

SEND Information Report

September 2023

At Borrowdale School, we believe that all pupils should be equally valued within school and we aim to develop an environment where all children can flourish and feel safe. We have high expectations of all pupils and work closely with parents/carers and professionals, to adapt our curriculum and ensure that the needs of all pupils are catered for.

The SEND Code of Practice (2015) says:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Current School Data

Borrowdale School currently (September 2023) has 26 pupils on roll, with 8 pupils on the SEND register. Pupils on our SEND register are identified as having needs within one or more of the areas below:

- Communication and Interaction
 - Autism Spectrum Condition
 - Speech, Language and Communication Needs
- Cognition and learning
 - Specific Learning Difficulty
 - Mild to moderate learning difficulty
- Social, Emotional & Mental Health
 - Our pupils with SEMH may have anxiety, withdrawn or feeling isolated, having challenging and disturbing behaviour, self-harming, depression, eating disorder
- Sensory or Physical
 - We don't currently have any pupils with needs in this area.

How does Borrowdale School know if your child requires extra support?

The SEND Code of Practice (2015) defines the identification of SEND as:

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.*

The initial phase of support within school an early identification is through **SEND Support (Assess, Plan, Do, Review)**. This is where quality first teaching approaches are implemented into classroom practice, to meet the needs of pupils and initial observations are shared with parents/carers to discuss the next stage of support. This may be seeking further advice from Local Authority professionals such as: Specialist Advisory Teachers and/or Educational Psychologists. This may also lead to an application of an Education Health and Care Plan (EHCP). If parents/carers are concerned about their child's progress, they are encouraged to speak to their child's class teacher or Mr Smits, who is our SENDCo.

How do we ensure that pupils' views are listened to?

When a child is placed on the SEND register, an Individual Education Plan (IEP) is completed for the pupil within school which takes into account the pupils needs and wishes. The IEP is updated twice a year and discussed with the parents. Further information and wishes from pupils and parents for their support can be added at any time.

For EHCP reviews, where appropriate, the pupil will be invited to share their views. Pupils are also encouraged to complete a pupil profile to share their wants/needs, likes/dislikes as part of the EHCP review.

How will the school support my child?

The SEND provision at Borrowdale School is overseen by the SEND governor, Rev Charles Hope. Mr Smits (SENDCo) and Rev. Hope (SEND governor) meet twice yearly to discuss the provision for SEND pupils and current priorities and needs within school. The teachers meet regularly to ensure that policies and practices are in place and to monitor the progress of pupils on the SEND register. They regularly review how expertise and resources can be used to address SEN needs within school and the quality of whole-school provision in line with the school improvement plan.

How will I know how well my child is doing?

The class teacher has overall responsibility of the progress of pupils within their class. Parents are informed regularly of their child's progress through twice-yearly parents' evenings and reports. If a child is identified as SEND Support or in receipt of an EHCP, parents may be informed of their child's progress more frequently within a SEN Support/ EHCP review.

Within the Early Years, EHCP reviews are held every six months. From Key Stage One onwards, EHCP reviews are held annually. In some cases, EHCP reviews are brought forwards or held more frequently depending on the needs of the pupil. SEND Support reviews are at least three times per year and parents are invited to contribute to their child's SEN support plan. In some cases, they may be more frequent.

For the majority of the pupils, they will be assessed using the school's tracking system on Scholarpack. However, for some pupils it is more appropriate to measure their progress using PIVATS. If your child's progress is assessed using PIVATS, the class teacher/SENDCo will ensure that you are aware of this.

If parents are concerned about their child's progress, they should contact their child's class teacher in first instance.

How will the school's approach to teaching and learning be matched to my child's needs?

At Borrowdale School, we promote high-quality teaching to best meet the needs of all pupils. Teaching and learning is adapted to meet the needs of all pupils in our small classes.

Where required, the curriculum is tailored to meet the individual pupils' needs and interventions are used to close gaps and to provide learning in smaller steps alongside the objectives of the main teaching. Tailored, targeted interventions for English/Maths may be offered in small groups or 1:1.

In addition to this, pupils may receive pastoral support through individual counselling sessions/pastoral support as well as social and emotional interventions.

It is the overall responsibility of class teachers to ensure that pupils are able to access the curriculum in the school. They ensure that the curriculum is adapted to meet the needs of all pupils. Through discussions with the SENDCo, they can identify adaptations to the curriculum to ensure that **ALL** pupils are able to access the curriculum both academically and physically.

In some cases, where pupils are assessed using the **Engagement Model** and **PIVATS**, provision in school is adapted to meet pupils' needs outside of the classroom environment. This is alongside advice and support from parents/carers and professionals. Some pupils with severe learning needs also require further enrichments to their curriculum. These are discussed in the SEND/EHCP reviews and with parent/carers and school staff.

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

Borrowdale School promotes a strong pastoral ethos. The staff regularly discuss the needs of pupils across the school and plan support for pupils with social, emotional and mental health needs. We have a range of pastoral support available in the school such as nurture groups, 1:1 support, draw and talk, etc. In some cases pupils, who are supported through SEND support or an EHCP may receive additional help to address their social, emotional and mental health needs from their support in class.

If the school requires additional advice regarding a pupil's social, emotional and mental needs, we may refer to outside agencies such as: BEWO (Behaviour Emotional and Wellbeing Officer), Family Action, CAMHS.

Where a pupil requires support with aspects of their personal care, school staff will discuss their needs with parents/carers and plans will be put in place to support the pupil in school.

It is important that school staff have a full understanding of a pupil's personal care needs, to ensure that they can be fully supported in school. If a pupil requires medication, a Health Care Plan will be made with the parents to administer medication. The policy for Supporting Pupils with Medical Conditions can be found on the school website <https://www.borrowdaleschool.com/policies/>

Borrowdale School has an in-depth behaviour policy, which can be found on the school's website <https://www.borrowdaleschool.com/policies/>. This policy outlines expectations for behaviour in school and measures put in place to support a pupil with any behaviour concerns within school. If your child is struggling with aspects of their behaviour in school, their class teacher will inform you of this at the earliest opportunity. The class teacher, parents/carers and Mr Smits (headteacher/SENDCo) will meet to discuss how we can best support pupils with their behavioural needs.

Where the school is made aware of an incident of bullying, Mr Smits and other members of school staff will follow the Anti-Bullying guidance published by the DfE and the school's behaviour policy, to address any concerns raised to school staff. All policies outlined above are in line with **Keeping Children Safe in Education** and **Behaviour and Discipline in Schools (DfE)**.

What training have the staff who support children with SEND had?

Within Borrowdale School, we dedicate a lot of time to enhancing classroom practice. SEND is a whole school responsibility (as outlined in the SEND Code of Practice 2015) and all members of staff are given the opportunity to further their understanding in this area. Staff have completed Autism training and Dyslexia training and they receive personalised advice from specialist advisory teachers about how to support individual pupils within school. Each year, training is considered and planned for based on the current needs within school. Mr Smits, who is our SENDCo, gained his PG Cert Education: NASENDCo from the University of Wolverhampton and regularly attends training provided by the Local Authority to keep up-to-date with policies and procedures to ensure that school staff are kept informed of changes and developments within SEND.

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

At Borrowdale school, we are fortunate to have staff with experience across all key stages. Where the school requires additional support of advice in line with the Code of Practice, we meet with parents/carers and plan for the best support for their child. From this, the school may involve professionals from the Local Authority such as Specialist Advisory Teachers, Educational Psychologists, EYFS SENDCos, BEWO (Behaviour and Emotional Wellbeing Officer). In some cases, it may be decided with parents that it is appropriate to refer to services provided by the NHS such as Speech and Language Therapy, Community Paediatrics, Occupational Therapy and CAMHS.

In some cases, the school may refer to the Cumberland Safeguarding Hub, to seek an assessment from the Child and Family Disabilities Social Care Team. This is where parents/carers are seeking additional support out of school time through Direct Payments to provide respite support for their child.

If parents wish to discuss their child's SEND needs and process outside of school, they are advised to contact SENDIASS - <https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

How will you help me support my child's learning?

The school website outlines expectations for homework in the class pages. If a pupil requires differentiated/adapted learning tasks, the class teacher will ensure that their homework is adapted appropriately to their needs. If a pupil is struggling to access tasks at home, parents can speak to the class teacher or SENDCo to discuss how best to meet their needs. The school website also has further information about how to support your child at home with homework.

Where a pupil is not engaged in subject specific study, the class teacher will discuss with the parents/carers targets to help the pupil progress in their learning in line with their PIVATs or Engagement Model assessments.

How does the school enable constructive partnership working with families?

As outlined in the **SEND Code of Practice 2015**, parents can seek further support from **SENDIASS** (as detailed above) regarding their child's SEND needs and provision. We encourage an open dialogue with parents and invite parents in at regular opportunities to discuss their child's progress. Where other agencies are involved, parents are invited to meetings for feedback and to discuss the next steps for their child to ensure that their views are listened to. In the case of parents/carers requiring access arrangements to attend a meeting, the SENDCo will ensure that the appropriate professionals are involved to support the parent/carer as much as possible.

The SEND Policy and further SEND information is available on the SEND page of the school website: <https://www.borrowdaleschool.com/sen-local-offer/>

Mr Rick Cooper, SEND Governor, oversees the SEND provision within Borrowdale School. If parents/carers have any complaints or compliments in regards to SEND, they are encouraged to contact Mr Smits.

How will my child be included in activities outside the classroom and school trips?

Borrowdale School promotes a wide and varied curriculum. Pupils have the opportunity to attend extra-curricular activities, regular school visits and residentials within each class. Where a pupil requires adaptations or further support to access school visits and/or residentials the class teacher and/or SENDCo will liaise with the parents/carers regarding the plans in place for the school visit. All children will be offered the opportunity to attend school visits and residentials in line with the SEND Policy and Equality and Accessibility Policies outlined on the school website <https://www.borrowdaleschool.com/policies/>

Borrowdale School will endeavour to ensure that parents/carers and staff are well-informed of pupils' needs prior to any educational visits and/or residentials and will ensure that parents/carers are involved in the planning and accessibility needs for their child to attend. In some cases, parents have been asked to attend residential visits alongside their child, however, this is only in cases where a child requires enhanced additional support and is carefully planned between school staff and parents/carers.

For some pupils in receipt of an EHCP, we have provided curriculum enhancements to meet their needs. These enhancements are carefully planned and considered and pupils are supported throughout the activities, in line with objectives identified within the pupils' EHCPs.

How accessible is the school environment?

In line with the SEND Regulations (2014) and the Equality Act (2010) Advice for schools:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

Borrowdale School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Borrowdale School will endeavour to meet the needs of pupils and ensure that all pupils are able to access the curriculum within school. In cases where a pupil requires adaptations to the environment, school staff will contact parents/carers, the local authority and specialist teachers/medical professionals involved within the pupil's care to support improvements to the environment.

Details of the school's accessibility plan and policies are available on the school website. If you would like to discuss access arrangements, please contact Mr Smits.

Who can I contact for further information?

Your class teacher is the first contact within school. If you would like further information regarding support/provision/needs for your child, please contact:

Mr R. Smits – Headteacher / SENDCo / Designated Safeguarding Lead

Mr Rick Cooper – SEND Governor

SENDIASS - <https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

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

Mr Smits and Mrs Helme, our school administrator, will coordinate the admission of pupils into school. They will liaise with the class teachers and staff in other settings to ensure that pupils with additional needs have enhanced transition periods and access to support within these settings.

Links to feeder and transfer schools are very good due to our close liaison with these schools. Staff from the schools which pupils are transferring to, visit the school prior to the

end of the transition; this ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils.

In preparation for the transition, the school encourages that parents/carers engage with both schools to ensure a smooth transition. School staff will arrange a meeting with parents/carers and both schools to ensure a smooth transition. In the case of Year 6 pupils, the SENDCo will arrange enhanced transition visits to the next school and liaise with the SENDCo. The SENDCo will also be invited to EHCP transitional reviews.

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

The SEN Code of Practice says:

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high-quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENDCo, headteacher and governing body should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

In cases where the school has followed the graduated approach, and the pupil's needs require additional funding to fully support them within the school/curriculum, the school will apply to the Local Authority for additional funding. This discussion will involve parents/carers, school staff, SENDCo and other professionals.

How are decisions made about the range of support my child will receive?

Borrowdale School follows the graduated approach – **assess, plan, do, review**. In the first instance, teachers will discuss any concerns with the parents/carers and following this the SENDCo. The type of support your child will receive is determined by their level of work and any pastoral support they may require.

From the meeting with parents, interventions will be put in place and an IEP will be written (if required) to address the pupils' learning/pastoral/social and emotional needs. If school staff feel that a pupil requires further support, a discussion will take place with the parents/carers and the SENDCo.

Some examples of the interventions offered:

- Nurture groups
- Precision Teach

- Maths/English intervention
- Reading intervention
- Speech and Language intervention
- Reading groups

Support in school can vary between 1:1 support, group interventions and group support within classes.

In some cases, where a pupil is not engaged in subject specific study, there is collaboration between outside agencies, the Local Authority, parents/carers and school staff to plan and ensure that the needs of the pupils are met. This is also where a pupil is assessed using the **Engagement Model and PIVATs** within school

Where can I find out about the Local Authority's local offer of services and provision for children and young people with SEND?

Details about the Local Authority's offer of services can be found here:

https://fid.cumberland.gov.uk/kb5/cumberland/directory/advice.page?id=F6M_YGKBr0E