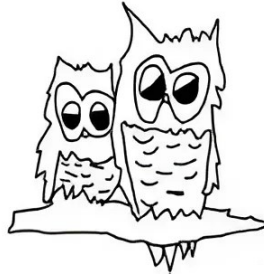


Special Educational Needs (SEN) Information Report



Quick Contacts

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Welcome

This report explains how we support children with special educational needs (SEN) at our school. We have kept the language simple so it is easy to read. If you need help, please contact us.

1. What types of SEN do we support?

We support children with needs in four main areas:

- Communication and interaction (for example, autism, speech and language needs)
- Cognition and learning (for example, dyslexia, dyscalculia, dyspraxia, moderate or severe learning difficulties)
- Social, emotional and mental health (for example, anxiety, ADHD, past difficult experiences)
- Sensory and/or physical (for example, vision, hearing, multi-sensory or physical impairments)



2. Who will support my child?

- Class teachers: plan lessons and support every day.
- SENCO: coordinates support and works with families and staff.
- Teaching assistants (TAs): give extra help in class or small groups.

- External specialists (when needed): speech and language therapists, educational psychologists, health professionals.

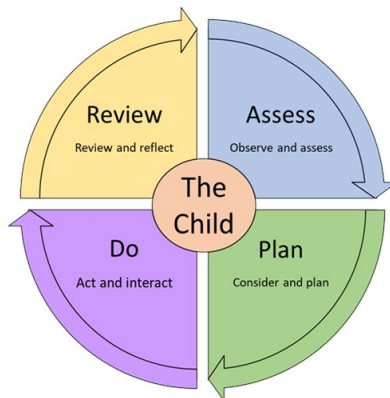
3. If I think my child has SEN, what should I do?

- Talk to your child's teacher. You can also contact the SENCO directly.
- We will meet with you to listen, understand strengths and difficulties, and agree next steps.
- We will write down what we agree and give you a copy.

4. How do we know if a child needs SEN support?

- Teachers check progress often and look for signs a child is finding learning or social times hard.
- First, we try extra classroom help. If that is not enough, the teacher speaks to the SENCO.
- We consider short-term reasons (for example, illness or worry) and language needs.
- We may ask for advice from specialists. We always involve you and your child.
- If SEN support is needed, we add your child to our SEN register and make a plan with you.

5. How we plan and check support (graduated approach)



We use a simple four-step cycle to make sure support is right:

- 1) Assess – We look at strengths and difficulties. We listen to you and your child. We may ask experts.
- 2) Plan – Together, we set clear goals and write a support plan. We share it with you and all staff who work with your child.
- 3) Do – Teachers and TAs put the plan into action every day. The SENCO helps and checks it is working.
- 4) Review – After a set time, we meet to see what worked. We keep, change, or end the support.

- Before any new help starts, we do a simple baseline check so we can see the difference later.

6. How you are involved

- You will meet the teacher at least three times a year to review progress and update the plan.
- You will get an annual report. You can contact us anytime if you are worried or something changes.

7. How your child is involved

- We ask for your child's views in a way that suits them (talking, drawing, writing, short video).
- Older pupils may join meetings. Younger pupils share views with a trusted adult.

8. How we adapt teaching

- High-quality teaching for all.
- Changes to lessons so your child can take part (for example, extra time, pre-teaching key words, reading instructions aloud).
- Tools that help (for example, laptops, coloured overlays, visual timetables, larger print).
- Support in small groups or 1-to-1 when needed.

9. How we check if help is working

- We review goals each term and after set weeks for any extra help.
- The SENCO monitors support and uses provision maps to track progress.
- If your child has an Education, Health and Care (EHC) plan, we hold a yearly review.

10. Resources and funding

- We may need extra equipment, more TA time, staff training, or specialist advice.
- The school covers costs up to £6,000. If more is needed, we ask the local authority for extra funding.

11. Inclusion in clubs, trips and activities

- All clubs and trips are open to all pupils. We make reasonable adjustments so everyone can join in.

12. Fair admissions for pupils with SEN or disability

- We welcome pupils with SEN and disabilities. If a child's EHC plan names our school, we must admit them.
- Our admissions rules do not unfairly disadvantage pupils with SEN or disabilities.

13. How we support pupils with disabilities

- We make changes (reasonable adjustments) so pupils are not put at a disadvantage.
- We provide aids and services to help pupils access learning and school life.
- See our Accessibility Plan for details: <https://www.st-oswalds.cumbria.sch.uk/policies/>

14. Mental health, emotional and social support

- Pupil voice groups (e.g., school council) and friendship clubs.
- Nurture or wellbeing groups when needed.
- Clear anti-bullying measures and support.

15. Moving between classes and schools

- We plan transitions early (meet new teacher, visit new classroom, share key information).
- Primary to secondary: SENCOs meet, information is shared, pupils practise timetables and organisation.

16. Looked-after and previously looked-after children

- Our designated teacher works with the SENCO to join up the Personal Education Plan (PEP) with SEN support or EHC plans.

17. If you're still worried: complaints and next steps

- First, speak to your child's teacher or the SENCO. Most concerns can be solved quickly.
- If you are still unhappy, make a formal complaint. We follow our school complaints policy: <https://www.st-oswalds.cumbria.sch.uk/complaints-procedure/>
- You can try disagreement resolution or mediation. We can give you local contact details.
- If you think your child was treated unfairly because of SEN or disability, you can make a claim to the SEND Tribunal.

18. Support for families

- Local Offer: <https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer>
- SENDIAS (information, advice and support): <https://sendias.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>
- Helpful charities: IPSEA, Family Action, NSPCC, Special Needs Jungle.

19. Glossary

SENCO – The teacher who leads SEN support in school.

SEN – Special Educational Needs: extra help some children need to learn.

EHC plan – A legal plan that sets out a child's needs and the support they must get.

Graduated approach – A cycle: Assess, Plan, Do, Review.

Reasonable adjustments – Changes we make so a pupil is not put at a disadvantage.

Intervention – Extra help with a clear goal.