



Flimby Primary School SEND Information Report

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Special Educational Needs and Disabilities Information Report

1. What kinds of Special Educational Needs and Disabilities (SEND) do we provide for?

We provide for pupils with all kinds of Special Educational Needs and Disabilities that attend mainstream schools. This includes pupils who need additional support in the four following broad areas:

- Communication and interaction.
- Social, emotional and mental health.
- Cognition and Learning.
- Sensory and/or physical needs.

All types of Special Educational Needs and Disabilities (SEND) fit into one or more of these main areas set out in the SENDs Code of Practice and some types of SEND may involve needs across all four areas.

Here are some of the specific needs we cater for in school, our commitment to making our school accessible for all pupils means that this is in no way an exhaustive list:

- ADHD (Attention Deficit, Hyperactivity Disorder) and ADD (Attention Deficit Disorder)
- Auditory memory difficulties
- Autistic Spectrum Conditions (including social interaction difficulties)
- Communication and Language difficulties
- Developmental Language Disorder
- Dyscalculia
- Dyslexia
- Dyspraxia
- Emotional and behavioural difficulties
- Global developmental delay
- Hearing difficulties / impairment
- Moderate learning difficulties
- Mental Health (all aspects)
- Receptive and expressive language disorders
- Selective mutism
- Supporting pupils with needs arising from diagnosed medical conditions or syndromes
- Visual difficulties / impairment
- Word-finding difficulties
- Working memory issues

The County also has a Local Offer, which details the kinds of support they can provide for children with SEND.

2. How do we identify pupils with SEND?

We know when pupils need help if:

- Children join the school with a previously identified SEND
- Concerns are raised by parents/carers, the teacher or the child
- Limited academic progress is being made or the child is performing well below age-related expectations
- There are concerns about the child's behaviour or emotional development
- There is a medical diagnosis made
- A concern arises from a learning walk
- They are identified at the termly pupil progress meetings

3. What should you do if you think your child has SEND?

- First talk to the class teacher, they are the first point of contact for parents and know your child best.
- If there are still concerns, then you can contact Liz Humes, who is the SENDCo (Special Educational Needs and Disabilities Co-ordinator) and can be contacted through the school office.

4. How do we assess and review the needs of children with SEND?

- We assess the needs of children with SEND by closely analysing our termly assessment data to establish their next learning steps. We also ensure quick identification and action is taken; by immediately adding any children whose progress or development becomes a cause for concern to staff
- The children are then raised as a 'Cause for Concern' and group interventions and support are put in place and these children will have enhanced monitoring and tracking to ensure the steps we are taking are having an impact.
- We look at progress towards IEP (Individual Education Plan) targets to help us to assess whether provision is effective. We also have a focussed IEP that records on-going progress towards targets
- We have a trained ELSA to support our children who present with social and emotional needs
- We have behavioural tracking systems to help us to assess progress towards behavioural targets
- We may also use outside specialists to help us to assess children's needs and to give us a more detailed view of their learning profile
- For children with significant or complex needs and when we need advice and support from outside specialists, we use the SEND Early Help Assessment (EHA) process to analyse needs. The EHA collects lots of information together from everyone involved with a child and their family and is a valuable mechanism for supporting effective multi-agency work.

5. How do we measure progress?

- We may measure progress by repeating assessments done previously and then looking at how much progress has been made. We also look at evidence of the development of new skills, knowledge and understanding.
- For behaviour, we may use frequency count tracking and ABC sheets to monitor the frequency of particular behaviours that impede or support learning.
- IEP targets are looked at frequently by teachers and are reviewed termly.
- We may at times use standardised testing and scoring.
- For children with significant or profound learning difficulties who have an EHCP (Education, Health and Care Plan) we use the Engagement Model to inform the pre-key stage standards assessments. These pupils will have a personalised curriculum. EHCPs will have an annual review, and outside agencies will contribute to them allowing us to gain further evidence of progress and this progress is reported back to the county SENDs team.

6. How do we adapt the curriculum for pupils with SEND?

- Our SENDCo organises provision for children with SEND and she works with parents, class teachers and support staff to ensure that children's needs are met
- We teach a broad, balanced curriculum with a structured approach to ensuring progression in terms of skills, knowledge and understanding across and within year groups. Clear steps of learning within the curriculum and smaller structured steps between key learning milestones, means that it can be skilfully adapted to ensure access for all pupils
- All subject leaders have built inclusive practices into their policies and the development of their subject area and have identified and addressed potential barriers to learning in their own subjects.
- Wherever possible, children with SEND are taught in the class with their peers and each pupil's education is carefully managed by the class teachers who will use adaptive teaching practice to suit children's individual needs. This may include additional general support by the teacher or teaching assistant in class and will include the development of strategies to identify, manage and remove barriers to learning
- If a pupil has specific needs, then there may be some personalised planning to meet their needs. This may involve working in a small focus group with either a teacher or a teaching assistant.

The frequency of and length of time that this kind of work will continue for will vary, but it will usually be for a long enough period of time for progress to be evaluated e.g, half a term or a term. Any such interventions will be carefully planned and regularly evaluated by the SENDCo to make sure that they are supporting progress and to help us to plan next steps. This kind of work may at times require an IEP (Individual Education Plan) and class teachers would work together to draw up a Plan with parents

- Teaching Assistants (TAs) may be allocated time to work with children either 1:1 or in a small group situation. Wherever possible we work with children in groups to avoid making children feel uncomfortable and to place them in a joint learning situation, which helps to re-enforce their learning through the contributions of the other children in the group
- Occasionally a child may need more specialised support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Teacher. If we need specialist advice, we will make a referral with parental permission and arrange a meeting to discuss and plan for children's needs.

7. How do we involve parents?

All of our parents are encouraged to be involved in their child's education and in the life of the school.

This may be through:

- Discussions with the class teacher
- Parents evenings
- Contributing to IEP development and review
- Attending Early Help Assessments review meetings and/or TAC (Team Around the Child) or TAF (Team Around the Family) meetings
- Attending and contributing to annual reviews of EHCPs
- Being encouraged to come along to school events and getting to know us
- Answering questionnaires
- Using a home / school communication system when it is agreed to be appropriate to ensure daily involvement
- Having an 'open door' ethos in school, so parents feel able to talk to key staff when they feel the need

8. How do we involve children?

- Staff members are always on hand to offer time and support to children and children are really good at picking out who they want support from in school. This helps children to tell us what they think and how they feel and we do listen to and take account of what children tell us
- Our school ethos is one of support, acceptance and tolerance and our children flourish in the 'culture of care' that lies at the heart of our school
- If a child has an EHCP, we will ask for their views and wishes and record these at each annual review
- Child views contribute to EHAs (Early Help Assessments)
- When children have an IEP, we ask them general questions to make sure that they are happy about what they are doing and understand who they will be working with. We are very careful to protect children's self-esteem and self-image and therefore, children's involvement levels will depend on the individual child's age and needs
- All children with SEND and those being managed through 'Cause for Concern' procedures have a Pupil Passport that has input from children and records adult assessments of need and their thoughts on how to help them, their strengths and weaknesses etc.
- We have a school council to support all our pupils and to feedback and manage issues for children in school
- We use the Kidsafe program to encourage children to develop a voice and form positive and supportive relationships with children as a staff team, so that they trust us to help them to solve their problems

9. How do we prevent bullying?

- Everything we do to involve children (above) helps us to be aware of and to manage bullying
- Our ethos of support and tolerance offers protection to children with SEND and makes bullying less likely
- We also focus very clearly on children's strengths, both in school and out, and don't just focus on academic skills. As a staff team we aim to raise the status and esteem of all children and especially those with SEND. This in turn makes bullying less likely for them
- We develop bullying awareness through our PSHE and Kidsafe lessons. We teach about bullying and develop self-help strategies with the children. This creates an opportunity to identify instances of and resolve issues around bullying
- We are aware that the first person to find out about bullying is usually a parent and we listen carefully to and take immediate action if a parent reports that their child is being bullied in any way
- Our most vulnerable pupils have additional support when needed during break times and access to a Lunchtime club. This ensures that they are supported and do not become distressed by social difficulties impacting on their relationships with peers or experience bullying from others

10. How do we support children as they join our school or move on to another school?

- We provide visits for all children prior to coming in to school and offer enhanced programmes for children with significant needs, which may include an integration plan
- If a child with SEND is moving on to a new school, we offer transition planning, where the child's needs are established and a programme developed to support them and their new school in the move. The plan would identify and deliver on key actions e.g. additional visits to the new setting, identification of a mentor in the new school and supported meetings with them etc. The SENDCo also ensures that outside agencies that are involved make contact with services in the area to which the child is moving to ensure continuity of provision and support
- SENDCos from both schools liaise to share information and to ensure the continuing success of children as they move on to a new school
- Class teachers will also liaise from each setting to ensure that day-to-day information is appropriately shared
- All key SEND documents are shared ahead of the move wherever possible
- We take a holistic view of children's educational journey and take any and all actions necessary in support of pupils with SEND to ensure that as much support can be put in place prior to transfer to another school

11. How do we support children with social, emotional or mental health issues?

- We have specific assessment tools to help us to identify and plan to meet needs
- We work closely with parents and carers to share ideas and may have regular meetings
- We have a trained Emotional Literacy Support Assistant (ELSA) and use ELSA resources to support the teaching of emotional literacy skills and this may include work supporting issues such as anger management, transition to secondary school, divorce, bereavement, anxiety etc.
- We have a counsellor who is available to work with children and families
- We set clear boundaries to provide consistency and re-assurance
- We may refer to outside agencies, such as Family Action, the Behaviour and Wellbeing Officer, Occupational Therapy to investigate sensory triggers or CAMHS (Child and Adolescent Mental Health Services)
- We may work with the County Inclusion Support Team to gain advice and develop strategies
- We have daily lunchtime 'drop in' sessions for children to chat with a teacher or Teaching Assistant and daily mindfulness sessions in class.
- A Behaviour Management Plan may be drawn up to manage risk to the child and to others.
- A behavioural IEP may be developed with clear targets.
- We sometimes use contracting to help children. This means that they agree to work on specific behaviours.
- We use general and targeted rewards and consequences.

- We often use non-verbal praise and frequent recognition to promote a positive self-image along with the use of physical acknowledgement e.g. a hand on a shoulder to acknowledge and re-assure.
- We use low-confrontation strategies.
- We have three staff members trained in Team Teach behaviour de-escalation and management

12. What specialist services and expertise are available at or accessed by the school?

In school we have members of staff with expertise in:

- ELSA – emotional and mental health support
- Counsellor
- Drawing and Talking
- Talk Boost – speech and language development program
- Lego Therapy
- Read, Write Inc Fast Track Tutoring
- Team Teach / Behaviour Management
- Kidsafe
- Youth Mental Health
- Makaton

13. To gain further advice and support, we have links with:

- Educational Psychology (to assess in detail children's learning skills)
- Community Paediatricians
- Family Action
- Speech and Language Therapy
- Area SENDCo / Specialist Advisory Teacher for Early Years.
- Specialist Advisory Teacher in Autism
- Specialist Advisory Teacher in Developmental Language Disorder
- Specialist Advisory Teacher in Language and Communication.
- Specialist Advisory Teacher for Pupils with Physical and Medical Difficulties
- Occupational Therapy
- Public Health and Wellbeing Nurse (formerly school nurses)
- Child and Adolescent Mental Health Services (CAMHS)
- Health Visitor (for under-fives)
- Specialist Advisory Teacher for visual impairment
- Specialist Advisory Teacher for hearing impairment
- Children's Services (previously social services)
- SEND IASS (Independent Advice and Support Service)

Staff have attended and continue to attend a range of training to support them in meeting the needs of pupils with SEND.

14. How are children included in activities outside of the classroom including school trips?

- Activities and school trips are available to all our pupils subject to our behaviour policy
- Detailed risk assessments are carried out to ensure that all children have access to trips and special events
- Children with access difficulties have PEEPs (Personal Emergency Evacuation Plans) and these would be applied to any outside activity
- We monitor access to after school clubs to ensure that children with SEND are being successfully catered for in these enrichment opportunities

15. How accessible is the school?

- We are a Victorian building with wheelchair access and are committed to making any reasonable adaptations to ensure access to pupils with SEND
- We have one disabled toilet in the main entrance
- Assistive technology is also available e.g. i-pads
- Signage is adapted to be clear
- See Academy Accessibility Plan

16. Who can parents contact for further information?

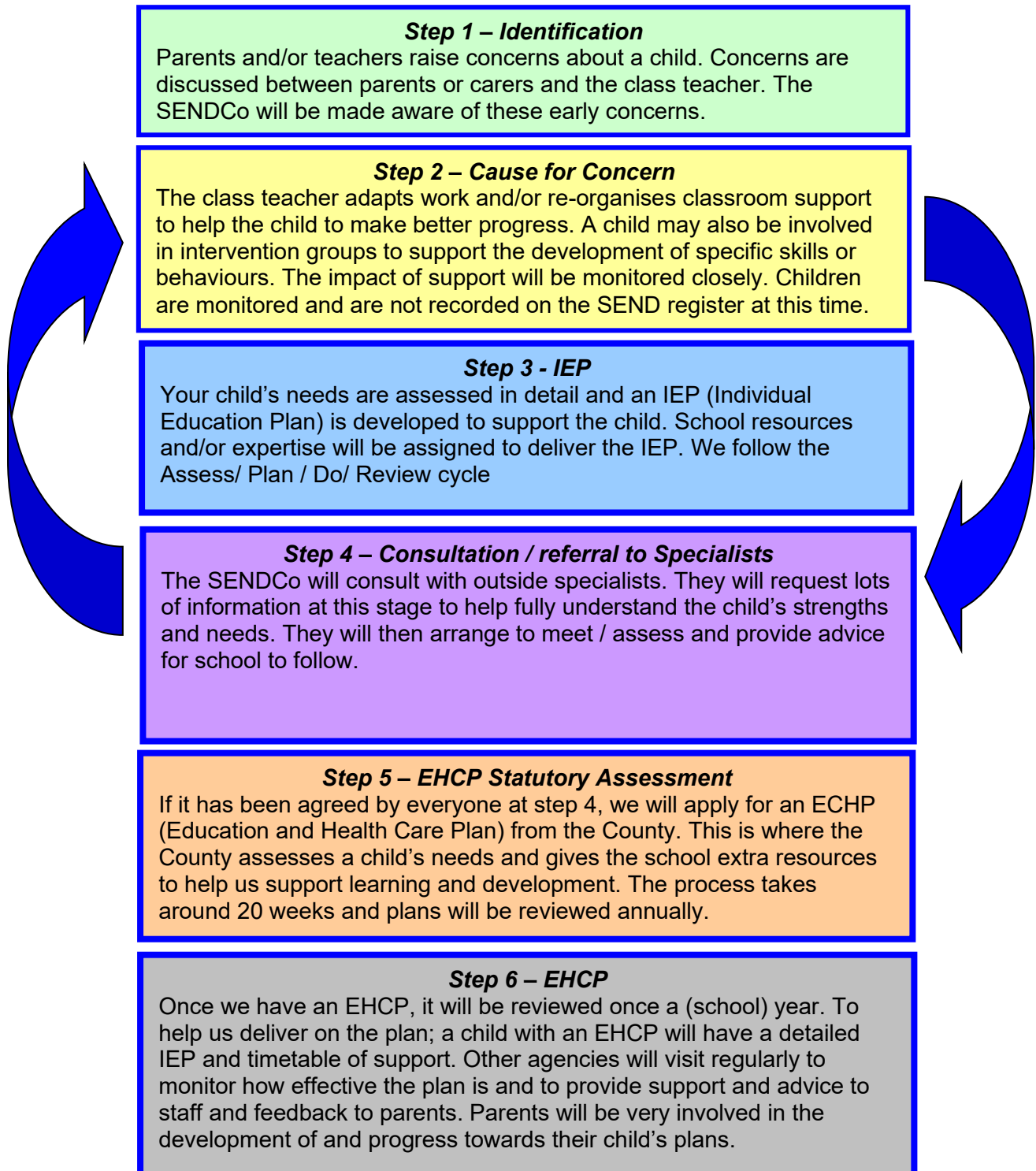
If parents wish to discuss their child's needs; need advice or information, or are unhappy about any aspect of our provision, they may contact the school office to arrange a meeting with the SENDCo Liz Humes. There is additional information in our Local Offer (also on the website) and this contains contact details for support services in our area.

17. SEND Flowchart

Our SEND flowchart explains how the SEND system works in our school.

SEND Flowchart

We only move from one step to another if a child requires more support and is not making good progress. If a child makes good progress, we may decide to move back a step.



18. Further Information

The SEND Code of Practice, DfE, June 2014 (updated May 2015):

<http://bit.ly/1bkEn81>

Cumbria County Council Local Offer:

[Families Information | SEND Local Offer](#)

Flimby Primary School Local Offer:

[Families Information | Flimby Primary School](#)

19. Contact Information

Liz Humes - Special Educational Needs and Disability Coordinator (SENDCo)

Telephone: 01900 812264

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