

# Alston Moor Federation (AMF) SEND Information Report January 2021

Our contribution to the Cumbria Local Offer

We hope that you find this document informative. We have included some links to pages and websites. Please click on underlined text to find out more.

Please let us know if you have any difficulty accessing this information or if you would like to discuss SEND. Contact details can be found at the end of this report.

<b>Date Reviewed</b>	<b>January 2021</b>
Date Approved	January 2021
Next Review	January 2022



# The Cumbria Local Offer

- 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 Cumbria 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 Cumbria County Council Local Offer can be found at the following link.
- [The Cumbria Local Offer Website](#)



# What is SEN?

The 'SEN Code of Practice' (January 2015), states that:

- A child or young person has SEND 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





# The Code of Practice suggests that there are 4 broad areas of SEN need

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs



# Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



# Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



# Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves 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 or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



# Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



# Frequently asked questions

WHO ARE THE BEST PEOPLE TO TALK TO IN AMF ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND)?

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEND IN AMF?

HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS?

HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

HOW WILL THE TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

HOW ARE TEACHERS AT AMF HELPED TO WORK WITH CHILDREN WITH A SEND AND WHAT TRAINING DO THEY HAVE?



# Frequently asked questions continued...

HOW IS EXTRA SUPPORT ALLOCATED TO CHILDREN AND HOW DO THEY MOVE BETWEEN THE DIFFERENT LEVELS?

HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING IN SCHOOL?

IF YOU HAVE ANY QUESTIONS, CONCERNS OR COMPLIMENTS ABOUT OUR PROVISION FOR PUPILS WITH SEND:

WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF CHILD WITH A SEND?

HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE LEAVING THIS SCHOOL OR MOVING ON TO ANOTHER CLASS?

HOW IS AMF ACCESSIBLE TO CHILDREN WITH SEND?



# WHO ARE THE BEST PEOPLE TO TALK TO IN AMF ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND)?

## The Special Educational Needs Co-ordinator (SENCo) -

- Claire Reed
- Tel: 01434 381236
- [creed@alston.cumbria.sch.uk](mailto:creed@alston.cumbria.sch.uk)

## Acting Headteacher (Samuel Kings, Alston Primary & Nenthead School)

- Miss Sally Timmons
- Tel: 01434 381236
- [stimmons@alston.cumbria.sch.uk](mailto:stimmons@alston.cumbria.sch.uk)

## Deputy Headteacher (Nenthead Primary School)

Mrs Kate Bainbridge

Tel: 01434 381236

[kbainbridge@alston.cumbria.sch.uk](mailto:kbainbridge@alston.cumbria.sch.uk)



# Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Writing School Support Plans (SSPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND procedures are followed in their classroom and for all the pupils they teach with any SEND.



# The Special Educational Needs Co-ordinator (SENCo)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND procedures to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Learning Support Advisory Teacher etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and teaching assistants in the school so they can help children with SEND in the school achieve the best progress possible.



# Headteacher/Deputy Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher/SENCO will give responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.



# SEND Governors

Our SEND Governor is Ruth Harrison

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.



# WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEND IN AMF?

Quality First Teaching

Intervention group

SEND Support

SEND Specialist Support

Specified Individual Support



# Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- 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 SENCO 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 when needed.

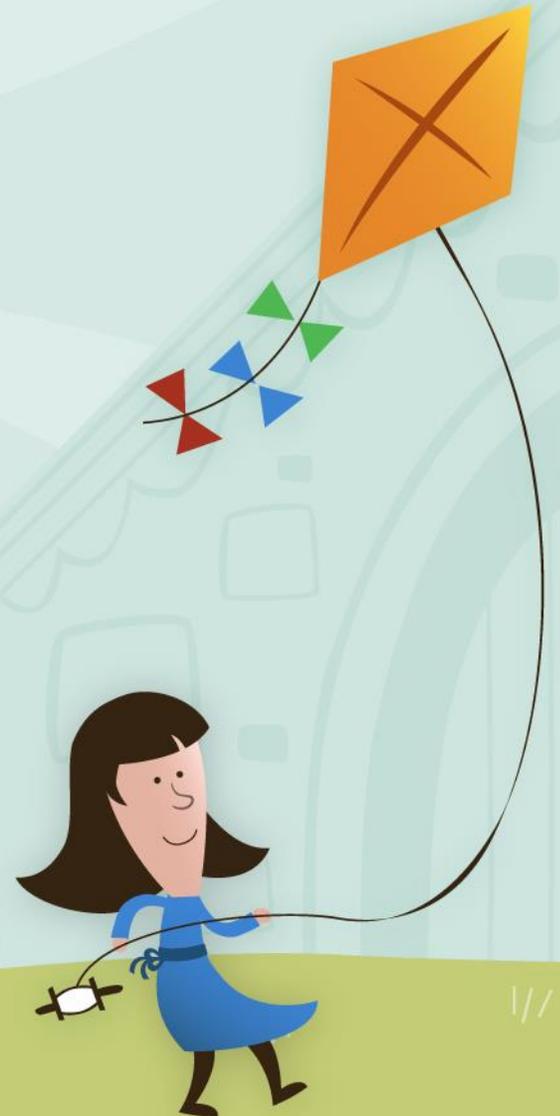


## Intervention group

Specific group work with in a smaller group of children.

run in the classroom or in alternative spaces depending on the nature of the activity.

run by a teacher or most often a teaching assistant who has had training to run these groups.



# SEND Support

- Which means that they have been identified by the class teacher as needing some extra support due to specific gaps in an area of learning.
- For your child this would mean:
  - He/ she will engage in group sessions with specific targets to help him/her to make more progress.
  - A teaching assistant/teacher will run these small group sessions using the teacher's plan.



# SEND Specialist Support

- A child may be identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school.
- For your child this would mean:
  - Your child will have been identified by the class teacher/SENCo (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.
  - 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:
    - 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



# Specified Individual Support

- This is usually provided via a Statement of Special Educational Needs or an [Education, Health and Care Plan \(EHCP\)](#). This means your child will have been identified by the class teacher/SENCo 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
- For your child this would mean:
  - 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.
  - 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.



# HOW CAN I LET THE SCHOOL KNOW 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 SENCo/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 ANY 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 Cumbria 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 SENCo 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 TEACHERS AT AMF HELPED TO WORK WITH CHILDREN WITH A SEND AND WHAT TRAINING DO THEY HAVE?

- The SENCo'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.



# HOW WILL THE TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained teaching assistants can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.



# HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Support will have a Support Plan (Individual Education Plan) which will be reviewed with your involvement, every term (minimum) and the plan for the next term made.
- . The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- . The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.



# WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF CHILD WITH A 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 SENCo 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 may be used to support communication with you, when this has been agreed to be useful for you and your child.

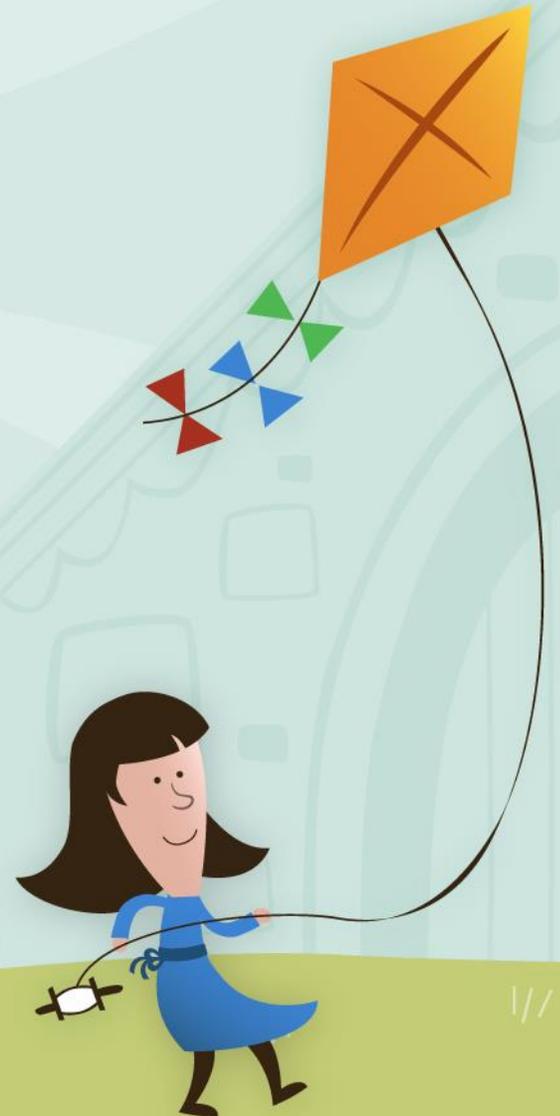


## HOW IS AMF ACCESSIBLE TO CHILDREN WITH SEND?

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 THIS SCHOOL OR MOVING ON 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 SENCo 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:**

- The SENCo 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.
- 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 on several occasions and in some cases staff from the new school will visit your child in this school.
- At the Year 6 Annual Review for children with a statement of SEND/ EHC Plan, the SENCo from the proposed secondary school will be invited to attend.



# IF YOU HAVE ANY QUESTIONS, CONCERNS OR COMPLAINTS OR COMPLIMENTS ABOUT OUR PROVISION FOR PUPILS WITH SEND:

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 Sally Timmons - Acting Headteacher (Alston Primary School) Kate Bainbridge - Deputy Headteacher (Nenthead Primary School) or Claire Reed - SENCo, can also be arranged by contacting the school.

The Governor responsible for SEND is Ruth Harrison

Alston Moor Federation

Church Road

Alston

CA9 3QU

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Email: [alstonoffice@alston.cumbria.sch.uk](mailto:alstonoffice@alston.cumbria.sch.uk)

Website: [www.alstonmoorfederation.org.uk](http://www.alstonmoorfederation.org.uk)



# Thank you for taking the time to access our SEND Information Report.

If you have any suggestions on how we can improve the accessibility of this information please do let us know.

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## Useful Links

[SEN Code of Practice](#)  
[Alston Moor Federation website](#)  
[Cumbria Local Offer](#)

