# SKELTON SCHOOL

# SEND INFORMATION REPORT

## AUTUMN 2025

SENCO – MISS SOPHIE DOBINSON
SEND GOVERNOR – MRS MAGS TOWERS

**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

- At Skelton School, we pride ourselves on knowing our children well. We therefore know if they are struggling, are falling behind or need some additional support.
- Concerns may be raised by parents/carers, external agencies, teachers or the pupil's previous school regarding a pupil's level of progress.
- Screening or on entry assessments may indicate lack of expected progress or highlight any areas where a child may be behind or require additional teaching.
- Observations of pupils by class teachers or the SENDCO may show that a child may need extra help, further assessment or outside agency support.
- School tracking systems of attainment may indicate a lack of expected progress.
- Pupil's themselves may ask for extra support.
- If parents have concerns about any aspect of their child's progress, teachers are available to talk to at the end of the school day. Staff will always listen to any concerns that you may have.

**How will school staff support my child?**



- All pupils will be provided with high quality teaching that is adapted appropriately to meet the needs of all learners no matter how diverse.
- Teaching assistants and support staff regularly work with small groups of children or individuals to address areas of learning that need extra support.
- Teachers regularly work with small groups of children or individuals to pre-teach concepts that may have misconceptions for learners who may need additional support.
- The school SEND co-ordinator, Miss Dobinson oversees all SEND provision and supports children and staff within school. She can be contacted via the school office email, admin@skelton.cumbria.sch.uk or 017684 84367.
- The Headteacher, Mrs Helen Newton, oversees the education and curriculum.
- Skelton School also works with outside agencies to ensure that appropriate specialist help is sought if required. This may be educational psychologists, speech and language therapists or many more services within the county.
- Governors are responsible for ensuring that any funding for SEND is spent appropriately and have a strategic role in holding the school to account so that the needs of children with special educational needs are met.
- The named SEND governor is Mrs Mags Towers. Termly meetings are held between the SEND governor and school SENDCO to discuss and review the school's plans, actions and SEND need. Contact is made regularly to provide updates and information if required.

**How will I know how my child is doing and how will you help me to support my child's learning?**

- Parents/carers are invited to attend two parents' evenings per year as well as receiving a written school report annually.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher or the SEND Coordinator, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
- Thorough tracking and regular formative and summative assessment is used to measure each child's progress. These assessments will be done in a number of different ways, through practical activities, tests, observations, through discussions and through work done in class. Teachers and support staff then address the gaps in learning and can communicate these with parents to inform them where the gap is and if possible, how to support with the matter at home.
- Parents/carers are invited to curriculum information meetings or sent links to recorded sessions to gain more information about particular curriculum areas and are provided with information on how to support children at home.
- Parents/carers are welcome to talk to staff to discuss supporting learning at home. Appointments can be made through the school office should this be necessary. A home to school book may be used for the exchange of messages and information where appropriate. Parents/carers of children who have an IEP (Individual Education Plan) are invited into school to discuss targets on the IEP with the child's teacher and in some cases with the SENDCO as well. The class teacher can suggest or show parents ways to support their child. Parents are very welcome to ask about these.

- Parents/carers of children who have an EHCP (Education Health Care Plan) are invited into school regularly to discuss children's progress, attainment and well-being. Annual reviews are also conducted with any staff involved, outside agencies and any other professionals suitable for attending the review.

**How will the curriculum be matched to my child's needs?**



- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom. Learning opportunities from the youngest through to the oldest children are appropriately pitched at the correct level.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted, in the most appropriate way, by the class teacher to reduce barriers to learning and enable him/her to access the curriculum more easily. Adaptions may include strategies suggested by the SENCO, external specialists, special advisory teachers and in some cases, parents.
- In some cases, children with special educational needs may have an Individual Education Plan (IEP) with targets and strategies set according to the child's area of need. These may be academic targets, personal and social, communication or another form that is appropriate to help best support the child. Targets are monitored by staff and reviewed along with parents at least three times per year. Copies of IEP's are provided to parents.
- If it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT, writing slopes, coloured overlays, easy grip pencils to name a few. Parents will be consulted about any additional resources to best support their child so this may be duplicated and reinforced at home.




- Where children need extra support, specific interventions in small groups or on an individual level may be introduced. Some children may have a pre-teach session to help cover a topic before it is introduced as a whole class. Some children may have keep up sessions to help boost learning that has already taken place. Interventions can happen in many different forms and it is up to class teachers to plan these accordingly to best suit the needs of the children.

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

- Miss Addison is the Senior Mental Health lead in school. She provides support and information to staff on how best to support children's well-being through her training and knowledge. Miss Addison can be contacted via the school office email, admin@skelton.cumbria.sch.uk or 017684 84367.



- Some children who may need support with their emotional and social development may be invited to attend a 'social group' on a weekly basis. The aims of the group are to boost children's confidence, give them a chance to build social skills in a smaller group with adult guidance and support and also to give children the opportunity to build on the skills they already may have. Sessions are planned out very carefully to ensure the needs of the children are being met in a fun and engaging way.
- Some children may need additional support with their mental health needs. In these instances, an Early Help Assessment may be carried out where external agencies can then provide advice and support where required. Early Help Assessments are always carried out with parents/carers and in some cases, where appropriate, with the child as well. External agencies may be contacted to offer support and counselling to children that require support with their mental health.
- In some cases, children may have medical conditions that require staff to administer medication throughout the school day. First aid qualifications are held by many staff and staff are trained to administer a range of medication through different ways. For example, if a child has an epi pen for an allergy, staff are trained on how to administer these depending on the pen. Parents are required to complete a medication administration form that gives permission for school staff to administer the required medication. Parents are to state the time, medication name, how it is to be administered, how much, how frequent and how long the medication need to be administered for. Parents are also asked to provide an emergency contact in case of an emergency.
- Bullying is not tolerated at Skelton School. Children know what bullying is through PSHE sessions and know to tell a trusted adult when something is wrong. Staff deal with any bullying incidents

promptly and appropriately in accordance with the whole school behaviour policy, section 13. More information on this can be found on the school website.

**What training have the staff, supporting children and young people with SEND, had or are having?**

- Miss Dobinson is the school SENCO. She has undertaken the years NASECO training and gained the award in 2023, graduating in 2024.
- School staff have received a range of training at different levels. Most recently, this has included training in the following areas:
  - How to support pupils with dyslexia and literacy difficulties.
  - How to support pupils with Autism.
  - How to support pupils with behavioural difficulties.
  - How to support pupils with speech, language and communication difficulties.
  - Reading intervention.
  - Safeguarding: levels 1, 2 & 3.
- In addition, the SENCO attends regular training and updates through our local SEND cluster and from the local authority.
- The nominated SEND governor, Mrs M Towers, also completes relevant training and visits school on a regular basis to meet with Miss Dobinson.

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

- Occasionally, a pupil may need more expert support from an outside professional or agency. These may include: an educational psychologist, speech and language therapist, specialist advisory teaching service, occupational therapist, CAMHS, physiotherapist, school nurse etc.
- Specialist services can be accessed in a variety of ways. Early Help referrals may be put into place with the consent of the parents/carers for staff to be able to access some external services and support. Other services may require other forms of communication. Depending on the service needed, staff or the SENCO, Miss Dobinson, will advise of the correct procedures and keep parents/carers informed along the way.

**How does the school enable constructive partnership working with families?**

- Parents/carers are welcome into school at any time to discuss their child's needs, concerns or progress. It is recommended that appointments are made via the school office email, admin@skelton.cumbria.sch.uk or by telephone on 017684 84367.
- Children that require or have an open Early Help Assessment are invited to regular TAF (Team Around the Family) meetings. These meetings happen as often as needed and generally take place within school with all relevant staff, parents/carers and outside agencies involved attending.




- Children that require or have an EHCP (Educational Health Care Plan) also have regular meetings to discuss their child's needs and progress. Discussions will take place based around the targets set within the plan and the next steps to support the child further. Annual review meetings take place for children that have an EHCP where all services involved within the child's life are invited to the meeting for review.
- Parents/carers of children that have an IEP (Individual Education Plan) meet with the class teacher, and in some cases the SENCO as well, when the IEP is up for review. Progress is discussed and new targets set with parents/carers and in some cases, often with the child as well.
- Parents/carers are invited into school for two formal parents' evenings a year to discuss their child's academic progress. As well as this, a formal report is provided at the end of the year that provides a summary of the child's learning throughout their academic year. Parents/carers are welcome to discuss this with their child's teacher if required.
- Parents are invited into school for curriculum evenings. These are advertised via email, the school Facebook page or the school website.

**How will my child be included in activities outside the classroom, including school trips?**

- The curriculum at Skelton School is fully inclusive of all children regardless of their needs. The curriculum can be adapted wherever required to ensure all children are included in all lessons, activities and educational trips.
- All children are welcome to the school breakfast and after school clubs and extra-curricular activities.



**How accessible is the school's environment?**

- There have been adaptions made within the school environment to ensure the space is accessible to all. Ramps have been placed at the school entrance and rear to the Early Years Unit to ensure the site is accessible to all. The staff toilet has been adapted to ensure accessibility for visitors with a disability as well as an emergency cord that can be pulled within emergency situations. Steps outdoors are edged in yellow to make it easier for those with visual impairments to navigate the space.
- There are currently no disabled changing facilities within school.

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

- A number of strategies are in place to enable effective pupils' transition. These include:

<u>On entry to the school:</u>

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SEND Coordinator meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Transition plans are developed for individual children who require them, be it for changing class or changing school. These often include making a Transition Booklet so the child becomes familiar with new staff and routines.
- The annual review in Y5 for pupils with an EHCP (Educational & Health Care Plan) begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SEND Coordinators of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying the new setting.



<u>On transition to the next school:</u>

- For any child that decides to leave Skelton School or that moves on to their next school of choice for secondary education, extra transition is put in place to ensure a smooth journey from one setting to the next. Staff provide transition information for the next setting, offer meetings to discuss the child's needs and pass on any relevant information.
- Some children moving onto a new setting may require extra transition. This is all arranged on a personal level to suit the needs of each individual child.
- New school settings may also be invited to TAF (Team Around the Family) meetings if this is deemed appropriate.

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

- The budget is used to provide equipment, support and training to support individual children as appropriate with their special needs and disabilities. Resources are purchased on a need basis that are personal to each child that requires them.

- Staffing resources are allocated where required. Support staff are deployed on a need basis to support and work with children that need extra help.

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



- Decisions are made in consultation with the class and head teacher. Decisions are based upon teacher assessment, termly tracking of pupil progress and any assessments by outside agencies. If further concerns arise during a pupil's school life due to the pupil's lack of progress or well-being, then other interventions will be arranged.
- For pupils with a statement/EHC Plan this decision will be reached in agreement when the EHC Plan is being produced or at an annual review.
- Whether the support has had impact is judged through careful assessment from the beginning of the intervention, regular assessment during the intervention and then again at the end of the intervention based on the targeted outcome.

**Who can I contact for further information?**

- For information regarding SEND information within school, contact Miss Dobinson via the school office email, admin@skelton.cumbria.sch.uk or telephone 017684 84367.
- For more information about the Local Offer within Wes, please visit https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/home.page

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

- For more information about the Local Offer within Westmorland & Furness, please visit https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/home.page

