SEN Information Report February 2025

The Special Educational Needs and Disability Regulations 2015 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

How does Fellview Primary School know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

All new parents are invited to share any learning differences or support needs their children may have before they start school. Pupils are given an enhanced transition into the school setting, if needed.

We work in partnership with parents/carers to identify any needs.

The Special Educational Needs Coordinator (SENDCO) and staff have a close working partnership and discuss pupil progress frequently.

Staff raise any concerns that they may have about children in the weekly staff meeting. Staff and SENDCO have a minuted liaison meeting each half-term where early intervention strategies are identified and implemented to address concerns.

We have good inter-agency links and seek external advice where appropriate.

Any concerns in the first instance should be addressed to the class teacher followed by SENDCO, Miss McElvogue (head teacher) thereafter contactable on 016974 78437 and by email at head@fellview.cumbria.sch.uk

How will Fellview Primary School staff support my child/young person?

The class teacher has responsibility for the progress of all children in their class. He/she will differentiate activities to remove barriers to learning and enable all children to access the curriculum.

Miss McElvogue, the SENDCO, can offer advice to staff who work with your children.

At times, children may work on a 1:1 basis or in a small group with a teaching assistant.

There is a named governor for SEN-Mrs Hannah Whitson.

Any bullying issues will be dealt with under the bullying guidelines and dealt with sensitively.

How will the curriculum be matched to my child's / young person's needs?

We cater for all children by differentiating the learning activities. This may include highlighting key words to support reading, teacher input to support writing, use of ICT and other resources to support learning or specific teaching programmes to support specific learning differences.

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

We encourage parents/carers to come into school and speak to members of staff who work with your child. We hold parent evenings twice a year and send home a formal report at the end of the academic year which reports on progress.

We monitor progress continuously and formally on a term-by-term basis. The headteacher meets staff each term to discuss, in more detail, the progress pupils have made.

If it is felt that your children's needs cannot be met by differentiation alone, an IPP (individual progress plan) will be drawn up with targets that are SMART (Specific, Measurable, Achievable, Relevant and Time-Related). IPP's are shared with parents and pupils for evaluation comments and to identify nest steps in learning. This will be done in collaboration with you, your child and staff. At times we may draw upon specialist advice from external agencies. Some children may have an Education Health and Care Assessment leading to an Education and Health Care Plan (EHCP). You and your child will be involved in any discussions relating to this.

What support will there be for my child's/young person's overall well being?

Personal, social, physical, health and wellbeing, is vital for a child to be able to access learning effectively. The pastoral care and support of all pupils is embedded in our practice. Children's views are gathered regularly through discussion, self-assessments, evaluations and at school council.

Issues surrounding special educational needs and disability are discussed at an age appropriate level.

We have a policy for the administration of medicine.

If required, a member of staff works as a key worker for children needing further pastoral and educational support.

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

A number of our teaching staff have expertise and training in support strategies for a variety of needs. Our Senior and Higher Learning Teaching Assistants have training in supporting children in phonics, literacy, maths and mental health needs.

We engage the relevant services for individual pupil needs. Some of these include Child and Adolescent Mental Health Services (CAMHS), Educational psychologists, speech therapists, specialist advisory teachers, Family Action, and the National Society for the Prevention of Cruelty to Children (NSPCC).

What training do staff in Fellview Primary School have for supporting children and young people with SEND, or are having?

Staff have training as appropriate to meet the needs of the children in school.

The head teacher/SENDCO has extra qualifications in SEN including a PG Dip in SEN and SpLD.

All staff have Safeguarding training and the relevant First Aid.

How will my child/young person be included in activities outside this classroom including school trips?

We work closely with parents/carers to ensure that the needs of children can be met on individual visits, in after school clubs or external activities. An extra member of staff may be allocated to support an individual or group of pupils where possible.

How accessible is the setting/school/college environment?

We have an accessibility plan which aims to cater for all children regardless of need or disability.

How will Fellview Primary School prepare and support my child/young person to join the setting/school/college or the next stage of education and life?

We have close liaison with the onsite nursery and with our feeder secondary schools to support pupil transitions.

An enhanced transition, if appropriate, will be implemented for the pupil.

How are Fellview Primary School’s resources allocated and matched to children's/young people's special educational needs?

We allocate the SEN budget appropriately to match the needs of children. Examples of this might be though purchasing support and resources-human or material.

How is the decision made about what type and how much support my child/young person will receive?

Support will be decided through discussions with staff, pupils, parents and any external agencies.
Support is continuously monitored and recorded each term, to ensure that it is effective and is having a positive impact on pupil progress

How are parents involved in the setting/school/college? How can I be involved?

We form good partnerships with parents/carers and encourage frequent discussions to ensure all children have the best educational outcomes.

Regular meetings are held to discuss progress and next steps.

Cumberland County Council's local offer, explaining what is available on a local authority basis, can be found using the following link:

https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0