WORK TOGETHER, AIM HIGH, SHINE BRIGHT

SEND INFORMATION REPORT – Bridekirk Dovenby Primary School
2025-2026

The governing body of maintained schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEND. The information must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1. The kinds of special educational needs that are provided for

Our school is an inclusive school where every child matters. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.
Additional and/or different provision is currently being made in school for children with a range of needs, including:

- **Cognition and Learning** - moderate and severe learning difficulties; specific learning difficulties – these may affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Communication and Interaction** – Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language Difficulties.
- **Social, Emotional and Mental Health** – these may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. attention deficit hyperactivity disorder.
- **Sensory and/or physical needs -** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning

Our head teacher has a PgC National Award for SEN coordination and supports our SENCo who has over 30 years' experience in the field of SEND, having worked in a range of different schools across two different local authorities and she has experience of teaching across the whole primary phase. She is also Assistant Head and Year 5/6 teacher in our school. Our team of nine teaching assistants have experience and training in planning, delivering and assessing intervention programmes. All our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students. The school works closely with other local schools, sharing training opportunities including INSET days and outside experts. Our school's Accessibility Plan (available on request in school) outlines adaptations made to the building to meet particular needs and enhance learning.

2. The policy for identifying children and young people with SEND and assessing their needs including the name and contact details of the SENCo

In Early Years, if we or a parent is concerned that a child is not meeting development benchmarks within the Development Journey advice will be sort form the Early Years Team SENCo. A meeting will then take place with school staff and parents and a plan will be put in place. This may involve an Early Help registration being submitted and an EH document being drawn up to ensure meetings progress and specialist support and advice is received. The information received will be written into a support plan for the child. Over time, a decision will be made as to whether or not to request an EHCP assessment.

Our school's Assessment Policy, outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:
- is significantly slower than that of their peers starting from the same baseline.
- fails to match, or better, the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school.
Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in planning to meet the need.

At Bridekirk Dovenby School, a range of specific, more specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

School also makes use of an Educational Psychologist and the local Specialist Advisory Teaching Service to offer support through the use of an Early Help Assessment as outlined above and on the Cumberland SEN website

Further information relating to identification and assessment of children with SEN can be found in our SEND Policy document and on the SEN Information hub / local offer website

Mrs Fiona Taylor is available to provide more information relating to this
fionataylor@bridekirkdovenby.cumbria.sch.uk

3. What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEN?

- evaluation of support plans
- part of whole school tracking of children's progress generally
- 3x yearly - use of pupil/parents interviews/questionnaires
- monitoring by SENCo

b) What are our arrangements for assessing and reviewing the progress of children with SEN?

- our school's Assessment Policy (available on request in school) outlines the range of assessments regularly used throughout the school
- if the special need is connected with speech difficulties, then the pupil is referred to the local hospital. This is done, either by SENCo or child's GP) and is then followed by support from a speech therapist
- an Annual Review is held for children with EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets - when assessing children with SEN , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests - initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

c) What is our approach to teaching pupils with SEN?

- the fundamental aim of our school and the very reason for our existence, is to enable each child to be all that they can be
- to embrace and fulfil their unique potential following the example provided to us by Jesus Christ. - unlocking potential and removing barriers to learning is the promise and commitment of our school

We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning

- quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage
- information relating to results obtained in recent years is available on the school website
- provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to -day responsibilities. All teachers are teachers of children with SEND
- a continuous cycle of planning, teaching and assessing and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
- children with SEND will receive support that is adapted or additional to the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities

They help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order for them to be successful

- at Bridekirk Dovenby School, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential
- we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities

d) How do we adapt the curriculum and learning environment?

- the curriculum is scaffolded and adapted to meet the needs of all our children. Adaptation may occur in many ways and each child is given a document with suitable adaptations highlighted within it.
- school always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of VI children within the classroom and use of aids as recommended; use of coloured overlays for dyslexic children; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).
- we endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- we endeavour to ensure that all class rooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources.
- we endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary. We use the services of a SAL therapist to work directly with children and give support and advice to staff - small group rooms are available in both key stages to provide quiet work areas for 1:1 or small group work
- our school's Accessibility Plan, available on this website, outlines adaptations made to the school building to meet particular needs and enhance learning. We have an adapted toilet changing facility including a shower as well as a small classroom to cater for additional SEND needs. White lines and other changes have been made in response to an Habilitation Service Environmental Audit. We are keen to adapt the building as best we can to support current and future need and feasibility reports, provided by CCC, to assess the suitability of the building have enabled change

e) What additional support for learning is available for children with SEN?

- there are currently 131 children on roll. We have 9 teaching assistants employed in school, and most are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support.
- a number of intervention programmes are in place for children who require additional support e.g. Toe-by-Toe; Power of Two; Number Stacks; Stareway to Spelling; Dancing Bears
- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from Cumbria Additional Needs Team- West Division).

Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- Specialist communication teaching (Braille, Makaton)
- A sensory diet to enable children to access the curriculum (fidget toys / ear defenders / pressure bands)
- ELSA support
- Access to another specialist setting e.g. Mayfield / PRU (West Cumbria Learning Centre)
- Classroom available for high needs SEN children and small groups
- sports specialists used to support pupils with either emotional difficulties and / or dyspraxia

g) What support is available for improving the emotional and social development of children with SEN?

- professional advice from our Specialist Advisory Teacher and Educational Psychologist
- ELSA referral / intervention
- A new Sensory Garden allowing children to make good use of space outside
- Pastoral Care Group – SEL
- Family Action Groups / Interventions
- PSHE lessons alongside their peers
- Social Stories

4. What is the name of the SENCo and contact details for the SENCo?

Our SENCo is Mrs. Fiona Taylor and she can be contacted by email or school telephone:
fionataylor@bridekirkdovenby.cumbria.sch.uk
01900 (829889)

5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

- our SENCo has 40+ years teaching experience across the primary phase and 25 years in this role. She is allocated ½ a day per week to manage SEN in the school as well as ½ day management time which is often allocated to SEN. Our head teacher has a PgC National Award for SEN coordination and supports our SENCo - school employs a team of 9 TAs most of whom are trained to deliver a range of interventions on a small group and 1:1 basis.
- 9 members of the support staff are trained First Aiders - staff are trained annually for the support required for anaphylaxis, asthma and diabetes. A number of staff are also trained in Team Teach
- all staff have undertaken Making Sense of Autism with other staff undertaking more specialist courses as required dependent on current need; ASD; ELSA, Braille etc. We have many staff who use Makaton and are a Makaton accredited school.
- our Special Educational Needs Co-ordinator works alongside colleagues in other schools, as part of a triad team and, on occasions, a larger team, and disseminates information regarding current practice to colleagues in our school
- the SENCo meets regularly with the Headteacher to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.
- our SENCo organises training on a needs basis and also staff may request specific training
- the SENCo and headteacher attend regular training offered by Cumberland CC
- SEND is always an item on our staff meeting agenda

7. What are the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?

- Bridekirk Dovenby School adopts an open-door approach and parents report that they feel able to talk to class teachers as well as the leadership team whenever a need arises
- throughout the year there are 2 whole school parents' evenings and an end of year annual report to parents
- if a child has a support plan, then parents are invited to review their child's plan on a termly basis – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting
- our parents appreciate the 'open door' policy whereby the SENCo is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child
- progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations
- progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers)
- the progress of children with an EHCP is discussed at their annual review (interim reviews may also be called as necessary). As part of the Y5 annual review, transition to secondary school is considered with discussion involving parents and the LA. During these reviews the SENCo of the receiving secondary school is invited to attend.
- parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.
- the headteacher sends out information regularly from the county SEND team so that parents can be involved in SEND consultations as well as accessing information about services outside of school.

8. What are the arrangements for consulting children with SEN about and involving them in their education?

- children with SEND are represented in proportion to their numbers within our School Council and throughout all aspects of school life
- Children are included in their learning in many ways, but especially through the now and next approach
- the targets set for children are reviewed with them where applicable
- children are invited in to send meetings and annual reviews where appropriate
- children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to progress in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development
- child survey forms are used at annual reviews and shared with parents and professionals

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- The school complaints procedure is always followed, this is available on the website.
- The complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved by the class teacher,
- the complaint is dealt with by the SENCo. If there is still no resolution
- the Head teacher should become actively involved.
- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors (Rose Rowlands), in align with the school's complaints procedure
- the Governing Body will deal with the matter through their agreed complaint resolution procedures
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority / SENDIAS or request independent disagreement resolution and the school will make further information available about this process on request.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs.
- Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from Specialist Advisory Teachers from the local team eg Autism, EBD, Early Years Team
- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- if a pupil joining Bridekirk Dovenby School has been identified as having special needs before they start, the SENCo will attend the annual review prior to the pupil starting.
- staff from our Early Years Unit will also visit the child at home
- the Local Authority's Early Help procedures are adhered to by school whereby help and support is offered to children and families in the form of TAF meetings.

11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?

Transition from setting to school - EY Team Lisa Bignol
Cumbria County Council
West Cumbria House
Jubilee Road
Workington CA14 4HB

Cumbria Specialist Advisory Teacher Service
Anne-Marie.Hall@Cumberland.gov.uk

Cumbria County Council
West Cumbria House
Jubilee Road
Workington CA14 4HB

Speech and Language Team
Workington Community Hospital
Park Lane
Workington
CA14 2RW

Educational Psychology Service
Dr Jude Davies
Jude.Davies@Cumberland.gov.uk

Cumbria County Council
West Cumbria House
Jubilee Road
Workington CA14 4HB

EHCP Key Worker
Emily Lumb
Cumbria County Council
West Cumbria House
Jubilee Road
Workington CA14 4HB

12. Arrangements for supporting transition

- If a child is transferring to another school or setting, appropriate data is shared with the new setting. If the child leaving has Special Educational Needs, then the SENCo from Bridekirk Dovenby Primary School will contact the new school directly by telephone to discuss the needs of the child. If it is felt necessary a meeting is held with the school directly.
- For SEN children transitioning to our school as much information as possible is sought prior to the transfer.
- For Year 6 pupils transferring to Cockermouth School there are two intake days towards the end of the Summer Term. If a child has SEN, or for another reason might take longer to settle into a new setting, then extra visit days are arranged by Cockermouth School. The Head of Year 7 visits our school in the Summer Term to give the Year 6 pupils information about the secondary setting and answer any questions they may have. A member of staff from Cockermouth also visits to assess the reading and spelling levels for all the pupils transferring there. Where pupils transfer to other secondary settings, visit days are arranged, usually about the same time.

13. Where can the Local Authority's offer can be found?

Cumbria's SEND Local Offer can be found on the CC website. This will provide a list of all the provisions available in the county and give information about each of them.