Flimby Primary School
SEND Information Report

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Special Educational Needs and Disabilities Information Report

At Flimby Primary, we believe that all children should be equally valued within school, we aim to create a school environment where children feel safe and are able to succeed. We have high expectations of all pupils and work closely with families, outside agencies staff to ensure our curriculum meets the needs of all our learners.

The SEND Code of Practice (2015) says:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

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
- Autism (including social interaction difficulties)
- Communication and Language difficulties
- Developmental Language Disorder
- Dyscalculia
- Dyslexia
- Dyspraxia
- DLD (Developmental Language Disorder)
- Emotional and behavioural difficulties
- Global developmental delay
- Hearing difficulties / impairment
- Moderate learning difficulties
- Mental Health (all aspects)
- Physical Difficulties
- 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?***

The SEND Code of Practice (2015) defines the identification of SEND as:

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.*

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

SEND Support (Assess, Plan, Do, Review) is usually the first stage of support for pupils who may have additional needs. During this process, teachers use high-quality, inclusive classroom strategies and targeted support to help meet a pupil's individual needs. School staff will work closely with parents/carers to share observations, discuss progress, and agree appropriate support strategies.
If a pupil continues to experience difficulties, or their needs are identified as being additional to or different from those of their peers, the school will meet with parents/carers to consider the next steps. This may include seeking advice and support from external professionals, such as **Specialist Advisory Teachers**, **Educational Psychologists**, or other relevant agencies. Where a pupil has significant and long-term needs, the school, in partnership with parents/carers and professionals, may consider requesting an **Education, Health and Care Plan (EHCP)** to ensure the appropriate level of support is in place.

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

If parents/carers are concerned about their child's progress they are encouraged to speak to their child's class teacher or Mrs L Humes – SENDCo. She is contactable via the school office at admin.flimby@fli.changinglives.education.

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 ISP (Individual Support Plan) targets to help us to assess whether provision is effective. We also have a focussed ISP 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
- When we need advice and support from outside specialists, we can consult with them and then refer if additional support is needed.
- For children with significant or complex needs / multiple and profound an Early Help Assessment (EHA) may be required 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?

The class teacher has overall responsibility for monitoring the progress and attainment of all pupils in their class.

Parents/carers are kept informed of their child's progress through:

- A written end-of-year report.
- Parents' evenings held twice each year.
- Ongoing communication with school staff where appropriate.

Where a pupil is receiving SEND Support or has an Education, Health and Care Plan (EHCP), progress may be reviewed and shared more frequently through SEND Support reviews or EHCP review meetings.

SEND Support (ISP) reviews take place at least three times a year. Parents/carers are invited to contribute to the review process and to the planning of future support. Reviews may take place more frequently if required.

For pupils with an EHCP:

- In the Early Years, formal reviews are held every six months.
- From Key Stage 1 onwards, reviews are held annually.
- Additional review meetings may be arranged where a pupil's needs or circumstances require more frequent monitoring.

Most pupils' progress is assessed using the NFER assessments, with attainment and progress tracked through the school's assessment system- FFT.

For some pupils, a more personalised approach to assessment is appropriate. In these cases, progress may be measured using the Engagement Model and Pre-Key Stage Standards, alongside individual learning targets linked to a personalised curriculum.

Pupils with an EHCP have their progress reviewed against the outcomes identified within their plan. Information from school staff, parents/carers, the pupil, and any involved external professionals is gathered to evaluate progress and inform future provision.

Where appropriate, external agencies contribute to review meetings and provide specialist advice to support ongoing assessment, planning and provision.

Information from annual EHCP reviews is shared with the Local Authority SEND Team to ensure that pupils continue to receive appropriate support and provision to meet their needs.

For behaviour, we may use frequency count tracking and ABC sheets to monitor the frequency of particular behaviours that impede or support learning.

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

At Flimby Primary, we are committed to providing **high-quality teaching** that meets the needs of all pupils. Teachers adapt their teaching and learning approaches to ensure that every child can access the curriculum and achieve their full potential.

Where appropriate, learning is tailored to meet individual needs through a range of classroom adaptations, which may include:

- Visual prompts and support materials.
- Structured scaffolds to aid understanding and independence.
- Adapted resources and tasks.
- Additional adult support where needed.
- Flexible teaching strategies and approaches.

Our SENDCo supports 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. Learning is reviewed each lesson to ensure children 'Know more, remember more'.

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.

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 ISP (Individual Support 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 in the moment, 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 consult and make a referral with parental permission and arrange a meeting to discuss and plan for children's needs.

We are committed to ensuring that all pupils can access the curriculum both **academically and physically**, enabling them to participate fully in all aspects of school life.

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 ISP 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

The SEND policy and further SEND information, is available on the SEND page of the school website: SEND Provision - Flimby Primary School - Changing Lives Learning Trust

As outlined in the SEND Code of Practice 2015, parents can seek further support from SENDAC/SENDIASS (as detailed below) regarding their child's SEND needs and provision. If parents wish to discuss their child's SEND needs and processes outside of school, they are advised to contact SENDAC https://www.sendac.org/ and/or SENDIASS https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp.

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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 ISP, 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
- 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 teach children about Difference and Diversity to develop understanding of the difference between needs and wants using elements of the LEANS programme
- 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

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
- SENDCo's will be invited to any transitional reviews.

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

At Flimby Primary we strongly promote Mental Health and Well Being. Mrs Louise Stoddart is our School Menal health lead and we have a dedicated school ELSA. The two meet regualry to discuss the needs of pupils across the school and plan support for children with social, emotional and mental health needs. We have a range of pastoral support available in school including specific assessment tools (RISE assessments) to identify and plan to meet needs. We work closely with parents and carers to share ideas and may have regular meeting. Pastoral support in school includes:

- 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.
- Referrals 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), Neurodiversity and Wellbeing Service and Family Hub.
- County Inclusion Support Team to gain advice and develop strategies
- Daily mindfulness sessions in class.
- A Behaviour Management Plan may be drawn up to manage risk to the child and to others.
- A behavioural ISP may be developed with clear targets.
- General and targeted rewards and consequences.
- Use of 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(if appropriate).
- We use low-confrontation strategies and use of restorative conversations to discuss behaviour and next steps.
- We have two members of staff trained in Price behaviour de-escalation and management and all staff will receive training in January 2027.

Where a pupil requires support with aspects of their personal care, school staff will work closely with parents/carers to discuss their needs and establish appropriate plans to support them in school. It is important that staff have a thorough understanding of a pupil's personal care requirements to ensure they receive safe, dignified, and effective support throughout the school day.
If a pupil requires medication to be administered during school hours, an Individual Healthcare Plan will be developed in partnership with parents/carers and relevant professionals, where appropriate. Further information can be found on the school website.
Parents/carers are encouraged to contact the school office to discuss their child's individual needs and how the school can provide appropriate support.

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

At our school, we are committed to continually developing high-quality inclusive classroom practice to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), can achieve their full potential. SEND is a whole-school responsibility, and all staff play an important role in identifying and supporting pupils' individual needs.

We place a strong emphasis on professional development and provide regular training opportunities for staff to strengthen their knowledge and skills. Staff also receive advice and guidance from specialist professionals and advisory teachers to support individual pupils with a range of needs.

Training needs are reviewed annually and are carefully planned in response to the changing needs of our pupils, ensuring that staff are equipped with the most relevant and up-to-date strategies to support learners effectively. Through this ongoing professional development, we aim to create an inclusive environment where every pupil feels valued, supported, and able to succeed.

In school we have members of staff with expertise in:

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

The SENDCo regularly attends training provided by the Local Authority to keep up to date with policies and procedures to ensure that school staff are kept informed of changes and developments within SEND.

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

- Educational Psychology (to assess in detail children's learning skills)
- Community Paediatricians
- Family Hub
- Speech and Language Therapy
- Area SENDCo / Specialist Advisory Teacher for Early Years.
- Specialist Advisory Teacher in Autism
- Specialist Advisory Teacher in Speech
- Specialist Advisory Teacher in Language and Communication.
- Neurodiversity and Wellbeing Team
- Specialist Advisory Teacher for Pupils with Physical and Medical Difficulties
- Occupational Therapy
- Physiotherapy
- 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 breakfast and after school clubs to ensure that children with SEND are being successfully catered for in these enrichment opportunities

15. How accessible is the school?

In line with the SEND Regulations (2014) and the Equality Act (2010) Advice For Schools:
Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum.

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

- 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 and one in the Infant toilets.
- We have a motorised changing bed
- Medical Room
- Assistive technology is also available e.g. i-pads
- Signage is adapted to be clear

Details of the school's accessibility plan and polices are available on the school website. If you would like to discuss access arrangements, please contact the school office who will direct you to a relevant member of staff.

16. Who can parents contact for further information?

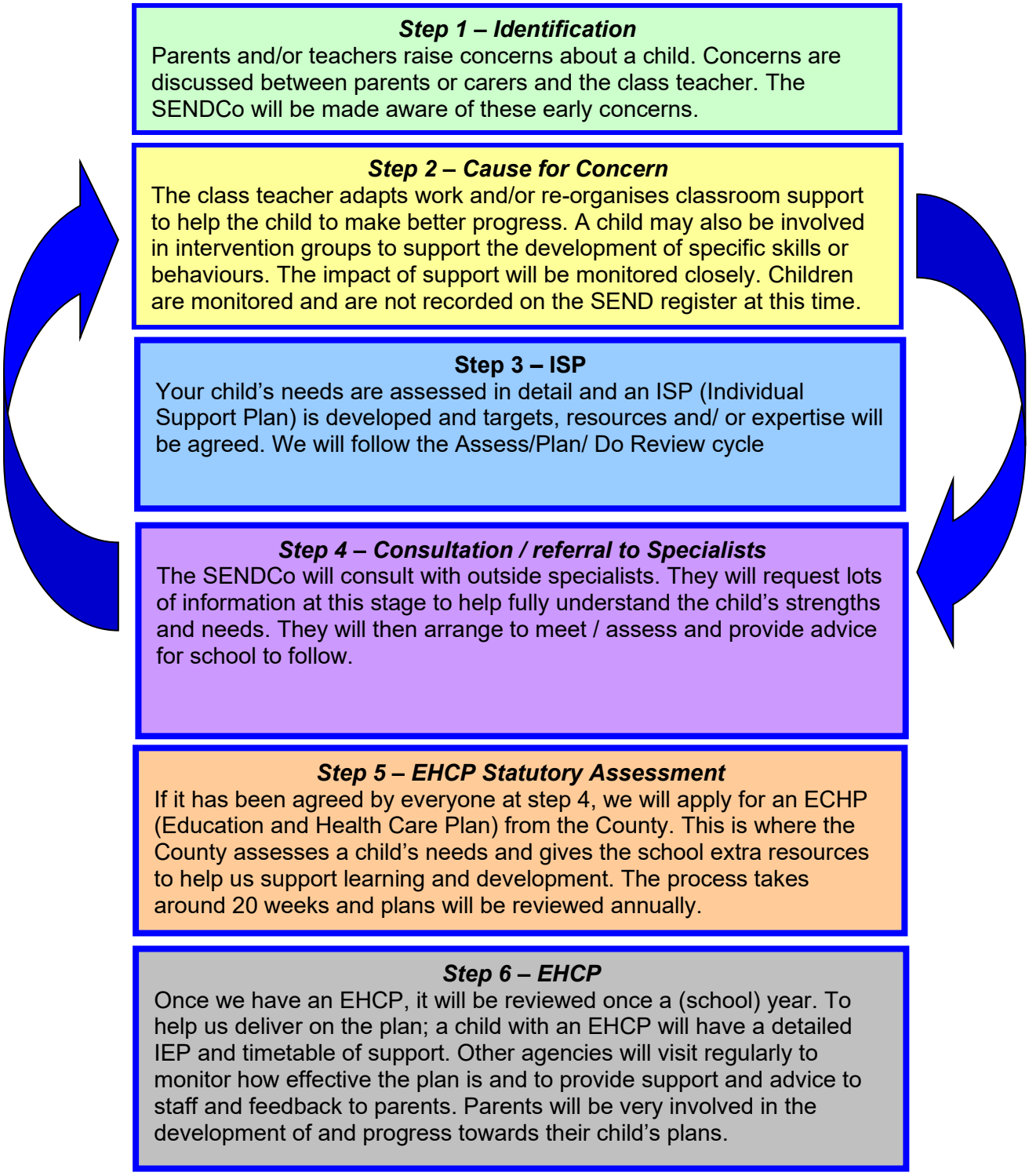
If parents wish to discuss their child's needs; need advice or information, or are unhappy about any aspect of our provision, they may contact the school office to arrange a meeting with the SENDCo.
There is additional information in our Local Offer (also on the website) and this contains contact details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

Flimby Primary School Local Offer:
SEND Provision - Flimby Primary School - Changing Lives Learning Trust

19. Contact Information

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

Telephone: 01900 812264
Email: humesl@fli.changinglives.education

Ann Farish - SEND Governor

Telephone:
Email: farisha@fli.changinglives.education

Tanya Peers – Executive Headteacher

Telephone: 01900 812264
Email: peerst@fli.changinglives.education

Louise Stoddart – Head of School
Telephone: 01900 812264
Email: stoddartl@fli.changinglives.education

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