concerns about your child's progress you should speak to your child's class teacher first. You can also speak to Claire Reed the SENDCo email: creed@alston.cumbria.sch.uk or the headteacher, Mr Dawson email: head@alston.cumbria.sch.uk</p>									
School response	<p>Where there are concerns about your child's progress or learning in response to Quality First Teaching curriculum, the teacher may raise this with the SENDCO. The school has termly pupil progress meetings to monitor the progress of all pupils in relation to Quality First Teaching. The teacher will monitor throughout the curriculum, these are some of the concerns they will monitor:</p> <table border="1" data-bbox="423 528 2033 1394"> <tr> <td data-bbox="423 528 875 762">Cognition and Learning</td> <td data-bbox="875 528 2033 762"> <p>Data at the end of term, if it is slower than expected progress in Reading, Writing and Maths Difficulties working at an age-related standard Letter formation, number and letter reversals Difficulties retaining information and processing Working Memory concerns</p> </td> </tr> <tr> <td data-bbox="423 762 875 962">Communication and Language</td> <td data-bbox="875 762 2033 962"> <p>Speech sound pronunciation difficulties Stammers and stutters Difficulties in understanding language for their age Difficulties with communication and understanding of language and social cues. Difficulties interacting with other children through play</p> </td> </tr> <tr> <td data-bbox="423 962 875 1198">Physical and Sensory</td> <td data-bbox="875 962 2033 1198"> <p>Pencil control and grip concerns Difficulties using tools such as scissors Trips, falls, bumps into things frequently Sensory concerns – difficulties tolerating noise, touching things -Vision and hearing concerns Difficulties accessing PE sessions , lack of spatial awareness, coordination and balance</p> </td> </tr> <tr> <td data-bbox="423 1198 875 1394">Social, Emotional and Mental Health</td> <td data-bbox="875 1198 2033 1394"> <p>Attention difficulties. Concentration is limited / easily distracted/ struggle to listen and sit still Behaviour concerns, impulsive, challenging Anxiety -Low self-esteem and self confidence Sleep concerns</p> </td> </tr> </table>		Cognition and Learning	<p>Data at the end of term, if it is slower than expected progress in Reading, Writing and Maths Difficulties working at an age-related standard Letter formation, number and letter reversals Difficulties retaining information and processing Working Memory concerns</p>	Communication and Language	<p>Speech sound pronunciation difficulties Stammers and stutters Difficulties in understanding language for their age Difficulties with communication and understanding of language and social cues. Difficulties interacting with other children through play</p>	Physical and Sensory	<p>Pencil control and grip concerns Difficulties using tools such as scissors Trips, falls, bumps into things frequently Sensory concerns – difficulties tolerating noise, touching things -Vision and hearing concerns Difficulties accessing PE sessions , lack of spatial awareness, coordination and balance</p>	Social, Emotional and Mental Health	<p>Attention difficulties. Concentration is limited / easily distracted/ struggle to listen and sit still Behaviour concerns, impulsive, challenging Anxiety -Low self-esteem and self confidence Sleep concerns</p>
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If there are further concerns about your child's learning, the school will discuss this with you and there will be opportunities to discuss:

- Concerns you may have as a parent/carer.
- Plans for any additional support your child may receive.
- Referrals to outside professionals to support your child's learning.
- How we will work together, to support your child at home/school.
- School follow the 'Assess Plan Do and Review Cycle' Parents and children (Where appropriate) will be involved at all stages.



An overview of AMF provision



Number of pupils in our schools:
194 pupils

Number of pupils with SEND in our schools
41 pupils (21%)

Percentage of pupils with SEND with EHCP and pupil funding agreements:
5 pupils (3%)

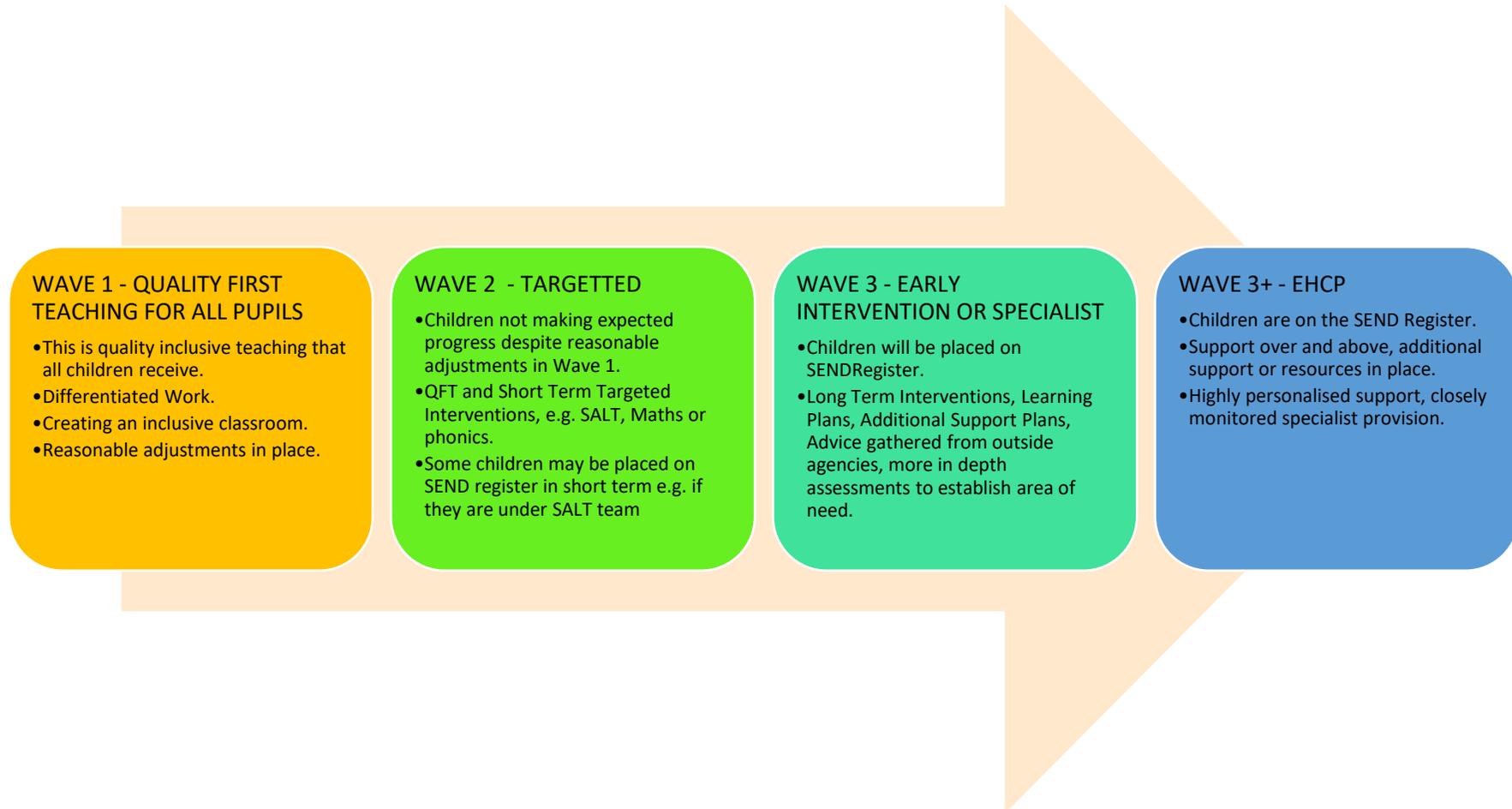
Who can support my child in school with SEND?

People	Responsibilities
Class teacher/form tutors	<ul style="list-style-type: none"> • The progress and development of every pupil in their class • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching • Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision • Ensuring they follow this SEND policy
Faculty leads (Samuel Kings School)	<ul style="list-style-type: none"> • Planning long-term plans and progression maps to ensure all pupils are developing knowledge and skills that builds on previous learning and prepares them for future learning to impact long-term memory. • Working with the SENDCO to support staff in making modifications to their subject curriculum for individual children. • Ensure that progress is made for all children including SEND in their subject area.
SENDCo Claire Reed	<ul style="list-style-type: none"> • She is responsible for and will do her best endeavour to: • Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school • Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching • Advise on the graduated approach to providing SEND support • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Be the point of contact for external agencies, especially the local authority and its support services • Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned • Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements • Ensure the school keeps the records of all pupils with SEND up to date

	<ul style="list-style-type: none"> • Create Learning Plans which are shared with pupils, parents and staff which outline how to best support each pupil with SEND.
Headteacher Mr Rob Dawson	<ul style="list-style-type: none"> • Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school • Have overall responsibility for the provision and progress of learners with SEND
SEND Governor Pat Sharples	<ul style="list-style-type: none"> • Help to raise awareness of SEND issues at governing board meetings • Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this • Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

How could my child get help in school?

At AMF, we offer a graduated approach to Special Educational Needs and Disabilities. This diagram explains how we map out the graduated approach within our provision maps and explains what happens within each wave at our school.



<u>Types of support</u>	<u>What would this mean for my child at AMF</u>	<u>Who receives this support?</u>
Wave 1 Class teacher Quality First Teaching	<p>For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building 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. This may involve things like using more practical learning. • Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. 	All children in school receive this as a part of excellent classroom practice
Assessments	<p>Alston and Nenthead Primary School Statutory Assessments</p> <ul style="list-style-type: none"> • EYFS Baseline assessment on entry and Speech and Language Assessments • Final EYFS DATA end of Summer Term • Year 1 Phonics Screen Check • Year 2 Phonics Screening Resits (June) • Reporting on End of key stage 1 (year 2) Attainment (teacher assessment) • SATs End of key stage 2 (Year 6) <p>Samuel Kings teachers assess learning throughout the year in class for all through prior knowledge checks, end of topic assessments and end of term reviews. More formal KS3 assessments take place in December and June. KS4 mock weeks take place in December and March.</p> <p>The SENDCO, and other members of the Senior Leadership Team will carry out regular monitoring weeks throughout the school year.</p> <ul style="list-style-type: none"> • Learning Plans are updated and reviewed when changes occur. • For children involved in certain specific interventions, children may be assessed at the 	All children Children with SEND have additional layers of assessment:- <ul style="list-style-type: none"> • Intervention monitor and assessment • Outside agencies assessments • Support plans • EHCP reviews

	<p>start and end of the intervention to assess the progress children have made.</p> <ul style="list-style-type: none"> • If a child is under Speech and Language their needs will, we assessed and reviewed regularly by the LA speech and language therapists. 					
<p>Wave 2 Specific interventions e.g. groups or 1:1 which may be: Run in the classroom or outside. Run by a teacher or teaching assistant.</p>	<p>Children may require targeted support from school based staff, or sometimes your child may need specialist support from a professional from an outside agency e.g. Speech and Language. Your child's class teacher or the SENDCO will have monitored your child's progress and will have planned specific group work to help close the gap between your child's achievement and that of his or her peers. A Teacher or TA will run these small group sessions using the teacher's targets or a recommended programme, such as:-</p> <table border="1"> <tr> <td> <p>Cognition and learning Short term focussed group work. Phonics booster work Additional phonics sessions 1:1 support YARC reading</p> </td> <td> <p>Communication and Language Wellcomm Specific SALT programmes Sounds and listening</p> </td> </tr> <tr> <td> <p>Physical and sensory Handwriting groups Fine motor support</p> </td> <td> <p>Social, Emotional and Mental Health Emotional Coaching Drawing and talking Forest Schools Behaviour plan interventions</p> </td> </tr> </table>	<p>Cognition and learning Short term focussed group work. Phonics booster work Additional phonics sessions 1:1 support YARC reading</p>	<p>Communication and Language Wellcomm Specific SALT programmes Sounds and listening</p>	<p>Physical and sensory Handwriting groups Fine motor support</p>	<p>Social, Emotional and Mental Health Emotional Coaching Drawing and talking Forest Schools Behaviour plan interventions</p>	<p>Any child who has specific gaps in his or her understanding of a subject/area of learning. Children whose learning needs require specialist support and advice in addition to the support already received in school.</p>
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<p>Wave 3 Early Intervention Specialist Support</p>	<p>A child may be identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school.</p> <ul style="list-style-type: none"> • For your child this would mean: • Your child will have been identified by the class teacher/SENDCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. 	<p>Children who have been identified by the class teacher and SENDCO Your child will be placed on the School's SEND Register. The most important point is that the additional provision</p>				

	<ul style="list-style-type: none"> • You may be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself understand your child's particular needs and be able to support them better in school. This will be done in the form of an Early Help Form • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better • Support to set better targets which will include their specific expertise • A group run by school staff under the guidance of the outside professional e.g a social skills group • A group or individual work with outside professional 	<p>depends on the needs of the child.</p>
<p>Wave 3+ Children with Educational, Health Care Plans (EHCP)</p>	<p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN Support. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that additional support in school is required to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the SEN Support. 	<p>Children with complex needs. The progress of children with an EHC Plan is formally reviewed at an Annual Review with parents and all other professionals involved.</p>

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| | <ul style="list-style-type: none">• The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.• An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.• This type of support is available for children whose learning needs are severe, complex and lifelong, or requiring additional support in school. | |
|--|---|--|

As part of the Children and Families Act 2014, we are required to provide information to parents/carers about how we welcome Special Education Needs and/or Disability (SEND) and how we contribute to Westmorland and Furness County Council Local Offer. The Local Offer aims to give families details about how they can support children and young people with SEND. Details of the Westmorland and Furness County Council Local Offer can be found at the following link.

[Westmorland and Furness SEND Local Offer](#)

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

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO/Headteacher
- If you are still not happy you can speak to the school SEND Governor.
- If issues remain unresolved after 10 working days, a formal complaint can be submitted using the schools Complaints Procedure (available on the school website.)

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

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

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

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

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENDCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers at AMF helped to work with children with SEND and what training do they have?

The SENDCO's job is to support the class teacher in planning for children with SEND.

- The school may provide whole school training for staff to improve the teaching and learning of children including those with SEND.
- Individual teachers and support staff will access training run by outside agencies that are relevant to the needs of specific children in their class. Recent training includes Dyslexia Awareness (Autumn term 2022) and Mental Health Lead training (Spring 2022), Emotion Coaching training (June 2022 – SENDCO and KS3 Pastoral Lead). We also have an Emotional Literacy Support Assistant (ELSA) in school who completed their training in the Autumn term 2022. All staff are Orange Button trained (January 2024). Online training to support specific students is available to all staff which includes Autism, Dyslexia and SEMH awareness.

Our SENDCO has 8 years experience in this role and has worked as a primary class teacher for 18 years. They are allocated time per week to manage SEN provision. We have a team of 10 teaching assistants, including 3 higher level teaching assistant (HLTAs) who are trained to deliver SEN provision.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Support Plans will be reviewed with your involvement each term (or more frequently if required.)
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book or Class Dojo/Seasaw may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is AMF accessible to children with SEND?

The buildings are largely accessible to children with physical disability We ensure that equipment used is accessible to all children regardless of their needs.

Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are leaving AMF or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Support Plans will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6/Preparing for Post 16 provision
 - The SENDCO will liaise with the Year 6 class teachers who will attend a Primary Transition Meeting to discuss the specific needs of your child with the relevant staff of their secondary school. For Post 16 we will liaise with the chosen provider from mid-year 10.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school/provider on several occasions and in some cases staff from the new school will visit your child in this school.
 - At the Year 6 and Year 10 Annual Review for children with a statement of SEND/ EHC Plan, the SENDCO from the proposed secondary or educational provider school will be invited to attend.

Questions, concerns, complaints or compliments

The first point of contact would be the pupil's class teacher, they will be happy for you to share any concerns you may have.

An appointment with Claire Reed - SENDCO, can be arranged by contacting the school.

The Governor responsible for SEND is Pat Sharples

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Church Road

Alston

CA9 3QU

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Email: alstonoffice@alston.cumbria.sch.uk

Website: www.alstonmoorfederation.org.uk