



Cinnamon Brow C of E Primary School

'For I know the plans I have for you... Plans to give you hope and a future.'

Jeremiah 29:11

Special Educational Needs Information Report 2024-25



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Special Educational Needs Information Report 2024-25

Welcome to our SEND information report which is part of the Warrington Local Offer for learners with special educational needs and disabilities (SEND). The governing board of every maintained school has a duty to publish this information and to review it every year.

This document supports our SEND policy which can be found on the school website. We would welcome your feedback and future involvement in the review of our offer so please do contact us. The best person to contact is our Special Educational Needs & Disabilities Coordinators (SENDCo), Mrs Lisa Locke or Mrs Sarah Tilley, by ringing school on 01925 821108.

What is SEND?

At different times in their school career, a child or young person may have a special educational need.

The Code of Practice states: '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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

How do we know if children need extra help?

- Systems are in place to track children's progress in their learning. Through this process, it is possible to identify possible areas of need.
- Children may be identified as needing additional support through regular pupil progress meetings.
- Discussions between class teacher and SENDCo lead to an initial identification form being completed and reviewed every half term.
- Concerns can be raised by parents / carers.
- A child may ask for help as they find an area of learning more difficult. If, despite support being put into place, a child is still struggling to make progress in a specific area then it may be that they are identified as having SEND.

This process is detailed within the school's SEND Policy which is located on the website.

What do I do if I think my child has special education needs?

Parents are encouraged to speak to their child's class teacher in the first instance. Additionally, if they have concerns over their child's learning/behaviour, they may contact the SENDCo.

How will the school support my child?

- All teachers are teachers of SEND and the school embraces inclusive education. Through up-to-date awareness, staff training, tracking and monitoring, and effective leadership, no pupil with SEND will be treated less favourably than other pupils.
- Teachers are responsible for daily differentiated lessons to support the needs of their learners.
- If a child has additional needs relating to more specific areas of their

education, then the school will offer provision that is 'additional to or different from' the normal differentiated curriculum and is intended to overcome barriers to learning.

- This provision will be supported through the provision of a personalised learning plan (PLP) for your child which details their individual learning targets. This will be implemented following discussion between you, the class teacher, pupil and SENDCo.
- The PLP will be monitored regularly and fed into possible specific individual or group interventions.
- The intervention will be evaluated termly to ascertain the impact of the provision and to inform next steps.
- Interventions are monitored by the teacher and SENDCo.
- For children with SEMH needs, a development support plan (DST), Development support plan (DSP) or a points system will be used to support the children's individual needs and target support.
- As a school we have a pastoral TA who delivers bespoke support to individuals or small groups. This is initiated through a referral form from the class teacher. The SENDCo and Pastoral TA meet half termly, to review the current support and waiting list.

How will the curriculum at the school be matched to my child's needs?

- The curriculum is adapted or differentiated in different ways according to a child's needs. Class teachers routinely use their knowledge of children's learning needs and styles to differentiate work. This is called 'Quality First Teaching'. As a school, we believe in trying to meet all learners' needs through this approach.
- If children have been identified with specific needs, their work may need to be further differentiated to remove barriers to learning and enable them to access the curriculum more easily. For example, providing visual prompts or scaffolding could help a child to access their learning more easily.
- If the school feels that it is appropriate and needed, specialist equipment, resources or a learning programme may be made available.
- Teaching assistants work closely with teachers in providing this support.

How will I know how my child is doing and how will I know how to support my child's learning?

Cinnamon Brow CE Primary School has an open-door policy and welcomes parents to discuss their child. In addition:

Teachers are usually available at the beginning and end of the day for short informal discussions. Longer appointments can be made to see the class teacher, SENDCo or Headteacher.

Curriculum information is available on the website which gives information on topics to be covered and enables parents to support their children at home.

The teacher may occasionally make extra notes in a home-school link book if the teacher or SENDCo feel this is necessary.

Parents' evening takes place twice through the year. Information about progress is shared at the spring evening and by the school report at the end of the school year. Review of PLPs take place twice per year with parents / carers. A letter is sent out regarding the arrangements for these.

Annual review meetings are held for children with Educational Health Care Plans (EHCP).

Additionally, the school website, school Facebook & Twitter pages, newsletter,

Google Classroom and school PING are used to share information on what has been happening in school.

What support will there be for my child's overall emotional health and wellbeing?

- All staff offer pastoral support for children.
- Designated members of staff are available for pupils who wish to discuss issues and concerns. Posters highlighting these members of staff are posted around the school.
- Weekly wellbeing questionnaires are completed by all children, followed up the same day and shared with our Welfare officer.
- The PSHE Curriculum supports the development of children's emotional and social skills. The specific programme of study that supports this is HeartSmart. Christian values teaching is integrated within these programmes and the curriculum as a whole. Additionally, the Christian values are taught through collective worship.
- The school has a Mental Health & Wellbeing Lead and a welfare manager who provide support.
- If all school support has been exhausted, the school has access to external agencies and professionals to support with behaviour, attendance and emotional well-being.

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

Occasionally, a child may need expert support from an outside agency. If they meet the criteria, referral forms would be completed in conjunction with yourselves and forwarded to the appropriate agency. These agencies may include:

- Educational Psychologist
- Breakthrough Education Services
- Speech and Language Therapists
- School Nurse
- MHST (mental health support team)
- CAMHS (Child & Adolescent Mental Health Services)
- Early help
- Health Services
- Social Care
- Occupational Therapy
- Art /Play/Dog Therapy
- Visual Processing Difficulties Clinic
- Social, Emotional & Mental Health (SEMH) Lead teacher
- ASD Lead Teacher

The SENDCo may signpost, recommend or instigate links to services to meet identified needs. Access to these services is prioritised according to need and availability. This would be dependent on school judging that the child meets the required criteria for the support.

What training do staff who support children with SEND have?

- The Headteacher and Lead SENDCo have the National Award for Special Educational Needs Co-ordination.
- Many staff are trained in speech and language programmes, reading and writing interventions and maths intervention programmes.
- The SENDCo has attended specialist behaviour training
- The Mental Health & Wellbeing lead has attended specific training to support her role in signposting support
- The SENDCo attends regular SEND training within the local authority to maintain up to date knowledge of SEND practice.
- Staff receive a range of training on a regular basis as co-ordinated by the SENDCo and Headteacher.

How will my child be included in activities outside the classroom including school trips and provision for access to after school clubs?

- School endeavours to include all children in all activities and will work closely with parents / carers to try to ensure barriers to participation are removed and reasonable adjustments made wherever possible.
- Risk assessments will be shared with children and families to ensure the correct provision is in place.

How accessible is the school environment?

- The school building is wheelchair accessible.
- There is a disabled toilet in the entrance area of the school.
- There are three disabled parking bays at the front of the school with additional spaces at the front of the school car park.

As a school we are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

- Transition within school is carefully planned with individual children's needs discussed prior to visiting new classrooms.
- School works closely with nursery provisions, high schools and any other school to endeavour to ensure smooth transition for all pupils.
- Transition for individual children's needs are discussed and carefully planned prior to transition.
- When a child joins from another setting, the school makes contact with that setting to support transition.
- Additional transition visits can be organised to meet the needs of individual children as needed.
- Transition packs including photographs of the child's new environment/adults are sent home with parents / carers to use in the holidays with children needing extra support with transition.

The school endeavours to listen and take account of views of parents / carers regarding the needs of children with SEND when they join school.

How are the school's resources allocated and match to children's special educational needs?

- The SENDCo works closely with the senior leadership team (SLT) to identify categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of children and spending is regularly reviewed.
- The SENDCo will work closely with teachers and suggest suitable resources to try and meet the needs of individual children.
- Further support and resources may be allocated to your child following assessments by outside agencies.

How is the decision made about what type and how much support my child will receive?

- When a need is identified there will be a meeting with class teacher and SENDCo. An initial identification form will be completed and this is a working document.
- The Headteacher, Deputy Head and SENDCo will allocate resources and support based on a child's individual needs. This will follow discussions with the teacher and where appropriate, advice from external professional agencies and parents. This will be in line with the SEND Code of Practice (2014).
- The allocation of support will be informed by the school's own internal assessment procedures and any external professional reports. Any plans or interventions will be discussed with parents at PLP / parents' evenings and will be reviewed regularly.
- Support will change according to the ongoing review of need which will be discussed with staff, parents / carers and child.
- For children with an EHCP, further consultation will take place with all stakeholders to determine support 'additional to and different from' that which is available within school.

How are parents involved in the school?

- We encourage parents to engage with school as much as possible.
- Parents Forum is an opportunity for parents to be involved in decision making – we would love parents to engage with this
- Open evenings and 'meet the teacher' sessions are regularly advertised

How can I get involved?

All parents/carers are encouraged to contribute to their child's education. This may

be through:

- Discussions with class teacher
- During parents' evenings
- During PLP meeting
- During discussions with SENDCo or other professionals
- Volunteering / helping out in the classroom subject to DBS checks
- Attend workshops when offered
- Early Help meetings
- Multi-agency meetings

Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact one of the following:

- Class Teacher
- SENDCo
- Headteacher
- SEND Governor (via the school office)

Appointments can be made with any of these people through the school office.

Additionally, the Warrington SEND Information Advice and Support Service is a service available to parents/carers of children and young people with SEND aged between 0-25 years. The contact details are:

<http://warringtonsendiass.co.uk/contact-us.aspx>

Follow this link to find information about Warrington's Local Offer:

<https://www.warrington.gov.uk/local-offer-send>

