Askam Village School
SEND Information Report March 2026

What kinds of SEN that are provided for at Askam Village School ?	
At Askam Village School we provide for a range of Special Educational Needs. These can be summarised into 4 broad areas: • Cognition and Learning • Sensory and Physical • Social, Emotional and Mental Health • Communication and Interaction	
How do we identify and assess children with SEN ?	
• From the moment of entry into Askam Village School, whether through Early Years/Foundation Stage, or at a later point in a child's school career, children's needs are assessed. We also consult with previous settings and parent/carers. • We talk with parents/carers and take into account any other available information such as via Heath Visitors, Community Nurses, previous Nursery/school to ensure we have an accurate picture of a child's needs. • Once in school, all children's needs are continually monitored by his/her class teacher, the Headteacher and where appropriate the SENCo. The Headteacher and SENCo meet regularly with class teachers to discuss pupils needs, access to the curriculum, progress and any area of concern. Class teachers raise with Headteacher (Mrs. Fiona Newton) and SENDCo's (Mrs. Joanne Coates and Mrs. Elizabeth Patterson). Regular termly meetings (class reviews) to consider progress and attainment • It is not assumed that a child has Special Educational Needs because they are working below age related expectation. Action is always taken to diminish any learning gaps, including appropriate intervention, such as small group work and one to one support and/or adaptive teaching methods. • However, if a child does not make progress in line with expectations, despite appropriate intervention and good quality personalised teaching, they will be identified as having Special Educational Needs and Disabilities (SEND) following agreement with the parent/carer. • For children with Special Educational Needs and Disability (SEND), Individual Pupil Plans (IPP's) are written and reviewed termly and these are shared with parents/ carers. Through these plans, parents/carers can be given ideas and strategies of how they can help their child at home. • In order to ensure accurate assessment of children's needs, specialist advice may be sought. In addition, referrals may be made to other educational professionals such as an educational psychologist, health professionals or specialist advisory teachers. • Parents carers can raise concerns at any time with classteachers and/ or SENCO AND/OR Headteacher, this includes through parental consultations although we encourage parents/carers to speak to staff as soon as they have any concerns.	
How do we make provision for pupils with SEN whether they have EHC Plans or not?	
What approaches are taken in teaching children and young people with SEN?	**Quality First Teaching.** For every child this would mean: • That the class teacher has the highest possible expectations for your child and all pupils in their class.

	• That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or other methods of adaptive teaching and reasonable adaptations. • Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. **Specific group work with in a smaller group of children. This work would be to specifically address the needs of individual children/groups of children.** This group, often called Intervention groups by school, may be: • Run in the classroom or outside. • Run by a teacher or a teaching assistant. For your child this would mean: • He/ she will engage in group sessions with specific targets to help him/her to make more progress/keep up. • A teaching assistant or teacher or outside will run these small group sessions using the teacher's plan This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. Groups are fluid and flexible to best meet the needs of the children. **Specialist groups** AND/OR Individual support for your child This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This support may be from: • Local Authority central services such as the Specialist Advisory Teachers or Community Speech Therapy For your child this would mean: • Your child will have been identified by the class teacher/SENCO (or you will have raised concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups/precision teaching. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. The classteacher/SENCO may draft an Individual Pupil Plan (IPP) • You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: – Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better

	– Support to set better targets which will include their specific expertise – A group run by school staff under the guidance of the outside professional e.g a social skills group – A group or individual work with outside professional • The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. **Specified Individual support** This is usually provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school. This may be from: • Local Authority central services such as the Specialist Teachers or Community Speech Therapy For your child this would mean: • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will inform the school who will continue with their own support for the child. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that require the level of support appropriate for an EHC Plan. If this is the case they will write an EHC Plan. • The EHC Plan will outline the number of hours of individual/small group support your child will receive from the school together with the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term outcomes for your child. • School staff will then draft an Individual Education Plan (IEP) and meet with parents, this will have longer term targets and shorter term targets too. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?	The Headteacher/ SENCo meets at least three times a year with class teachers during a class review where the progress and attainment of all children are discussed with strategies etc. put into place. Advice can also be sought from subject leaders or from senior teachers. We know that sometimes children need to have access to short term support to help them make good progress and address an area of difficulty or

	misconception. The class teacher will also contribute to these discussions and be made aware of what additional support and resources are put in place. Support is within the constraints of budget and sometimes a list of priorities has to be drawn up. The impact of targeted intervention is measured and evaluated on a regular basis – at least termly. Where school puts additional support in place a school support plan is written and shared with parents. School support plans are reviewed at least termly and sometimes more often. The school support plan sets out a child's strengths, areas of difficulty, strategies to be used and SMART targets. Mrs. Joanne Coates/Mrs. Elizabeth Patterson will notify parents/carers when additional support is made available. Sometimes a child's needs cannot be addressed through the budget provided to school. If a child has severe, long term needs, then outside agencies and professional bodies would be involved. In these cases, school will request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided. School, parents and other professional bodies will be asked to contribute to the process. After all reports are received by the Local Authority a decision will be made as to whether the child should be given an Education Health Care Plan, or if school will be asked to continue to support the child from within the school budget. A Plan will be put in place detailing the support to be provided and long and short-term goals for the child.
How is the effectiveness of provision is evaluated?	Whole class provision is monitored in line with other monitoring. Individual Pupil Plans (see above) are monitored at least termly. The support of children with an EHCP is evaluated termly through evaluating targets on IEPs and also annually with the Local Authority. Provision for some children may also be monitored by external professionals involved in supporting a child.
What approaches are taken in teaching children and young people with SEN?	Different staff in school hold different roles in supporting children with SEN: **Class teacher** ***Responsible for:*** • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. • Contributing to School Support Plans (SSPs), and sharing and reviewing these at least twice each year. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. **The SENCO(Special Educational Needs Co-ordinator) Mrs. Joanne Coates/ Mrs. Elizabeth Patterson**

	Responsible for: • Co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Contributing to School Support Plans and co-ordinating reviews with parents at least twice a year. • Ensuring that you are: – involved in supporting your child's learning – kept informed about the support your child is getting on – involved in reviewing how they are doing • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Specialist Advisory Teachers, Educational Psychology etc… • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. **Headteacher** ***Responsible for:*** • The day to day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. **SEND Governor** ***Responsible for:*** • Making sure that the necessary support is made for any child who attends the school who has SEND.
How are adaptations are made to the curriculum and the learning environment for children and young people with SEN?	Class teachers are responsible for the education of all the children in their class. They think about individual needs and abilities as they plan work for the class. Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Teaching is based on building upon what children already know, can do and can understand. Teachers take care to set tasks and activities to help all children make the next steps in their learning. Some of these children may have SEND and they may be placed on an individual pupil plan. The vast majority of children with SEND will access the same curriculum as other children, it may be that strategies are put in place which enables this to happen. For example, sometimes children use ICT to record their work, story maps, writing frames, mind maps etc. are used to help children structure their work and help them clarify their thinking, bullet points are used to donate starting points, children work with a talk partner etc.

	When children have gaps in their learning or understanding, they may work within a targeted intervention group to help them make the best possible progress. This additional support is planned by the class teacher and SENCOs and also Headteacher. This support is delivered by teaching or experienced teaching assistant staff. If it is more appropriate, support may be provided on a 1-1 basis, or discretely within the classroom environment. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
What additional support for learning available to pupils with SEN?	Children with special educational needs may be supported through quality first teaching (see above). Often children with SEND will access the same curriculum as other children, it may be that strategies are put in place which enables this to happen. For example, sometimes children use ICT to record their work, story maps, writing frames, mind maps etc. are used to help children structure their work and help them clarify their thinking, bullet points are used to donate starting points, children work with a talk partner etc. When children have gaps in their learning or understanding, they may work within a targeted intervention group to help them make the best possible progress. This additional support is planned by the class teacher and SENCO and/or Headteacher and is delivered by teaching or experienced non – teaching staff.
How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?	The physical building is accessible to all children with a moveable ramp. We ensure that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND.
How do we support emotional and social development?	In order to support all areas of your child's development, including their emotional wellbeing, school is able to provide those pupils who have been identified as experiencing social or emotional difficulties with a wide range of support. School has a trained ELSA worker who works with individuals and groups of children to help them develop self-esteem and emotional resilience. School also has a Family Support Worker in school working one day a week. Teachers and teaching assistants have received mental health training and other training to support children's social and emotional needs. School also has a newly revised PHSE curriculum and all staff are actively involved in seeking new ways to address mental health and wellbeing issues. Bullying is taken very seriously at Askam Village School and our anti-bullying policy is available to view on our school website. Statistically, children with SEND are more likely than their peers to experience

	bullying. Consequently, staff and governors at Askam Village School endeavour to generate a culture of support and care among pupils. All children at Askam Village School are reminded that they can voice their concerns via a number of ways such as speaking to their Class Teacher or TA's working within the class or staff members they feel most comfortable talking to or writing down their concerns and posting in the class 'Worry Monster'.

Who is the school SENCO and how can I contact them?

Mrs. Coates and Mrs. Patterson are the school SENCOs and they can be contacted through the school office (01229) 462814 or via e-mail office@askam.cumbria.sch.uk or j.coates@askam.cumbria.sch.uk or l.martin@askam.cumbria.sch.uk

What training and expertise is available to staff to be support children and young people with SEN?

Staff, both teaching and non-teaching, within school are very experienced in meeting the needs of lots of different needs children have. We have a wide range of skills and qualifications to help us do this.
Staff have been trained and/or hold qualifications in the following areas:

- ✓ Dyslexia
- ✓ Autism
- ✓ Sensory Circuits
- ✓ Reading Intervention
- ✓ Maths Recovery
- ✓ Speech and Language
- ✓ SERIS (Social, and Emotional Resilience Support)
- ✓ ELSA (Emotional Literacy Support Assistant)
- ✓ Team Teach
- ✓ Decider Skills

- Staff keep up to date with current thinking and practise by attending training courses, reading relevant literature, being part of forums and by attending local cluster meetings.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- School audits the training of all staff and this includes training related to SEND.
- SENCO's support the class teacher in planning for children with SEND.

If school and parents/carers feel that specialist support or advice is required then Mrs Coates/Mrs. Patterson, SENDCo can arrange for this to happen.

A range of specialists and professionals such as Speech and Language, Occupational Therapists, School Nurse, Educational Psychologist, Community Paediatricians, Child and Adolescent Mental Health Services, Children's Services (social workers), Specialist teachers of Autism etc. may be used.

How are equipment and facilities used and secured to support children and young people with SEN?

- Askam Village School is fully inclusive and welcomes all abilities and disabilities.
- The building is wheelchair accessible. We have a moveable ramp, a wheelchair accessible toilet and changing facilities for those with limited mobility.
- We provide coloured filters and pastel paper for those children who find them to be useful.
- We are keen to ensure that we meet any extra needs and aim to work alongside parents/carers. If appropriate, more support in meeting the needs of parents/carers can be given by the local authority or other professionals.
- We strive to enable access and inclusion for all children and will happily discuss modifications to regular routines if this is beneficial to you or your child.

How do we consult with parents of children with SEN and involve them in their child's education?

- Parents/carers are invited into school every term to talk about their child, discuss learning and ways in which they can help at home. An end-of-year school report details progress, attainment and next steps for learning. Individual targets are sent home termly. We also send class letters

which set out objectives for the term as well as links to web sites which can be used to support what is being taught at school.

- For some children with SEND, we will make an individual plan (individual pupil plan) or behaviour management plan to help everyone who works with them to meet their needs. Parents will be involved in this and will be invited to contribute and review the plan. Pupils with severe, complex and lifelong needs will have a statement or an Education, Health and Care Plan.
- Parents/carers will be invited to come and join in with yearly reviews of their child's plan. Other professionals and agencies outside of school may help parents/carers in supporting their child if this is appropriate.
- Subject leaders for Literacy, Maths and Foundation Stage hold workshops and/or meetings for parents to help them understand how we develop early literacy skills and teach reading and maths throughout school.
- We also operate an open-door approach and welcome informal chats as we know that it is always best to deal with any worries or concerns at an early stage.
- We work closely with parents at every stage of decision making in relation to their child.
- As pupils develop and grow and are more able to contribute we increasingly ask them for their suggestions about what helps them.

What arrangements are in place for consulting young people with SEN and involving them in their education?

Parents/carers are invited into school every term to talk about their child, discuss learning and ways in which they can help at home. An end-of-year school report details progress, attainment and next steps for learning. Individual targets are sent home termly. We also send class letters which set out objectives for the term as well as links to web sites which can be used to support what is being taught at school.
For some children with SEND, we will make an individual plan (school support plan) or behaviour management plan to help everyone who works with them to meet their needs. Parents will be involved in this and will be invited to contribute and review the plan. Pupils with severe, complex and lifelong needs will have a statement or an Education, Health and Care Plan.
Parents/carers will be invited to come and join in with yearly reviews of their child's plan. Other professionals and agencies outside of school may help parents/carers in supporting their child if this is appropriate.
Subject leaders for Literacy, Maths and Foundation Stage hold workshops and/or meetings for parents to help them understand how we develop early literacy skills and teach reading and maths throughout school.
We also operate an open-door approach and welcome informal chats as we know that it is always best to deal with any worries or concerns at an early stage.
We work closely with parents at every stage of decision making in relation to their child.
As pupils develop and grow and are more able to contribute we increasingly ask them for their suggestions about what helps them.

What arrangements are in place for handling complaints from parents of children with SEN about the provision made?

Askam Village School's complaint procedures are set out in our school's prospectus and can also be found on our website.
Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENCO
- Discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the clerk to governors who would pass on to the chair of governors.

How does the governing body involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The school SENCo and Safeguarding staff at school have a list of these bodies and contact details.

Advice or referrals are made whenever it is appropriate to do so in order to meet a child's needs, including children with SEND. This will be through the system known as Early Help.

How can parents carers of children with special education needs access support, including those for arrangements made in accordance with section 32?

Cumbria SEND IAS Service offers impartial information, advice and support to children and young people with special educational needs and or disabilities and their parents and carers. This support now includes signposting to health and social care advisory services.

Cumbria SEND IAS Service staff will make sure that parents/carers of all children (0-25 years old) with additional needs have access to information, advice and support. Confidential and impartial support is offered to parents/carers so they can make informed decisions about their child's education.

More information can be found on:

https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service

sendiass.waf@westmorlandandfurness.gov.uk

Barrow and Ulverston Kate Brocker-Redhead 07826 914 976 kate.brocker-redhead@westmorlandandfurness.gov.uk

What arrangements are in place for transition?

We know how important times of transition are and that some children need extra support at such times. We work closely with other settings to make sure any changes into or from the school are as smooth as possible.

Some of the ways we organise this are listed below.

- Home visits for all new children- on entering Nursery or Reception class, your child's class teacher and support staff will come and meet with you in your home. These visits also let your child see how closely parents and school staff work together to support them.
- Meetings for new parents – to meet staff, see the setting and be given a "feel about what will happen" when children join us at Askam Village School.
- Induction programme for children – spend time in their new class. Children from Reception to Year 5 spend a day during the Summer term in their "new class".
- Children moving up to secondary school have transition work which runs throughout years 5 and 6; secondary school staff make regular visits to the school to get to know children and also for handover meetings with key staff including the class teacher and SENDCo so needs can be discussed.
- Children with additional needs are given opportunities to spend extra time at secondary school. Children with Education, Health and Care Plans or Statements will have phase transition meetings with parents/carers and staff from both settings to allow for a carefully planned move.

Where is the local authority's local offer is published?

https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer