VICARAGE PARK CE PRIMARY SCHOOL 2026-2027

Vicarage Park School SEND information report and contribution to the Westmorland & Furness local offer

This information report is aimed to answer the most frequently asked questions within the school relating to Special Educational Needs & Disability and supports Vicarage Park's SEND policy published on the school's website. If you wish to have further information or have additional questions or queries, please contact the school office who will put you in touch with the Special Educational Needs and Disability Coordinator, Mrs Amy Robinson.

You can also find useful information and guidance for children and young people with additional educational needs on the Westmorland & Furness Council website see Westmorland & Furness SEND Local Offer (https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer)
This Local Offer aims to pull information about available services into one place and make it clear and accessible for you and your family. It also gives children and young people with special educational needs or disabilities and their families information about what support services the local authority thinks will be available in their local area.

1. How does the school know if children/young people need extra help?

We have close relationships with parents and our feeder nurseries so transition to school from other settings or home is planned for in advance, whenever possible.

Once in school the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. It is important that school identifies pupils who experience difficulties accessing learning early in order to remove their barriers to learning. This is achieved through classroom observations and assessments and through discussions between our Senco, class teachers and parents. Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. If a class teacher has a concern, they will speak to you at the end of the school day or call you to set up a meeting to discuss your child's progress.

Once a need is identified the pupil's progress will be closely tracked and supported. A Vicarage Individual Plan (VIP) will be written, identifying areas for development. These will be written as child-friendly targets and outline the steps school and home will take to help the child achieve these. Parents, pupils and class teachers have a shared responsibility to contribute to children's progress. VIPs are reviewed twice a year, with a new VIP created if targets have been achieved but intervention is still needed. If (with additional focused support) the need continues, the Senco will also become involved.

In most cases pupils are only identified as having a special educational need if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and interventions. Staff are aware of expected development at different ages and have expertise in identifying additional/special educational needs (SEN).

Areas of Special Educational Need are divided into four main areas:

Communication and Interaction	**Cognition and Learning**
Social, Mental and Emotional health	**Sensory and/or physical needs**

More information about these areas is available in our Special Educational Needs and Disability Policy. Factors which are not SEN but may affect a child's progress or attainment are also considered:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Bring in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Persistent or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the grounds that a pupils' behaviour is in response to an underlying need. This may be a learning difficulty or another factor as listed above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school may, with parental permission, seek the advice of external agencies such as the Specialist Advisory Teaching Service, School Nursing Team, Child and Adolescent Mental Health Service (CAMHs), Speech and Language Therapy, Occupational Therapy etc. This will be done by completing an Westmorland and Furness SEND Request for Additional Support form. Parents will always be asked for consent and will be able to explain their own concerns on the form.

2. What should I do if I think a child/young person may have special educational needs?

Parents are encouraged to speak with their child's class teacher initially. You can ask to arrange a meeting for the end of the school day. There are also opportunities to discuss concerns at our termly Parents' Evenings.

The **Senco** is **Mrs Amy Robinson** and she can be contacted through the school office **01539 735442** and usually works Thursdays and Fridays.

The Senco reports directly to the governing body and provides a link between parents and governors. The Senco can also be contacted regarding any SEND queries or concerns. The school has nominated Josh McLeod as the designated governor for Special Educational Needs and Disabilities (SEND).

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3. How will school staff support my child/young person? And how will the teaching and curriculum be matched to my child's/young person's needs?

Class teachers are responsible for the education of all the children in their class. High quality teaching is the first step in responding to pupils who have or may have SEN. High quality teaching means that the teacher knows their pupils' abilities and personalities well and differentiates the work accordingly. The teaching has a focused clear objective. The activities are engaging with high levels of challenge and expectation. The teacher questions, models and explains. The learning comes through talk and discussion and pupils are given effective feedback. Pupils are given responsibility for their own learning and independence. Teaching Assistants have specific roles in supporting learning, such as working alongside the class teacher during core subjects, delivering individual or small-group building-block sessions to close gaps in learning, and delivering specific targeted intervention programmes. This support may take place in the classroom, in a small group, or one-to-one in a quieter environment, depending on the needs of the child and the purpose of the support.

From time-to-time groups of children access targeted, time-limited interventions. A very small minority of pupils will require a bespoke curriculum. Teachers plan the education programme for children who have or may have SEND with support from the school's Special Educational Needs and Disabilities Co-ordinator (Senco). This will depend on the needs of the child but could include having learning 'chunked' into bite-size amounts where the range or depth of learning is adjusted to suit the child. We aim to reduce the barriers to learning so your child can access the full curriculum.

Inclusion means that a child is taught in a mainstream school and where possible accesses the learning alongside their peers. However, an individual education programme may focus on life skills e.g. self-care, safety or social skills which can take place during lesson times.

Children have access to laptops or iPads which are available across the school. Where required, specialist adaptive equipment is purchased through the school's own budget e.g., cushions, specialist furniture, technology that enables access to teaching.

Class teachers make necessary adjustments to classroom organisation depending on the needs of the pupils in their class. We have a bank of resources to assist pupils with additional needs and update them as required.

Access arrangements for SATS tests are in line with DfE guidelines issued each year i.e. when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe or enlarged print etc.

4. How will I know how my child/young person is doing and how will you help me to support my child's learning?

In addition to the school's normal reporting arrangements, we have an "open door" policy to enable more informal and frequent conversations with you and your child. You can arrange to talk to your child's teacher, the Senco or Headteacher at a convenient time. Sometimes a home/school book is used to share information about the school day or home life.

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The progress of each child is carefully monitored and tracked on a regular basis. Other information, such as observations are also gathered and inform the next steps for your child.

Your support as a parent is crucial in the progress your child makes. Your class teacher, Senco and other professionals may provide you with activities, games and ideas for ways you can help at home.

Progress and targets are discussed as part of the school's normal reporting arrangements. Before running any intervention or support strategy we gather evidence of your child's current strengths and abilities. At the end of the intervention or at a review we will look at these again to see whether the strategy has been successful. We use a variety of measures of progress depending on the area of assessment.

In some cases, your child may require an individual education plan (VIP – Vicarage Individual Plan) or behaviour management plan (BMP) which will be drawn up in consultation with you and your child and reviewed regularly. Health care plans (IHCP) will always be written with parents, pupils and advice from a health care professional. For some children with profound and lifelong needs, an Education Health and Care Plan (EHCP) Assessment may be requested with advice and support from external agencies.

5. What support will there be for my child's overall well-being?

Where appropriate we signpost parents to relevant agencies within the communities who can offer further support to you and your child. To view the Westmorland & Furness Local Offer, view: https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer

We hope you will find Vicarage Park to be a caring and supportive community. During weekly briefings any current issues are raised so all staff are aware of children who may be more sensitive or need extra attention. We work closely with our midday supervisors and wrap-around care staff too.

The school follows statutory guidance in the administration of medicines and provision of personal care. Further information can be found in the relevant policies. Our behaviour and medical policies are available to view on the website. Depending on your child's medical needs support staff with relevant experience and qualifications would be appointed or trained.

A wide range of small group interventions addressing non-academic aspects of development support the wellbeing of children with SEN and promote positive behaviour. Interventions such as the Smart Moves programme, offer respite from a busy classroom and the opportunity to develop positive relationships with adults and peers. We are also able to offer small group or 1:1 time with the Emotional Literacy and Support Assistant (ELSA).

School staff, advisory teachers and parents work together with the aim of supporting pupils' behaviour in ways which boost self-esteem and maintain good relationships with their peers.

Children's views are gathered when planning support, writing Vicarage Individual Plans (VIPs) and contributing to their Annual Review for children with an EHCP. This is done informally with members of staff they are familiar with and may be in picture, verbal or written form.

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

Many Class Teachers, Support Staff and some Midday Supervisors are trained in Team Teach which focuses on de-escalation techniques in behaviour management. Many staff are also trained in Paediatric First Aid.

Referrals can also be made to other agencies including the school nurse, Child and Adolescent Mental Health Service, Barnardos, South Lakes Family Hub, specialist advisory teachers, speech and language therapists and occupational therapists. Through the process of the Early Help system we can also help families access support that they need at home.

7. What training is the staff receiving or has completed to support children and young people with SEND?

Staff share expertise through collaborative training opportunities within the KCP as well as accessing local and national training. Individual staff development needs are identified and met as part of the formal appraisal process.

Staff have access to a variety of CPD delivered through various agencies. As mentioned previously, staff are regularly trained in Team Teach.

Staff meetings are assigned to training in SEN issues; supporting pupils with ASC, dyslexia, etc. where materials from NASEN (National Association of Sencos) and the Specialist Advisory Teaching service are used.

8. How accessible is the school environment?

To read our school's access plan please see the school website.

9. How will my child be included in activities outside the classroom (e.g. school trips)?

Wherever possible all pupils are included in activities outside the classroom. Trips will be discussed with parents beforehand and steps taken to enable the trip to run smoothly.

Sometimes extra trips are organised for pupils we feel would benefit from other experiences.

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

We have strong links with local nurseries and secondary schools and with other local primary schools.

Yearly transitions within school are carefully managed to support children's wellbeing.

A range of transition strategies are put in place to support children at the end of key phases. With the receiving school, parents and pupils discuss a transition plan outlining the way in which their child will be supported in moving school. This is likely to include extra visits either with a member of staff or a small group of their peers, holiday activities, taking photographs to build familiarity and writing a list of questions that the pupil has to find the answers to.

Where possible new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be liaison and communication between the schools.

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

We aim to allocate resources appropriately to meet the needs of all children with special educational needs.

A child with an Education Health and Care plan is likely to have statutory funding to support their access to the curriculum. This level of funding can range depending on their level of need. Some children need 1:1 support for tuition or in-class support to enable them to access the curriculum, during some times of the day.

Where pupils' needs are similar, some support is shared which allows Teaching Assistants' time to be used effectively to benefit more pupils.

We review our support termly based on class teachers' and support staff assessments, observations and parents' concerns. Groups supporting the teaching of phonics, writing and number are run regularly, as are interventions supporting physical development and social and emotional aspects of learning.

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

If your child has a recognised Special Educational Need or Disability and is issued with an Education, Health and Care Plan (EHCP), the decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent and in line with Westmorland & Furness Council's SEN guidance and criteria.

If your child has a need which we feel may result in the need for an Education Health and Care Plan, the school are legally required to put in extra funding, some or all of which may be shared with other pupils to provide additional support for learning.

In all other cases your child's class teacher will decide how much individual or group support is allocated. You will be informed of any additional support your child is receiving and involved in discussions about their progress.

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13. How are parents involved in the school? How can I be involved?

We have an active Parent/Teacher Association (PTA) who would welcome you and your support. They help plan and organise fundraising events in school throughout the year. This is the best way to become involved.

Parents' help is often requested with school trips, transport to sporting events, making props/ costumes for plays or for adults to listen to readers. Sometimes class teachers may ask for help with a class project, i.e. baking or a technology project.

All parents are expected to support their child at home with reading, spelling and maths activities. Your child's class teacher will let you know more specific ways you can support your own child.