



Patterdale C of E Primary School

A loving family in a unique environment

Special Education Needs and Disability (SEND) Policy and SEND Information Report

Reviewed: February 2026

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description | Date of Revision |
|----------------|---|------------------|
| 1 | Original | September 2020 |
| - | Reviewed by Nicola Reay: Minor amendment to contact information | November 2021 |
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1. Aims of this Policy

The aims of our special education needs and disability policy are:

- To adjust what we do for those with a disability by taking action to increase access to the curriculum, the environment and information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by being inclusive.
- To secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, supporting
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To request, monitor and respond to parents/carers’ and pupils’ views in order to achieve confidence and partnership with the school.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

*A child or young person has **special educational needs** if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

***A learning difficulty or disability** is a significantly greater difficulty in learning than the majority of others of the same age.*

***Special educational provision** means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

*Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.*

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, etc.

3. The kinds of special educational needs for which provision is made at Patterdale CofE School

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (ECHP) are welcome to apply for a place at our school, in line with the school’s admissions policy. If a place is available, we will undertake to use our best endeavours,

in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4. How does Patterdale C of E Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- A pupil asks for help
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

5. What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning these should initially be discussed these with the child's teacher.
- Parents may also contact the SENDCo –**Nicola Reay, Snr Teacher**
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. For example, new classroom area for 'chill out' with sensory equipment.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. Classroom observation by the Headteacher, the SENCo and/or external agencies,
 2. Ongoing assessment of progress made by pupils with SEND,
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. Termly staff meetings to discuss meeting the needs of pupils with SEND
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records.
- All pupils have individual national curriculum targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those that do not make expected levels of progress are identified very quickly. These pupils are then discussed in staff meetings
- Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required, parents will be informed and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes. Parents and the pupil will be consulted on the action they can take to support the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be lower than expected despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Behaviour Support Service
4. Educational Psychology Service
5. Social Services
6. School Nurse and associated Health Professionals
7. Voluntary sector organisations, e.g. Barnado's
8. Child & Adolescent Mental Health Service

- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7. How will the curriculum be matched to each child's needs?

- Teachers plan using a variety of assessment methods, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8. How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents on a termly basis through the school reporting system and Parents' Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 017684 82383.

9. How will parents be helped to support their child's learning?

- The class teacher or SENCo may suggest additional ways of supporting their child's learning.
- The school organises curriculum information evenings for parents. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.

10. Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with parents and if appropriate, the pupil themselves.

•All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2015 and identified in the school Medicine Administration Policy.

11. What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

12. What training do the staff supporting children and young people with SEND undertake?

School staff have received a range of training at different levels. More recently, this has included training in the following areas:

- How to support pupils with diabetes.
- How to support pupils with hearing difficulties.
- How to support pupils with social & emotional needs
- How to support pupils with speech & language difficulties
- How to support pupils with autism
- How to support children with mental health problems

In addition, the SENCo attends regular training and updates through our local SEN cluster.

The school has regular visits from SEN specialist teachers, NHS speech language therapists and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.

A number of staff have been trained to deliver reading and spelling intervention programs.

13. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

14. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- 3 toilets are adapted for disabled users.
- Wide doors in all areas of the building.
- Shower
- Washing machine

Please refer to our accessibility plan on the school website.

15. How will the school prepare and support my child when joining Patterdale C of E Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Working closely with our feeder nurseries and feeder secondary schools to ensure a smooth transition for all children. Transition packages are developed for individual children who require them. Discussions take place between the previous or receiving schools prior to the pupil joining/leaving.
- Home visits are undertaken for children prior to starting in Ullswater Nursery (based in the school building)
- All pupils attend several transition sessions before starting our school.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff visit pupils prior to them joining their new school.

The Head Teacher liaises with the SENDCOs from the secondary schools to pass on information regarding SEND pupils.

16. How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs.

17. How is the decision made about how much support my child will receive?

These decisions are made in consultation with all staff. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged

18. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents evenings
- During discussions with other professionals

Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

19. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's education, please contact the school to arrange a meeting.

20. Support services for parents of pupils with SEN include:

- The Cumbria Information, Advice and Support Service offers independent advice and support to parents and carers of all children and young people with SEND. This can be located via:

[Special Educational Needs and Disabilities Information, Advice and Support Service \(SENDIASS\) | Westmorland and Furness Council](#)

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here:
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here:

[First-tier Tribunal \(Special Educational Needs and Disability\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/first-tier-tribunal-special-educational-needs-and-disability)

21. Information on where the Local Authority's Local Offer can be found:

[Special educational needs \(SEND\) | Westmorland and Furness Council](#)