



Legislative Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (30 July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0 – 25 years (30 July 2014)
- Schools SEN Information Report Regulations (2014) (See St James' Local Offer on the school website)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was initially formulated by a small group including the SEN Governor, member of staff, SENCO and member of the Senior Leadership Team. The document was placed on the school website and parents, pupils and governors were notified and encouraged to make constructive comments about the contents. The teaching and support staff reviewed the content of the policy as part of a staff meeting, other staff were given access to a copy and their comments noted and where necessary acted upon. The document was made available at Parent's Evening for any additional comments, after which time the final copy was placed on the school website.

Following the rewriting of the policy on an annual basis it has been made available on the school website for constructive comments from parents, pupils and governors.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 states that: *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*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph * above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young

people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Mission statement:

At St James C of E Junior School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community feels they are appreciated, can realise their own potential and make the fullest contribution to the school with due regard to age, status and ability.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

Together we take pride in making a positive contribution to our school and the wider community.

‘What have you done today to make you feel proud?’

Aims and Objectives

Aims

We aim to raise the aspirations and expectations for all pupils with SEND.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

We aim to focus on outcomes for children and not just hours of provision and support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To closely monitor the progress of all pupils to ensure they achieve their full potential
3. To work closely with parents/carers to gain a better understanding of their child and to involve them in all aspects of their child’s education
4. To provide support, training and advice for all staff working with pupils with SEND
5. To work within the guidance provide in the SEND Code of Practice, 2014
6. To work with, and in support of, outside agencies when the pupils’ needs cannot be met by the school alone e.g. Educational Psychologist, Speech and Language Therapy, Child and Adolescence Mental Health Service (CAMHS)

Responsibility for Coordination of SEND provision

- The Headteacher (Angela Rawlinson) is responsible for overseeing the provision for children with SEND
- The SENCO (Gill Webster) is responsible for managing the school’s response to the provision made for pupils with SEND. Contact details: Mrs Gill Webster, St James’ Junior School, Blake Street, Barrow-in-Furness, LA14 1NY. Tel: 01229 833610 (SEN Qualification: Post Graduate Diploma in Speech and Language Impairment in Children (Sheffield University 2001))

Identifying Special Educational Needs

Please see definition of Special Educational Needs at the start of the policy.

Special educational provision will be matched to the child’s identified SEN. Children’s SEN are generally thought of in the following four broad areas of need and support:

- *communication and interaction*
- *cognition and learning*
- *social, emotional and mental health*
- *sensory and/or physical needs*

These areas give an overview of the range of needs that will be planned for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and will seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation.

A graduated approach to SEN Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice July 2014)

High quality teaching, differentiated for individual pupils, is the first step to responding to any pupil who have or may not have SEN.

The school regularly reviews the quality of teaching for all pupils including those at risk of underachievement.

- Regular classroom observation, appraisal of teachers and work scrutiny ensures continuity of quality in teaching.
- Moderation of English and Maths work across year groups is undertaken by all staff in school to maintain consistency.
- Subject leads provide technical knowledge and expertise
- School has a team of teaching and support staff in Lower Key Stage 2 and similarly in Upper Key Stage 2. Their knowledge and expertise means they are highly effective in their understanding and support of all pupils.
- The Barrow Primary Collaborative also undertakes moderation, which ensures reliability across schools.
- A comprehensive programme of continuing professional development, linked to aspects of SEN, continues to support teachers' understanding and ability to identify and support vulnerable pupils.
- In the designated time within a staff meeting, aspects of SEN can be discussed

Whole school monitoring of pupil progress and attainment is achieved using Scholar Pack which is a 'cloud based management information system which is described as being an 'extremely powerful primary school software package'. This allows school to set pupil targets which are challenging, and also to ensure specific strategies are having a positive impact. Using information from termly assessments, the SENCO produces red and amber lists which identify any pupil who is falling outside the range of expected academic achievement in line with performance indicators and grade boundaries. Class teachers use these lists, alongside their knowledge of the pupil and all the other available information, to provide appropriate support to meet the needs of the individual pupil. These pupils will be closely monitored. The SENCO will be consulted as required for support and advice.

Other needs which may impact on the progress and attainment of pupils include disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a Looked After Child or

being a child of a Serviceman/woman. These needs will be closely monitored and additional provision will be put in place as required.

Parents will be informed at every stage and about the circumstances why their child is being monitored. They are encouraged to share information and knowledge with the school.

In deciding whether to make special education provision, the teacher and SENCO will consider all the information gathered within school and from parents about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment material. For higher levels of need, we will draw on more specialised assessments from external agencies and professionals.

When it is agreed that there is the need for additional intervention to support a pupil's progress and remove barriers to learning, parents will be informed and are welcome to come in to school to discuss it further. The pupil will be included in these discussions as appropriate. The desired outcomes, including expected progress and attainment and a clear review date will be agreed. (Appendix 2 shows the range of interventions and support available in our school-this list continues to expand as new programmes and interventions become available)

SEN support in school

Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents will be formally informed. School will continue to work closely with the local authority and other providers to ensure appropriate requests for specialist services are made e.g. Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS), specialist teachers, therapists.

Effective educational provision will be put in place which will take the form of a four-part cycle.

- Assess
- Plan
- Do
- Review

This four-part cycle will allow earlier decisions and actions to be revisited, refined and revised with the growing understanding of the pupil's needs and of what best supports the pupil to make good progress and secure good outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments, their experience of working with the pupil, details of previous progress and attainment, comparison with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree adjustments, interventions and support that will be put in place, as well as the expected impact on progress,

development and or behaviour, along with a clear date for review. Where appropriate, parental involvement may be sought, to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main classroom. They will work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The review process will evaluate the impact and quality of the support and interventions, alongside the views of the pupil and their parents as appropriate. The class teacher, working with the SENCO will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

An Individual Pupil Plan (IPP) will record the targets and frequency of the support. This will be shared with the STA/teacher who will deliver the intervention. The pupil's progress will be monitored on a weekly basis by the class teacher, STA and SENCO. Adjustments to the targets will be made to support progress. After an agreed period a review will be held to which parents will be invited to evaluate the progress and discuss the next steps.

If the pupil continues to make less than expected progress school will consider, in discussion with parents, involving external specialists. If necessary, parents will be asked to provide information for the Early Help Assessment form. Other referrals to therapists etc will be sent with parental permission.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, and a date when the progress will be reviewed. Copies of all resulting reports will be sent to parents.

Education, Health Care needs and plans

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education Health Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. (SEND Code of Practice 2014)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes across education, health and social care and, as they get older prepare them for adulthood. (SEND Code of Practice 2014)

If, following discussions with parents/carers and other outside specialists and agencies, the decision is made to request an EHC assessment, school will make a referral which will contain information from a variety of appropriate sources which may include:

Parents

Teachers
SENCO
External specialist
Social care
Health professionals

The information presented will relate to the provision currently being provided by all involved, interventions and support previously implemented and outcomes of targets set.

Parents also have a specific right to ask a local authority to conduct an EHC assessment. (SEND Code of Practice 2014)

Using the evidence mentioned above, a decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHC plan. *An EHC assessment will not always lead to an EHC plan. (SEND Code of Practice 2014) The information gathered during an EHC assessment may indicate ways in which the school can meet the child's needs without an EHC plan. (SEND Code of Practice 2014).*

The local authority must make a decision within 6 weeks whether or not to proceed with an EHC needs assessment. It must inform the following people of its decision: parent, health service, local authority officers responsible for social care for children and the head teacher.

If the local authority decides not to conduct an EHC needs assessment it must inform the parents of their right to appeal that decision and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services. (SEND Code of Practice 2014)

Managing Pupils Needs on the SEN Register

- All pupils receiving additional SEN support will have an Individual Pupil Plan (IPP) (appendix 3) .
- The targets on the IPP will focus on the outcomes it is intended the pupil will achieve
- The progress towards each target will be recorded by the person delivering the support, and the class teacher and SENCO will monitor the progress and effectiveness of the plan
- A time frame for review will be agreed at the start of the plan and the teacher will be responsible for evidencing the progress according to the outcomes described in the plan
- The class teacher will keep all the information up-to-date
- The IPP will be reviewed as required (some may be specific short term targets whilst others may be expected outcomes at the conclusion of a specific intervention eg Reading Intervention)
- The level of provision will be according to need
- If it becomes apparent that school require additional advice and support to fully meet the needs of a pupil, evidence gathered from IPPs, parent's information, school assessment etc will be used to identify this. The evidence gathered may form part of the referral to an external specialist.
- If, through discussion with parents, a referral to an outside specialist is thought necessary, the SENCO will complete the Early Help Assessment form (if applicable). Parents will be asked to come into school to provide the necessary information to allow the SENCO to fully complete the form. They will also need to sign the form to give their permission for the referral. Some external specialists use their own referral forms and these will be completed and shared with parents.
- Should the school identify the need for additional funding and support which is over and above what is expected the school should put in place, it may be necessary to request an Educational Health Care assessment as mentioned in the previous section.

Supporting Pupils and Families

Cumbria County Council has produced a Local Offer which has guidance on a variety of topics including school transport, health and care, getting help etc. Please follow the link

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

St James' Junior School has written their Local Offer and this is available to view on the school website. www.stjamesjun-bif.cumbria.sch.uk/ Please click on the Special Educational Needs and Disability Information section where you will find our Local Offer.

Pupils with SEN are supported to enable them to access assessments throughout school. This may be with an adult acting as a reader (in appropriate assessments i.e. not when the skills of reading are being tested) or assessment text being enlarged or photocopied onto specific coloured paper. This is the responsibility of the class teacher in liaison with the SENCO and support staff. In Year 6 the class teacher and SENCO work closely together to ensure pupils with SEN have the appropriate support to enable them to access the SATs papers and achieve their true potential.

At transition, either from class to class or to another school, the school will implement strategies which will facilitate a successful transition. There will be opportunity for additional visits to secondary school to allow the pupil to familiarise themselves with the building, routine and staff. They can take photographs and collect maps etc which will be made into a scrapbook, and can be used as a source of discussion both at home and school. Year 6 pupils with SEN will make passports to take with them to secondary school. These contain information about themselves. When pupils move classes at St James' Junior School the class teachers and support staff have opportunity to share information with colleagues. This ensures continuity of care across classes.

Criteria for exiting the SEN Register

A pupil will be removed from the SEN register when school, parents and all other agencies involved, agree that when using all data and information available, the pupil has achieved the expected level of progress in line with national averages. This decision is likely to be taken at a review meeting.

Admission Arrangements

Please refer to the information contained in our school prospectus and our admissions policy. Please go to our school website www.stjamesjun-bif.cumbria.sch.uk/ and click on School Policies where you will find our Admissions Policy

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement of Need, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

Further information can be found in the school's policy for Supporting Pupils with Medical Conditions which can be found on the school website www.stjamesjun-bif.cumbria.sch.uk/. Please go to the School Policies section where you will find the Supporting Pupils with Medical Conditions Policy.

Monitoring and Evaluation of SEND

The Head Teacher and SENCO hold informal weekly meetings to monitor and evaluate the quality of provision offered to all pupils. There is a timetabled slot in the weekly staff meeting for all staff to have opportunity to discuss the provision/concerns related to pupils with SEN.

The SENCO provides a termly report for Governors on the progress of all pupils receiving SEN support.

At the moment the school is trying to fill the vacant position of SEN Governor but at present Angela Rawlinson Headteacher is fulfilling the role on an interim basis.

Training and Resources

Special Educational Needs is funded through the school budget. All specifically allocated SEN funding (notional SEN budget) is spent on providing additional support to pupils, either 1-1 or in small groups, dependant on need. In addition a significant proportion of the general school budget is also spent on supporting/providing resources for pupils with SEN.

Pupils identified through their EHC Plan as having high needs may receive additional support as a 'top up' from Cumbria County Council's High Needs Block.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All staff except LC have a recognised first aid qualification and TEAM TEACH qualification and have attended up-to-date Moving and Handling training.

The training needs of all staff are identified through Performance Management, annual audit and discussion with the SENCO/Senior Leadership Team.

The SENCO is a member of the Furness Inclusion Group (FIGS) which is made up of SENCOs from schools in Barrow and the surrounding area. School pay an annual fee which funds identified training for all staff eg Level 1 and Level 2 Autism training, Clicker etc.

Roles and Responsibilities

- The role of SEN Governor is to provide a link between school and the governing body, providing feedback within the Governors meeting. They take an active interest in SEND in school and are up-to-date with all relevant SEND information and developments. Through regular meetings and discussions with the SENCO, they monitor and evaluate the effectiveness of the SEND provision in school. They try to be available on Parent's Evenings and Open Evening and when possible will attend review meetings as applicable.
- The role of the Senior Teaching Assistants/Higher Level Teaching Assistant is to:
 - Work closely with the class teacher/SENCO to support pupils with SEND throughout the school.
 - Make use of their expertise and specialist knowledge to meet the individual needs of pupils with SEND.

The line manager in school is the SENCO.

- Designated Teacher with specific Safeguarding responsibility: Head Teacher- Angela Rawlinson who works closely with a small team of staff, including senior leaders and Higher Level Teaching Assistant
- Member of staff responsible for managing Pupil Premium Grants/Looked After Children funding: Headteacher-Angela Rawlinson who liaises with the SENCO
- Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Headteacher-Angela Rawlinson with Higher Level Teaching Assistant and Senior Midday Supervisor

Storing and Managing Information

All files of pupils with SEN are stored in locked cabinets. Should a pupil move schools, their SEN file will be forwarded to the receiving school at the earliest opportunity and within the period stipulated by Cumbria County Council. Further information can be found in the school's Information Management Policy and Confidentiality Policy accessed through the school website www.stjamesjun-bif.cumbria.sch.uk/ in the School Policies section.

Reviewing the Policy

This policy will be reviewed annually but may also be updated if necessary within the 12 month cycle.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St James' produces an annual Access Plan which can be viewed on the school website www.stjamesjun-bif.cumbria.sch.uk/ in the Special Educational Needs and Disability section.

In February 2015 we moved into a new school. The building meets all current legislation for children with disabilities.

Parents and carers can arrange to meet key staff by contacting the school office who will arrange a mutually agreed convenient time

Dealing with Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher or SENCO, who will be able to advise them on formal procedures for complaint should it be necessary.

The local Cumbria SEND IAS (Information, Advice and Support Services Network-formerly Parent Partnership Service) give impartial help and advice and can be contacted on 01229 407559. Please use the following link for further information on the role of Cumbria SEND IAS.

www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/cumbria-send-ias-service-parent-partnership/

Bullying

School deals promptly with any concerns expressed related to bullying. The Kidsafe programme is delivered by a trained member of staff, to all classes. The programme teaches the children to recognise and take steps to alleviate bullying. An anti-bullying week is held on an annual basis. For further information please see the school website www.stjamesjun-bif.cumbria.sch.uk/ for our Anti-Bullying Policy within the School Policy section.

Links with other agencies

St James Junior School seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is responsible for liaising with the following:

- Cumbria Educational Psychology Service
- Cumbria Support Services ie Specialist Advisory Teachers, Equality Officer
- Speech and Language Therapy
- Specialist Speech and Language Therapist (Autism)
- Social Services (if relevant to pupil with SEND)
- Specialist Teacher for Children Looked After-especially when planning for a Personal Education Plan
- Health Services eg Paediatric Therapy Services, Community Paediatrician
- Audiology
- Action for Children
- Bluebells
- Young Carers
- Love Barrow Families
- Child and Adolescence Mental Health Service (CAMHS)
- Attendance Lead and Education Welfare Officer
- Behaviour and Emotional Wellbeing specialists
- Cumbria SEND IAS (Information, Advice and Support Services Network-formerly Parent Partnership)

- Community police

(This list is not exhaustive as the changing needs of the pupils may, by necessity, require the involvement of other external agencies)

All policy documents referred to in this policy are available on the school website or as a paper copy by calling in at the school office.

Appendices

1. Staff Qualifications
2. Support available in school
3. St James named support
4. Individual Pupil Plan (IPP)

Signed _____ (Headteacher) Date _____

Signed: Gill Webster (SENCO) Date September 2018

Signed _____ (SEND Governor) Date _____

Appendix 1

SEN Staff and relevant qualifications (as at September 2016)

SENCO

Mrs Webster

Qualifications

Certificate of Education (Totley Thornbridge College of Education)

Post Graduate Diploma in Speech and Language Impairment in Children (Sheffield University 2001)
Primary Updating and Re-Training (St Martin's College 2001)
Reading Intervention Tutor
Certificate in ICT for Teachers and Trainers
ECDL
TEAM TEACH
Moving and Handling
ELKLAN
Level 1 Safeguarding

SENIOR TEACHING ASSISTANTS

Mrs Griffiths (also Higher Level Teaching Assistant for part of the week)

Qualifications

NNEB
HLTA
First Aid in the Workplace
Certificate in Professional Studies in Autism (Manchester University)
Reading Intervention Tutor/Structured Reading and Spelling Programme
NOF
Counselling Skills Level 1
SERIS Training
Brain Gym
Springboard Maths
Maths Recovery
Heartmath
Kidsafe
TEAM TEACH
Moving and Handling
Critical Skills
Young Minds
Bereavement
Self-harm
Safeguarding Level 1, 2 and 3

Miss Jackson

Qualifications

NNEB
Certificate in Professional Studies in Autism (Manchester University)
First Aid
Clait II
NOF/OCR Computing
Seris Training
TEAM TEACH
Moving and Handling
Level 1 Safeguarding

Mrs Scott

Qualifications

NVQ3 Childcare, Learning and Development
BTEC Social Care
TEAM TEACH
Moving and Handling
First Aid
Heartmath
Level 1 Autism training
Level 1 Safeguarding

Mrs Watson

Qualifications

NNEB

ASD Level 1

Level 2

TEAM TEACH

Moving and Handling

First Aid

Self-harm

ELKLAN

Young Minds

Self-harm (update)

Level 1 Safeguarding

Currently completing the HLTA course

Appendix 2

Support available

Resources updated as required. The following are recently/currently in regular use.

Pre-teaching

Toe-by-Toe

Sound Linkage

Individualised Literacy programme

Individualised Language programme

Individualised Numeracy programme

Individualised Writing programme

Reading Intervention Programme

Structured Reading and Spelling Programme

Success in Spelling

PAT (Phonological Awareness Training)

Multi-sensory activities

IPad with appropriate apps

Clicker

Social language programmes (delivered in all years) eg SEAL Turtles Scorpions

Bereavement group

Individualised behaviour/anger management/self-esteem programmes

Math Recovery

Stile-literacy and maths

Teodorescu Motor Programme

FROSTIG

Spiders (Oxford Literacy Web)

Lifeboat

Nessy

Wordshark

Additional handwriting

Fine/gross motor skills activities

Phonic groups/1-1 teaching

SMART MOVES

Appendix 3

Contact Details

SEND related enquires

Top Floor
Craven House
Barrow-in-Furness
Cumbria
LA14 1FD
01229 408000

Professional Leads for the different areas of SEND

Autism Spectrum Conditions

Caroline Pollard

T: 07810 504603

E: caroline.pollard@cumbria.gov.uk

Blind/Visual Impairment

Ruth Humpage

T: 07798 588768

E: ruth.humpage@cumbria.gov.uk

Deaf/Hearing Impairment

Ruth Humpage

T: 07798 588768

E: ruth.humpage@cumbria.gov.uk

Physical/Medical Needs

Elaine Ellar

T: 07920 500765

E: elaine.ellar@cumbria.gov.uk

Severe Learning Difficulties

Elaine Ellar

T: 07920 500765

E: elaine.ellar@cumbria.gov.uk

Specific Learning Difficulties (Literacy)

Elaine Ellar

T: 07920 500765

E: elaine.ellar@cumbria.gov.uk

Speech, Language and Communication Needs

Jane Nicholson

T: 07796 178641

E: jane.nicholson@cumbria.gov.uk

County

Ruth Willey

Principal Educational Psychologist

T: 07825 340512

E: ruth.willey@cumbria.gov.uk

Cumbria SEND IAS.

Barrow and South Lakes

Karen Hull

T: 01229 407559

E: karen.hull@cumbria.gov.uk

Celia Jones

T: 01229 407439

E: celia.jones@cumbria.gov.uk

www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/cumbria-send-ias-service-parent-partnership/

Individual Pupil Plan and Monitoring Form

Individual Pupil Plan					
Name	Age	Year group	Names of teacher/ support	Date	
ASSESS Assessment of need Brief summary of what child can do and the specific point of difficulty					
PLAN Target/ specific learning objectives					
			DO Strategies- Who is doing what, how frequently, for how long? Include review date:		
				REVIEW Evaluation of progress against target and next steps	
IPP agreed with:			SEN Support/Additional Provision provided:		

Signed _____ (class teacher) Date _____

Signed _____ (parent/carer) Date _____

Signed _____ (pupil) Date _____

