

SEND School Information Report

Date of Approval:		Date for Review:	November 2023
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Section 1

INTRODUCTION Definition of SEND

Caldew Lea Primary School recognises as stated in the SEND Code of Practice, April 2015 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

SEND Code of Practice 2015

The Children and Families Act (2014) reformed the support and provision for pupils with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2015). The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support pupils with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for pupils with SEND. The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood. The code places a duty on schools and academies to ensure that:

- The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education.
- Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives.
- Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision.
- Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.
- There is a cohesive approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families.
- There is a focus on inclusive practice and removing barriers to learning.
- Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood.

CALDEW LEA PRIMARY SCHOOL VALUES AND ETHOS

Our shared values of 'Respect, Responsibility and Resilience' are the foundation of all we do; always encouraging friendship, kindness, empathy, respect, good humour and teamwork.

Caldew Lea Primary School joined Cumbria Education Trust in October 2019. This exciting development in our school history enables us to work positively and purposefully in collaboration with our partner Trust Primary Schools and wider expertise of the CET central team to secure the very best outcomes for our children.

For us it is vital that we work in partnership with our parents and carers, we recognise that you are the biggest influence on a young person and we want to utilise this partnership to support every young person's development. If, like us, you are passionate about ensuring your children receive an outstanding education please contact us and arrange to visit the school.

MISSION STATEMENT AND AIMS

Caldew Lea Primary School provides nurturing care for all as well as a broad, balanced and well-rounded education.

Our CET shared values of '**Respect, Responsibility and Resilience**' are the foundation of all we do in school.

We Show

Respect: for ourselves, for each other, for the community we live in, for the wider world

We have

Responsibility; for our own actions, for the impact they have on others, to make our school community a happy thriving place to be

We are

Resilient; in taking on new challenges, in persevering when things get tough, in encouraging ourselves and others to 'be the best we can be'.

Our Curriculum Values

Caldew Lea Primary School's curriculum aims to provide every child with a school experience which ensures they are equipped to succeed, flourish and be the best they can be in modern British Society. The CLPS curriculum is engrained in the principle that our children must be fully equipped with the knowledge and skills they need in order to access and take advantage of opportunities, responsibilities and experiences, both throughout their time in school and in later life.

Our curriculum intent is bound by the fundamental principle that through delivering an enriching curriculum programme which starts and ends with the needs of our children, we will address the gaps in knowledge and skills our pupils typically start school with, enabling us to purposefully address disadvantage from the outset.

We aim to teach a full, broad and inclusive curriculum which is underpinned by high expectation and ambition for every pupil, in particular the comparatively high proportion of disadvantaged pupils and pupils with SEND who attend our school. To achieve this, reading is given the highest priority in our school to facilitate meaningful

access to the full taught curriculum for every child. The development of spoken and written language, within a vibrant, language rich environment runs parallel to this and is central to our curriculum intent.

Delivering the vital cultural capital which prepares children with the essential knowledge and skills to secure their futures is key to our ambition for children. By providing a rich variety of experiences beyond the classroom, we seek to expand our children's horizons and equip them to approach opportunities and challenges with confidence, resilience and determination, enabling them to thrive and prosper in a diverse and ever-changing world.

POLICIES AND LEGISLATION

This School Information Report is written with reference to the following government legislation and Trust policies.

Government legislation and guidance

- SEND Code of Practice 2015
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Reasonable adjustments for disabled pupils 2012
- Data Protection Act 1998
- Equality Act 2010
- Keeping Children Safe in Education 2022
- Guidance for safer working practice for those working with children and young people in education settings 2019 (March 2022)

Trust Policies – these policies can be found on the Cumbria Education Trust website at www.cumbriaeducationtrust.org/policies/

- Attendance Policy
- Online Safety Policy (Part 1)
- Special Education Needs Policy (Part 1)
- Supporting Pupils with Medical Conditions Policy (Part 1)
- Suspension and Permanent Exclusion Policy – Part 1

School Policies – these policies can be found on Caldew Lea Primary School website at www.caldewlea.cumbria.sch.uk Paper copies can be supplied by request.

- Behaviour Policy
- Online Safety Policy and Procedures (Part 2)
- SEND Policy (Part 2 and 3)
- Supporting Pupils with Medical Conditions Policy (Part 2)
- Suspension and Permanent Exclusion Policy (Part 2)

CUMBRIA LOCAL OFFER

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them.

For links to the Cumbria Local Offer parents/carers can access the website at [Cumbria's SEND Local Offer](#)

The SEND Code of Practice (DfE, 2015) sets out the information and questions that must be addressed in this SEND School Information Report, in accordance with section 6.79 (pages 106 – 107). As a School we want to ensure that parents/carers and other partners are able to have clear and transparent information about the provision, services and support we provide for pupils with SEND. Below is information that you may find helpful about how we support pupils with SEND and their families.

Questions about provision and support for pupils with SEND	Response to the question	Examples of support at Caldew Lea Primary School
<p>1) What are the different types of SEND that support is provided for at Caldew Lea Primary School?</p>	<p>There are four broad areas of need.</p> <p><u>1 Communication and interaction</u> (for example Autistic Spectrum Conditions (ASC) or speech and language difficulties)</p> <p><u>ASC</u> Pupils with ASC may find it difficult to:</p> <ol style="list-style-type: none"> a. understand and use non-verbal and verbal communication b. understand social behaviour, which affects their ability to interact with peers and adults c. think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. <p><u>Speech and Language</u> Children and young people may have a range of difficulties with speech and language, some of which may resolve as the pupil develops. These difficulties could be:</p> <ol style="list-style-type: none"> d. their production of speech e. it may be hard to find the right words or to join them together meaningfully in expressive language f. problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas 	<ul style="list-style-type: none"> • Every pupil has a key member of support staff who they see every morning who offer support. • Every key identified pupil receives daily drop ins by the EWO and assistant EWO. • Caldew Lea has a large safeguarding team the includes the EWO (Emotional Well-being Officer) who are available to speak to all pupils daily. • Our strong safeguarding team provide welfare checks, home visits and transportation if needed for our most vulnerable pupils. • Our EWO and assistant EWO provides one-to-one support, small group work, bespoke SEMH interventions and drop ins, home visits and parental support. • There is a clear positive behaviour system in place to ensure that pupils are praised for success and that behaviour and safety are outstanding. • Pupils on an AAP, behaviour management plan or individual support plan have an identified key adult who is available to deal with any challenges and worries that pupils face.

	<p>g. difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.</p> <p><u>2) Cognition and learning</u> (for example dyslexia, dyspraxia, dyscalculia)</p> <p><u>Attention deficit hyperactivity disorder (ADHD)</u></p> <p>Attention Deficit Hyperactivity can seriously affect a pupil’s concentration, behaviour and learning. They will often feel easily bored, may be distracted by others, sounds and sights, be impulsive and find it hard to focus in lessons.</p> <p><u>Moderate Learning Difficulty (MLD)</u></p> <p>Pupils with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with MLDs have much greater difficulty than their peers in basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p><u>Profound and Multiple Learning Difficulty (PMLD)</u></p> <p>Pupils with PMLD have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition.</p>	<ul style="list-style-type: none"> • The school works with many external agencies for specialist support, which includes the autistic spectrum specialist teacher, the speech and language, occupational therapy and, when required, the hearing-impaired team and the visually impaired team. • Caldew Lea Primary School can provide 1:1 or small group work intervention alongside mainstream lessons for pupils who are not making age expected progress in reading, mathematics and early English language skills. • Caldew Lea Primary School provides interventions and small group work for social communication and for those with SEMH alongside mainstream lessons. We provide Social Stories, Drawing and Talking, Lego Therapy, memory recall activities, Smart Moves, ELiP and feelings detectives. All intervention is tracked and monitored to ensure that it is effective and has an impact on pupils’ development and progress. • Learning is adapted and personalised to ensure that the needs of all pupil, including those with SEND, are met within the classroom and through high quality first teaching. • Quality First Teaching is a priority at Caldew Lea Primary School with good teachers and skilled support staff leading intervention and teaching groups where SEND pupils need support. This is quality assured regularly by members of the Senior Leadership Team. • Concrete resources/manipulatives are used for pupils to develop skills in mathematics and early number. • The EWO provides small group as well as 1:1 support for pupils with social, emotional and mental health difficulties and social skills concerns dependent on need as they present. Any intervention would be provided alongside access to mainstream lessons and not instead of. • Learning tools and aids are provided for pupils with physical or sensory difficulties, such as writing slopes, easy grip pencil grips
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	<p><u>Severe Learning Difficulty (SLD)</u></p> <p>Pupils with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and self-help skills.</p> <p><u>Specific Learning Difficulty (SpLD)</u></p> <p>“A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2015 SEN Code of Practice)</p> <p><u>3) Social, Emotional and Mental Health (SEMH)</u> (e.g anxiety, attachment difficulties, Obsessive Compulsive Disorder)</p> <p>Pupils with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with difficulty with social communication skills and those presenting other difficulties arising other complex needs. These pupils may struggle managing their emotions and building relationships with others which has an impact on their ability to learn.</p> <p><u>4) Sensory and/ or physical needs</u> (e.g hearing impairment or visual impairment)</p>	<p>and pencils, colour paper and overlays, line guides and standardised visual lesson prompts and instructions using Wigit.</p> <ul style="list-style-type: none"> • Caldew Lea Primary School is highly accessible, with wide corridors and an accessible toilet in the LKS2 area of the school. We have wheelchair access to Early Years, Key Stage 1 and Key Stage 2 (via the school reception.) • Caldew Lea Primary School has an Accessibility Plan which outlines how we will ensure that all pupils have access to building, facilities and to the learning experience, please see the website on www.caldewlea.cumbria.sch.uk.
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	<p><u>Hearing Impairment (HI)</u></p> <p>Pupils with HI may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range.</p> <p><u>Visual Impairment (VI)</u></p> <p>A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe pupils with visual impairments.</p> <p><u>Multi-Sensory Impairment (MSI)</u></p> <p>Pupils with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.</p> <p><u>Physical Disability (PD)</u></p> <p>There is a wide range of physical disabilities. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a SEND. For others, the impact on their education may be severe.</p> <p>Some pupils may have primary SEND needs and additional or complex needs from more than one category. As a school ,we will ensure that we are aware of each need and that learning is personalised to</p>	
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	<p>ensure that all of these needs are met to enable the pupil to learn. If pupils are significantly falling behind their peers or are making lower than expected progress over a period of time due to barriers to learning they may be assessed as having SEND. This may be due to the development of fine and gross motor skills, perceptual skills, self-help and care difficulties, cognitive development, difficulties with communication and language, social communication concerns.</p> <p>SEND can affect learning in many different ways and pupils may have difficulty with:</p> <ul style="list-style-type: none"> • Reading and writing • Numeracy and mathematics • Concentration and staying on task, e.g. attention deficit conditions • Physical movement • Medical difficulties that affect health and wellbeing • Sensory processing, such as hearing or visual impairments • Social communication and socialising with others • Controlling and managing emotions, such as anger • Dealing with anxiety or stress 	
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<p>2. Who is the named Special Educational Needs and Disability Co-ordinator (SENCo) and how does the school identify and assess the needs of pupils with SEND?</p>	<p>THE SENCO The SENCO hold statutory duties for the identification or and co-ordination of support for the schools code of practice register alongside the Headteacher and LAB member connected to SEND. Daily responsibilities are providing support for pupils identified as SEND, including those with Education Health and Care (EHC) plans, and their families. These members of staff are also responsible for communicating with parents/carers of pupils with SEND and external agencies who may offer support.</p> <p>IDENTIFYING PUPILS WITH SEND</p> <p>Transition A pupil may be identified as needing support for SEND at transition from primary school to secondary school or across phases if they transfer mid-year. If this is the case the SENCo from the primary or secondary school will contact our SENCo to share information. This communication may include visits to the school and pupils, meetings with the SENCo/Director of Learning Provision, external agencies, attendance at review meetings and meeting with the pupil and parents/carers.</p> <p>Identifying SEND Difficulties If a pupil is not identified as having SEND difficulties before attending Caldew Lea Primary School, their needs may be identified at a later date but at the earliest opportunity.</p> <p>If a pupil is identified as SEND, the SENCo will contact parents/carers prior to the pupil being</p>	<ul style="list-style-type: none"> • Caldew Lea Primary School’s named SENCO is Tony Clayton. Tony is supported by Director of Learning Provision for CET, Sue Newstead. • The SEND LAB member is Ian Newstead. • Information with regards to SEND at Caldew Lea Primary School, including the SEND policy, Accessibility Plan and link to the Local Offer can be found on the school website at www.caldewlea.cumbria.sch.uk • The SENCo, EWO and Headteacher will liaise with secondary schools for transition into Year 7. They will meet secondary school staff to share information while pupils are in Year 6. Pupils with EHCPs have their first transition annual reviews in year 5. • The transition process includes extra visits, meetings with the Year 7 teachers, pastoral team and SENCo, visits to the secondary schools, group work and orientation days. Individual visits for pupils and their families are arranged too. • SEND pupils may also attend transition visits and events to develop their confidence and self-esteem and help support organisation. During transition pupils are immersed in activities across curriculum subjects. • Transitions across phases and key stages within Caldew Lea are well managed and handover meetings are held. • There is a SEND referral process in place for staff to refer concerns or pupil difficulties to the SENCo. These can be made by any staff. Teachers are provided with CPD to support with the early identification of pupils with SEND.
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	<p>placed on the SEND register.</p> <p>Caldew Lea Primary School has an overall approach to assessment and monitoring of pupil progress and the development of all pupils, including those with SEND. Pupil progress in all lessons is tracked, assessed and monitored throughout the year through assessment point data so that staff can discuss any concerns and celebrate achievements. Pupils with SEND are prioritised in teachers' feedback books.</p> <p>Sometimes pupils may make progress below age expected levels or make limited progress over a long period of time which could be linked to barriers to learning and SEND. It is the responsibility initially of class teachers to identify pupils who have these difficulties. The teacher would then refer to the SENCo so that they can speak to other staff, parents/carers and to the pupil to make assessments and plan the next steps for support.</p> <p>Parents/carers can contact the SENCo if they have any concerns about their child's learning.</p>	<ul style="list-style-type: none"> • At each assessment point data is analysed and discussed by class teachers, the SENCo and Senior Leaders to identify any pupils who may need additional support or intervention. • Parents/carers are invited to attend a meeting with their class teacher with support from the SENCo if required to discuss their child's education at parents' meetings. Parents are contacted by the SENCO during the AAP review process. • All SEND pupils have a plan of support and an AAP (Academic Adventure Plan) that will be shared with the pupil and parents/carers. This will include pupil voice, SMART targets, support strategies, key adults linked to the pupil and what success will look like. • We work in liaison with a number of external agencies to ensure that all pupils access Early Help and have support that is pro-active. Health diagnosis and health professionals are involved in planning for support, where needed. We acknowledge that a joined-up approach to support will result in the best outcomes for families and pupils. Caldew Lea Primary School also benefits from support from CETs Director of Learning Provision. • We have high expectations for Quality First Teaching in every lesson and teaching staff will adapt lesson activities that are individual to every pupil, their unique abilities and any additional needs.
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<p>3. What is in place at Caldew Lea Primary for consulting with parents/carers of pupils with identified SEND needs and how do we involve parents/carers in their child's education?</p>	<p>The views and voice of our parents/carers is important to the school. There are many activities and events throughout the year where all parents/carers are invited to attend Caldew Lea Primary School to discuss pupil progress and celebrate achievements, including where a SEND need is identified.</p> <p>The SENCo will also ensure that parents/carers of pupils identified with SEND have regular communication, meetings and are involved in the 'assess, plan, do and review' cycle of support for their child. This will include:</p> <p>Assess - Parents/carers are contacted by the class teacher/ SENCo if any concerns are raised about barriers to learning to assess the needs of the pupil. Teachers may make a referral to the SENCo with regards to needs that have been identified during lessons.</p> <p>Plan – A meeting with parents/carers, the pupil and other agencies and professionals is held to discuss these concerns and planning for the right support.</p> <p>Do – We make an action plan, identify needs, set targets and put the right support in place. We action this support and intervention.</p> <p>Review – We review the support and intervention to see if it has been successful and look at next steps for support.</p>	<p>General and SEND</p> <ul style="list-style-type: none"> • The class teacher is the first point of contact for parents/carers if they have a concern. • Class Dojo is used by parents to communicate with teachers and the SENCo about any concerns or to ask for them for a phone call or a meeting. • There are two parent's evenings a year. • Parents/carers of SEND pupils will be invited to meet with the SENCo at a minimum three times a year. • Each pupil is assessed on a regular basis and progress is reported to parents/carers every term (through parents meetings and a formal school report.) This includes attitudes to learning as well as performance. Assessment data of all pupils will be analysed to ensure that every pupil is making progress and is supported in their learning. • Parents/carers are invited to showcase assemblies, open mornings, open days and other community events. • Caldew Lea has a high social media presence to support parental engagement where curriculum achievements and personal achievements of all pupils is shared and celebrated. • Senior leaders contact parents/carers for praise calls when a pupil has been successful, is making good progress or goes above and beyond, shows resilience, has a caring attitude, exhibits team work and aspires to achieve. <p>Pupils with SEND and their parents/carers</p> <ul style="list-style-type: none"> • Parents/carers of pupils with SEND can contact the SENCo and arrange a meeting to discuss any concerns and/or support at any time. • The Class teacher will contact parents/carers and invite them to an initial meeting when a pupil is identified as having additional needs.
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	<p>We meet with parents/carers and the pupil to find out what has worked and how we can better support their needs. This may include information from class teachers.</p> <p>Parents/carers will be consulted at all times if ever there is a change to the planned support for the pupil or any changes to their needs.</p> <p>Coming off the SEND Register A pupil will be removed from the SEND register, in consultation with parents/carers if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEND Support and parents will be consulted at each stage.</p>	<ul style="list-style-type: none"> • The Class teacher will arrange meetings with parents/carers three times a year, at a minimum, to review support and intervention. This is supported by the whole school parents evening process. • Where a pupil has an Education, Health and Care Plan regular review meetings will be held with parents/carers and relevant agencies, to discuss support and progress towards the needs stated in the plan. • During these meetings learning outcomes, targets and review dates will be discussed and agreed. • To see our SEND Policy and other related policies please visit www.caldewlea.cumbria.sch.uk • We will signpost parents/carers to SENDIAS, the impartial information and advice service for SEND if parents/carers require further support.
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<p>4. What are the arrangements for consulting with pupils with SEND and involving them in their education?</p>	<p>Pupils and staff at Caldew Lea have formed and maintained strong relationships. Pupils feel comfortable and confident to have conversations about their education and any concerns they have.</p> <p>The pupil voice is important to us as the pupil is at the centre of everything that we do. We will always speak to the pupil before any meetings about them to ensure that they are able to express how they feel and what they think. Sometimes pupils will also be invited to review meetings to express their thoughts and feelings. We will always record what the pupil thinks and feels and the SENCo will share this in meetings with parents/carers and external agencies. Regular discussions will be held with class teachers and pupils to review their progress and discuss any concerns. The class teacher will always listen to what the pupil needs and personalise learning to ensure that they are making progress.</p> <p>The pupil is heavily involved within their AAP reviews in order to ensure that their voice is listened to in terms of additional support that they require. Pupil voice is fundamental in order to ensure that their needs are being fulfilled.</p>	<ul style="list-style-type: none"> • Class Dojo and Facebook page celebrate curricular success and engagement. • The AAP template captures pupil voice which is then translated to what that means for learning and academic outcomes. • As part of the identification process, PASS assessments (Pupil Attitude to Self and School) capture pupil voice outside of a time of crisis. • AAP review meetings encourage pupil input. • Pupil evaluations and surveys. • Pupil voice assembly every Thursday afternoon. • Showcase assemblies.
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<p>5. What arrangements are in place for assessing and reviewing pupil's progress towards outcomes, including the opportunities to work alongside parents/carers and pupils as part of this assessment and review?</p>	<p>Caldew Lea Primary School has an overall approach to the monitoring of pupil progress and personal development. At each assessment point, class teachers, senior leaders and the SENCO analyse data and decide if pupils may need intervention.</p> <p>If a pupil is already receiving support and/or intervention the SENCo, alongside Senior Leaders will regularly monitor and track this support alongside general assessment criteria. The SENCo will also review progress against set targets and outcomes from the SEND plan, statement or Education, Health and Care Plan with the pupil and parents/carers. This will be part of the Assess, Plan, Do and Review Cycle for SEND pupils and their parents/carers.</p> <p>The school closely monitors the progress and attainment of SEND pupils through ongoing teacher assessment, attendance data, reading and spelling testing, rewards and work examples.</p> <p>Termly standardised assessments are administered (NFER) and access arrangements are made for pupils who need it.</p> <p>The SENCo works with the Director of Learning Provision and designated LAB member to ensure that all pupils receive high quality provision.</p>	<ul style="list-style-type: none"> • A SEND register is kept to ensure that all staff are aware of which pupils have identified needs. This is available on ScholarPack and is shared with all staff via their pink communication file. • The SEND register is reviewed and updated at the minimum every term. • Pupils can be taken off the SEND register if they make expected or sufficient progress in discussion with parents/carers. • Pupils can be added to the register where a need is identified in discussion with parents/carers. • Every pupil with SEND will have an AAP and/or Education, Health and Care Plan. This sets out outcomes and targets which will be reviewed. • Provision maps are developed by the SENCo and teachers. • Support and intervention is regularly reviewed in line management meetings and at senior leadership meetings. • There is a rigorous approach to monitoring, the evaluation and quality assurance of SEND support. • Learning observations and book looks are undertaken by the senior leadership team and SENCo to ensure that SEND pupils receive high quality teaching where appropriate scaffolds and adaptations are made. • SEND provision is based upon a graduated approach with a focus on the Assess, Plan, Do and Review cycle. • Ongoing monitoring by teachers is part of an overall approach to assessment and monitoring.
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<p>6. What arrangements are in place at Caldew Lea Primary School to support pupils moving between phases of education and in preparing for adulthood, including aspirations, further or higher education, employment, independent living and participation in society?</p>	<p>All pupils including those with SEND are supported to make successful transitions, from year to year, from key stages and from primary to secondary school. It is our mission to ensure that all of our pupils are able to become independent, rounded young adults with fulfilled lives.</p> <p>We have very high aspirations for all pupils and work to improve outcomes for all including pupils with SEND and other vulnerable pupils by giving them extra support, guidance and advice.</p>	<ul style="list-style-type: none"> • The Year 6 teachers, SENCo, EWO and Headteacher, meets with secondary school staff (SENCo, transition team and pastoral team) to share information whilst pupils are in year 6. • Transition activities include: <ul style="list-style-type: none"> ○ Transition intake evenings ○ Intake days ○ Small group events ○ Transition activities ○ Extra visits to the Secondary School (with our EWO/EWO assistant.) ○ Extra visits for pupils including their families ○ Open days for prospective year 6 pupils and parents/carers • The transition process includes extra visits, meetings with the SENCo and visits to Secondary Schools. • SEND pupils may also attend transition visits and events to develop their confidence and self-esteem. • Preparation for secondary school is discussed in Year 5 and Year 6 EHCP Annual Review meetings in consultation with parents/carers to ensure that the transition to secondary education is clearly mapped for pupils with SEND • If a pupil transfers schools mid-term the SENCo and/or Senior Leaders will attend hand over and review meetings prior to transition. • SENCo will lead an initial meeting with parents/carers and pupils, a tour of the school and a transition programme for new and mid-year transfers. • The SENCo and EWO will attend Early Help Assessment meetings and child protection review meetings for year 6 pupils and mid-year transfers.
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		<ul style="list-style-type: none">• Targeted pupils who may be at risk of not being in Education work with the EWO to develop confidence, motivation and the skills to succeed. SEMH interventions will be delivered.• If a pupil from Caldew Lea Primary School transfers to another school, documentation, pupil files, attendance information, assessment and information and copies of plans will be discussed with the new school and transferred.• Attendance is of highest priority and our strategy supports and identifies absence relating to SEND so that this can be addressed.
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<p>7. What arrangements are in place to ensure accessibility and access arrangements?</p>	<p>Caldew Lea Primary School is accessible by wheelchair/mobility aids for pupils, staff and parents/carers with mobility difficulties. The school has wide corridors, an accessible bathroom and changing facilities.</p> <p>Where parents/carers have English as an additional language, we will make our best endeavours to arrange for a translator to attend meetings where necessary and where leaders cannot be understood by any other means, to ensure that parents/carers are able to express their views. Alternatively, the school will use a translator App to ensure key messages can be given and understood.</p> <p>Caldew Lea communicates with all families via Dojo where each message can be translated into any language.</p> <p>All information including newsletters are featured on the school website where a translate facility has been added.</p>	<ul style="list-style-type: none"> • Please see the Accessibility Plan on our website at www.caldewlea.cumbria.sch.uk • We work closely with the Deaf and Hearing Impaired Team and Visually Impaired Team where extra equipment is needed for pupils. • Accessibility arrangements for formal examinations and tests will be applied for in accordance with the standards and testing access arrangements. • If parents/carers are considering whether their child should join Caldew Lea Primary School they can contact admin@caldewlea.cumbria.sch.uk or call the school office on 01228 526611.
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<p>8. What approaches are used to teach pupils with SEND?</p>	<p>All teachers at Caldew Lea are teachers of SEND. Quality First Teaching is given the highest priority in every classroom for all pupils.</p> <p>Our staff will adapt learning to ensure that every lesson meets the needs of every pupil within that class. This will consider the needs of SEND pupils to ensure that there are included in whole class experiences.</p> <p>Where it is recognised that a pupil may need additional support or intervention in addition to mainstream lessons, pupils may be withdrawn for short periods of time during assemblies or given intervention tasks in morning routine time to build on strengths and develop knowledge and skills to enable them to thrive in lessons.</p> <p>As a mainstream Primary School, all intervention is delivered with the intention of complimenting the Quality First Teaching received within the mainstream lesson and therefore, all intervention is offered with the intent of supporting pupils being successful in their mainstream lessons so is only ever shortterm.</p> <p>The SENCo and EWO will work alongside the class teacher to plan this support for targeted pupils.</p> <p>The SENCo closely monitors the quality of teaching and intervention that SEND pupils receive.</p>	<ul style="list-style-type: none"> • Learning is adapted and personalised for every pupil to ensure that the needs of pupils are met in all lessons. Support staff are deployed to support with the teaching of SEND pupils in all core subjects. • Strategic, well thought out seating plans and personalisation mapping is used to ensure that groupings and seating meets the needs of pupils and gives the most vulnerable learners direct access to the class teacher. • Work scrutiny by the Senior Leadership Team ensures that pupils have work with challenge, pace and adaptations that are suited to pupil needs. • Pupils will have Wave 1 Quality First Teaching which is high quality and personalised learning within the classroom • Pupils may access Wave 2 intervention where additional needs are identified, this is targeted support, which may include adapted work in the classroom and short-term group work and intervention by support staff. • Pupils may access Wave 3 intervention if they have a diagnosis, identified needs which are not met by Quality First Teaching or complex difficulties, and where specialist agencies such as Child and Adolescent Mental Health Services, Educational Psychologist, Speech and Language are involved in planning, intervention and support. • Pupils may access Wave 3 intervention and may have modified or scaffolded tasks within the classroom, have access to regular 1:1 support and group work, and the involvement of multiple agencies to offer personalised support. • If parents/carers have any concerns with regards to their child’s progress in learning they can contact the class teacher, SENCo or Headteacher via Class Dojo or call the School reception on 01228 526611 and request a call/meeting.
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<p>9. How are adaptations made to the curriculum and learning environment for pupils with SEND?</p>	<p>The School’s resources are allocated across the school and the SENCo is responsible for the purchasing and distribution of resources.</p> <p>The school budget is allocated to provide staffing, support staff, Educational Psychology services and resources, specifically used to provide learning opportunities for SEND pupils within and outside of the classroom.</p> <p>All teachers adapt learning to ensure that all pupils are able to make progress. This includes ensuring accurate learning outcomes and resources are used in lessons.</p> <p>Where a pupils has an Education, Health and Care Plan the school will ensure that they receive the provision described on their plan. This will be reviewed in partnership with parents/carers and pupils.</p> <p>As a school we have high aspirations for all pupils and give all pupils the opportunity to learn in a community where they feel included and valued.</p> <p>All success is celebrated in our weekly celebration assemblies and is shared on Class Dojo, Facebook and the school website.</p>	<ul style="list-style-type: none"> • Class teachers are the primary pastoral support for pupils, with Senior Leaders and the EWO providing individual support. • SEND pupils participate in literacy intervention, for example using the Ruth Miskin RW tutoring programme. • Pupils receive further fluency support support through our target reader system. • Pupils are supported by the EWO and assistant EWO, for example SEMH support and social communication in small groups. • All pupils take part in Kapow’s PSHE scheme to promote their Spiritual, Moral, Social and Cultural development, Fundamental British Values and develop skills for life. • All pupils are taught KidSafe. • Strategic seating plans which include the needs, difficulties, strengths, group dynamics and skills of every pupil on the plan and inform seating teaching and assessment. • The use of strategic grouping and pairing during lessons including talk-trios for pupils with EAL. • Interactive and SEND friendly class displays and classroom environments incorporating standardised widgeit icons on all displays and learning walls. • Some pupils have a behaviour management plan and individual support plan to provide extra support to meet their needs in class. • The use of visual timetables and adapted/scaffolded resources including instructions for tasks. • All lesson activities that are adapted/scaffolded use our widgeit picture cues for consistency and language enrichment and acquisition. • Outcomes and targets will be identified for SEND pupils to be reviewed with the class teacher. Additional equipment may be given to the pupil including writing slopes, pens, pencils, colour overlays etc.
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| | | <ul style="list-style-type: none">• All CET curriculum subject manuals and subsequent school long term plans have been developed to ensure that all pupils can access a broad and balanced curriculum that stretches and challenges them whilst meeting their individual needs. |
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<p>10. What expertise and training is provided for staff to ensure the best support for pupils with SEND, including securing specialist expertise?</p>	<p>It is the responsibility of teaching staff, Senior Leaders, the SENCo and Head teacher to ensure that all pupils are able to make progress. It is important that these staff members receive regular information to help them to develop their skills and knowledge.</p> <p>The Director of Learning Provision, SENCo and Senior Leaders provides regular training for staff in implementing effective strategies to support pupils with SEND.</p> <p>Cumbria Education Trust also lead Continuous Professional Development days where all staff across the Trust receive training to enhance teaching and support.</p> <p>Where pupils make little or no progress, or where complex needs are creating significant barriers to learning, the school will make referrals for support from specialist and external agencies.</p> <p>If pupils and their families need additional specialist support we can refer to a number of different agencies for specialist advice and expertise.</p>	<ul style="list-style-type: none"> • Personalised TAF meetings are held every term unless there is a welfare issues which means these will be reviewed 4-6 weekly to ensure that the relevant staff members understand the needs and strengths of pupils who are the most vulnerable and SEND. • Regular staff training is held to develop skills in many areas of support for pupils including whole staff training from external agencies such as Educational Psychologists. • The Trust hold Continuous Professional Development days for all staff, which has included pastoral training. • The SENCo attends regular training, working collaborative groups and is a member of the Carlisle School Partnership SENCo cluster. • Extra phonics tutoring is led by experienced members of staff that have attended CPD led by The Orgill English Hub and Ruth Miskin. • There is external training available for senior leaders and teachers. • The school works closely with the Educational Psychologist to provide support, consultation, support for staff and families to ensure the needs of pupils are met. • The EWO and SENCo attend a range of collaborative working groups and development opportunities within the trust. • Referrals can be made if suitable for support, for example: <ul style="list-style-type: none"> ○ Educational psychologist ○ Family Action (for support with social, emotional and mental health) ○ Young Carers ○ Speech and language services ○ Child occupational health services ○ Deaf and hearing-impaired team ○ Visually impaired team ○ Child and Adolescent Mental Health Services ○ Other health services
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<p>11. How do we evaluate the effectiveness of the provision made for pupils with SEND?</p>	<p>By assessing and reviewing the services provided for pupils we can ensure that pupils are making progress towards targets and outcomes. This is important to make sure that pupils are achieving targets, diminishing the difference between themselves and their peers and making age expected progress.</p> <p>This evaluation includes formal assessment as well as verbal feedback to parents/carers and pupils.</p>	<ul style="list-style-type: none"> • Ongoing assessment of data with regards to pupil progress with class teachers and Senior Leaders including the regular assessment of interventions and tutoring to track and monitor progress. • Daily ongoing assessment and feedback – live marking, on the spot intervention and feedback books. • Scrutiny of work, book looks, pupil voice, and learning walks/drop ins by senior leadership team. • Ongoing monitoring by senior leaders of high quality QFT. • Formal assessment of progress at assessment points. • Regular review of the AAP with pupils and parents/carers evaluates progress towards targets on AAPs and identifies clear next steps within the graduated response. • Regular reviews of targets and expected outcomes with parents/carers and pupils. • Parents evenings and other arranged meetings with parents/carers. • Parental surveys and parent views. • Pupil survey and evaluation. • Attendance data is analysed across all pupil groups and action plans implemented where necessary. • Provision map which outline the support and intervention for pupils. • Review meetings and annual reviews. • Multi-agency meetings, Early Help Plans, Child Protection plans and meetings and agency referrals
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<p>12. How do we ensure that pupils with SEND are enabled to engage in activities available for pupils in the school who do not have SEND?</p>	<p>It is our aim that all pupils are able to fully participate in events and activities within the school including extra-curricular activities.</p> <p>Extra-curricular activities are offered throughout each term to all year groups to encourage motivation, expand learning and promote health, wellbeing and team work. These cater the needs and interests of all pupils. If a pupil is in need of additional assistance or resources to access these activities this will be provided.</p> <p>Assistance will be provided for pupils so that they can engage in sports activities, visits and trips.</p>	<ul style="list-style-type: none"> • Extra-curricular activities at Caldew Lea Primary School are planned for during medium term planning and are accessible and inclusive of all pupils. • School trips are planned to include all pupils and support for pupils with SEND medical additional needs, including additional staff ratios, First Aid support and risk assessment. • School trips are planned to broaden horizons and aspirations for all. • Attendance of pupils at extra-curricular clubs with SEND, EAL and PP is tracked and monitored and pupils from these groups are actively targeted and encouraged to participate.
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<p>13. What support is available for improving emotional and social development, including arrangements for listening to the views of pupils with SEND and prevention of bullying?</p>	<p>Caldew Lea recognise that barriers to learning can have a lasting impact on pupils’ ability to learn, engage and hamper their future life chances. Caldew Lea provides nurturing care for all. We are proud that we provide lots of support for our most vulnerable pupils and their families. We ensure that every pupil is able is equipped with the social and emotional skills to fulfil their potential. All pupils and their families have access to our pastoral support to develop their social and emotional development and resilience.</p> <p>Caldew Lea celebrates difference. Everybody is equal. We have a zero-tolerance attitude to bullying and all forms of discrimination of all pupils.</p> <p>Class teachers are the first point of contact for pupils, they monitor attendance, offer immediate first response support and monitor changes in behaviour.</p> <p>Pupils also have the EWO , EWO assistant and other trusted adults to support their social and emotional needs.</p>	<ul style="list-style-type: none"> • All pupils have access to pastoral support from their class teacher and teaching assistant. • The EWO and EWO assistant provide 1:1 support, group work and parental support. • The EWO and EWO assistant deliver therapeutic group work, emotional regulation, building resilience, developing self-esteem and life skills. • Personal, Social, Health and Citizenship Education (via Kapow and KidSafe) lessons raise awareness of bullying, online safety and healthy relationships, as well as many other key areas of pupil’s personal development. • The promotion of Spiritual, Moral, Social and Cultural Development through learning environments, whole-school assemblies, class assemblies, online assemblies, workshops, lessons and community events. • Anti-bullying week/month activities and live-assemblies as well as ongoing promotion and celebration of equality and diversity, difference. • All negative behaviours towards any pupil is reported on ScholarPack and dealt with by teachers and/or senior leaders swiftly. • Hate incidents such as racial incidents are reported, tracked and reported to the Local Authority if necessary. • A restorative approach to behaviour is used of behaviour falls below expectations All pupils are given the chance to restore, refresh and respond. • Pupils with social communication difficulties, for example Autistic Spectrum Conditions, will work on storyboards, social stories and development friendship skills, and development of social communication. • PSHE and KidSafe lessons support pupils to develop an awareness of their social and emotional development.
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| | | <ul style="list-style-type: none">• The EWO and EWO assistant provides pastoral support, home visits, phone calls, monitoring of attendance concerns and support for pupils and parents.• Pupil voice represents the views of the pupil body. |
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<p>14: How does Caldew Lea Primary School involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of pupils with SEND and their families?</p>	<p>Meetings with parents/carers, pupils and agencies to identify other professionals who can offer support, advice and guidance.</p> <p>We liaise with many different agencies available to support our families.</p> <p>If our EWB team feels a pupil requires additional support, they will first contact their families.</p> <p>We have a hub of agencies that we work alongside to support pupils and families. (please see the table on page 29 and 30 for useful contact numbers and websites)</p>	<ul style="list-style-type: none"> • The Headteacher as designated safeguarding lead is supported by the SENCo and EWO as deputy safeguarding leads. • Headteacher and EWO are the child protection designated team and Early Help trained. • The safeguarding team works closely with other bodies, including health and social care, local authority support services and voluntary sector organisations in ensuring that the wellbeing of pupils with SEND and their families is taken care of. • Caldew Lea Primary School works alongside Cumbria Family Support and Family Action to support families. • Caldew Lea Primary School has close working relationships with Children’s Services to ensure that all children are safeguarded and safe from harm. • Caldew Lea Primary School can refer to charitable and voluntary agencies offering services, such as Focus Families, Family Action, Cumbria Family Support • Caldew Lea can access/signpost financial support for families, including food banks, financial and housing support. • Caldew Lea works alongside local government agencies, such as Educational Psychologist, Children’s Social Work Services, speech and language and complex needs agencies. • Health, for example the Child and Adolescent Mental Health Services, paediatricians, speech and language therapists and school nursing team. Please visit Cumbria's SEND Local Offer
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<p>15. What arrangements are in place to support Children Looked After (CLA) by the Local Authority and have SEND?</p>	<p>Caldew Lea Primary School believes that as Corporate Parents we have a special duty to safeguard and promote the education of pupils and children in looked after care. These pupils face additional and significant life challenges so therefore deserve sensitive, personal and proactive support to give them equal life chances that every pupil deserves. This includes ensuring they receive the best education, are supported to attend school and achieve; and their physical, social, emotional and mental health needs are fully met.</p> <p>Everybody at Caldew Lea strives to:</p> <ul style="list-style-type: none"> • provide a safe, organised and secure environment which values education and equality for all. • Diminish the difference in educational attainment and outcomes of CLA/previously CLA pupils and their peers. • identify the school role as Corporate Parents to promote and support the education of our CLA/previously CLA pupils. • Ensure that CLA/previously CLA and CLA SEND pupils have high aspirations for themselves and are fully equipped and prepared to transition to the next stage of education and into adulthood. 	<ul style="list-style-type: none"> • The headteacher is the nominated member of staff for CLA and previously looked after children. • There is a nominated LAB member for CLA who is also the Safeguarding LAB member. • Effective use of Pupil Premium funding to further support resources for CLA pupils with SEND. • Attendance/input of the SENCo and EWB team at CLA meetings and reviews including review of the Care Plan and Personal Education Plans (PEP) • Educational targets are set and reviewed with all staff. • Support from the EWO if needed. • Rigorous assessment and monitoring of pupils that are CLA/previously CLA and SEND. • Working in partnership with the Virtual School and other partner agencies.
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<p>16. What arrangements are in place for handling complaints from parents/carers of pupils with SEND about the provision made at the school?</p>	<p>All complaints should follow the school’s complaints procedure as set out in the Trust policy.</p> <p>We want to ensure that the needs of all pupils are met. If parents/carers feel that they need to speak to a member of staff with regards to a complaint, please refer to CETs complaints procedure on our website: Complaints Policy - Cumbria Education Trust</p>	<ul style="list-style-type: none"> • SENDIASS can provide information and advice. They can be contacted at Sendiass Cumbria • In the first instance, concerns should be discussed with the SENCO. If unresolved, contact the Headteacher on 01228 631650 to discuss any complaint relating to SEND practice within the Academy and where concerns remain, please contact CETs Director of Learning Provision, Mrs Sue Newstead: snewstead@cumbriaeducationtrust.org • For complaints related to statutory aspects of SEND e.g. the local authority’s handling of the EHC application process please refer to the complaints procedure in the SEND Code of Practice at • https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25 • See our complaints policy and other related policies, such as child protection on Policies – Caldew Lea Primary School • The SEND LAB member is Ian Newstead.
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Areas of SEND Needs and Types of Interventions/Support			
Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health (SEMH)	Sensory and/or physical needs
Quality First Teaching Literacy and numeracy support when required Rapid small group work Resilience, social communication, life skills and emotional regulation group work Restorative practice 1:1 EWO support/EWO assistant support ELSA Drop-ins by EWO and EWO assistant Solution focused support Social stories Phonics tutoring -Ruth Miskin programme Speech and language support Visual timetable Praise reports Nurture space TAF	Quality first teaching Personalisation and adaptation of curriculum Small group work Reading interventions Educational Psychology referral and support Literacy and numeracy programmes Literacy and numeracy intervention Maths manipulatives Scaffolding Handwriting intervention Coloured overlays Writing slopes Easy grip pencils Triangular pencils Use of ICT/laptops Spelling intervention Dictionaries Access arrangements for exams 1:1 TA support TAF	School mental health ambassadors 1:1 EWO support Therapeutic group work Family Action External agency referrals Early Help Plan Small group work – resilience building, emotional regulation, cognitive behaviour therapy, social and communication, motivation and learning. Barnados support Class teacher support Adapted timetable such as assembly and lunchtime provision adaptations Drawing and Talking Lego therapy Decider Skills ELSA Social Stories Children’s Social Care Service Nurture space/ Sensory room Stress fidgets/Time out Behaviour management plan Individual support Plan Breakfast clubs/after school clubs	Specialist support – Hearing impaired/ visually impaired team Specific equipment Occupational therapy Physiotherapy Nurture space/Sensory room Smart Moves Tactile resources Intimate Care Plans Care Plans Ergonomic pens/pencils/writing slopes Use of ICT/laptops Coloured overlays Visual timetables Time out Medical pass Visual feelings cards Lego therapy TAF

		Targeted extra-curricular opportunities TAF	
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APPENDIX 1 - Staff experience and qualifications

Name	Role	Key strengths and experience
Ayesha Weston	Headteacher	Designated safeguarding lead. Children Looked After (CLA) lead. Experienced headteacher of 10 years. Currently undertaking NPQEL.
Tony Clayton	SENCO	Deputy safeguarding lead. Will begin NPQ for SEN in September 2024. Experienced Senior leader. Experienced with supporting disadvantaged pupils
Sarah Scott	EWO	Deputy safeguarding lead. Experience of all aspects of SEMH, behaviour and safeguarding. Highly skilled and experienced. Level 3 safeguarding trained.
Kelly Rogers	EWO assistant	Assistant EWO. Experience of all aspects of SEMH, behaviour and safeguarding. Level 3 safeguarding trained.
Kim Birch	HLTA	Special interest in pupil’s mental health and SEMH needs. High skilled and experienced in dealing with a range of challenging behaviours in the primary and secondary sector. Provides class support in the morning and SEMH intervention on Friday afternoons (covering Sarah.) Teaches a RWI phonics group.
Joanne Galloway	TA/ELSA	Trained ELSA by Educational Psychologist. Delivers ELSA in school to identified pupils. Experienced TA. Teaches a RWI phonics group.
Carol Jackson	HLTA	Experienced member of support staff. Has good relationships and strategies when dealing with pupils and their SEMH needs on a daily basis. Teaches a RWI phonics group.
Lauren Carrigan	HLTA	Experienced and highly skilled in EYFS and UKS2. Provides additional quality staffing in EYFS as well as skilled intervention in Year 6 maths. Good relationships with pupils who struggle with their SEMH needs.
Cath Wood	STA	Experienced and skilled member of staff who delivers RWI phonics and RWI phonics tutoring to our lowest 20%. Has delivered EALiP to pupils in KS2 recently too.
Keighley Temple	TA	Highly skilled member of staff. Supports in Year 3 / 4 in the morning as well as teaching a phonics group and delivers RWI Fresh Start phonics in the afternoons.

Angela Gill	TA	Experienced member of staff who is skilled in forming positive relationships with pupils with a wide range of SEMH and behaviour needs. Teaches a RWI phonics group. Supports in class across Key Stage 1 and Key Stage 2.
Nighat Aslam	TA	New member of staff to school (September 2023.) Has experience of working in a challenging city school prior. Is firm on behaviour management, supports Year 5/6 in the mornings and delivers intervention to Year 6 in the afternoons.
Sammi Graham	TA	Initially employed to provide 1:1 support for a pupil with an EHCP. Sammi still supports the same pupil but as part of a small group as well as 1:1. Delivers Smart Moves.
Brooke Cowan	TA	Excellent teaching assistant. Delivers RWI phonics and supports EYFS in the morning and has delivered RWI phonics tutoring.
Viari Raybould	TA	Highly experienced member of EYFS and provides quality adult provision in EYFS. Teaches a RWI phonics group.
Ava Roberts	TA	Very good teaching assistant with a lot of potential. Ava now provides support in EYFS. Ava teaches a RWI phonics group and has delivered EALiP.
Emily Grice	TA	New member of staff. Initially joined on supply but impressed teaching staff and support staff colleagues.
Xavi Palou	Apprentice TA	Versatile member of support staff. Is co-teaching a RWI phonics group and has formed good relationships with pupils from EYFS to Year 6.
Tayler Hodgson	Apprentice TA	New member of staff supporting a pupil with an EHCP within a small group. Delivers Smart Moves.
Rebecca Earl	TA (supply)	Supply TA to support a new pupil who has profound learning need 1:1.

APPENDIX 2 - Support, advice and guidance for Parents and Carers

Type of Difficulty	Name of Organisation and Telephone Number	Links to website/information
General information, advice and factsheets		http://www.afasic.org.uk/
Category: Communication and interaction		

Autistic Spectrum Conditions (ASC)	Young Minds Parent helpline - 0808 802 5544	https://www.youngminds.org.uk/young-person/mentalhealth-conditions/autism-and-mental-health/ You can access the Parent Helpline at the following address - https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/#ParentsHelpline
	National Autistic Society Parent to Parent Service - 0808 800 4106	www.autism.org.uk
	NHS support and advice about autism	https://www.nhs.uk/conditions/autism/
Speech and Language	Talking Point	http://www.talkingpoint.org.uk/parents/speech-and-language/some-children-struggle
	iCan website Advice, resources and information	www.ican.org.uk/
Category: Cognition and Learning		
ADHD	Young minds Parent helpline - 0808 802 5544/ https://www.youngminds.org.uk/parent/a-zguide/adhd/	https://www.youngminds.org.uk/young-person/mentalhealth-conditions/adhd-and-mental-health/
	Childline	https://www.childline.org.uk/info-advice/you-yourbody/disability-learning-differences/adhd/
Dyscalculia	Dyscalculia.org Advice and information	www.dyscalculia.org
Dyslexia	National Dyslexia Society	www.bdadyslexia.org.uk www.nhs.uk/conditions/Dyslexia/Pages/Introduction.aspx
Category: Social, Emotional and Mental Health (SEMH)		
Mental Health	ChildLine is a free and confidential helpline. Call 0800 11 11 or visit	www.childline.org.uk

	Child and Adolescent Mental Health Service (CAMHS) provides specialist emotional support	Child and Adolescent Mental Health Service (CAMHS) West Cumbria - CNTW254 - Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust
	Beat can help if you're affected by eating disorders or other difficulties with food, weight and body image. Call them on 0845 634 7650.	https://www.b-eat.co.uk/
Category: Sensory and/or physical needs		
Deaf and hearing impaired	For disability information call free on 0808 800 3333	www.scope.org.uk
Visually impaired	Support line - 0800 781 1444	www.blindchildrenuk.org/
Physical disability	For disability information call free on 0808 800 3333	www.scope.org.uk

