



St Herbert's C of E Primary and Nursery School

SEND Offer 2025-26

At St Herbert's Primary and Nursery School, we strive to ensure that all our children are supported to achieve to the very best of their ability. We believe that building positive relationships with families is the most important factor in supporting children with Special Educational Needs or Disabilities (SEND)

How does the school know if my child needs extra help and what should I do if I think my child may have a Special Educational Need (SEN)?

As a first port of call, parents/carers should raise any concerns with their child's class teacher. They can also request an appointment with our Special Educational Needs Co-ordinator (SENCo), Mrs. Rachel Frampton. 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015

At St Herbert's Primary and Nursery School we may identify a child with SEN in various ways:- The needs of a child or young person with SEN will fall into one or more of the following four areas - Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Physical and Sensory. Information passed on by other nursery or primary schools during transition processes will identify pupils who are already on the SEN register. Any initial concerns about pupils not yet on the SEN register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary. Ongoing teacher assessment will identify pupils who are making insufficient progress or performing significantly below expected age levels. These pupils will be discussed as part of Pupil Progress Meetings that are held regularly between teachers and our Senior Leadership Team. If it is felt that difficulties with learning and progress may be because of a Special Educational Need, the pupil will then be discussed further with our SENCo. Class teachers can seek advice from our SENCo regarding concerns that they have about a child displaying possible Special Educational Needs at any time. Following discussions, the SENCo may look at the child's work, observe the child in class, and / or complete some activities with them 1:1 to assess particular learning needs. An assessment tool may also be used to gain an overview of key learning skills. Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEN register. The extensive list of specialists who liaise with school to ensure that pupils receive the support that they need includes Educational Psychologists, Speech and Language Therapists,

Occupational Therapists, Physiotherapists, Community Paediatricians, School Nurse Team, Social Care, CAMHS (Child and Adolescent Mental Health Services) and GPs. If a child's learning progress to a level where they no longer need additional to or different from support, they will be removed from the SEN register.

How will school support my child?

- Class teachers will set the highest expectations and deliver high quality teaching to all children. Together with teaching assistants, they will plan and deliver any additional support required by individual pupils, with advice from the SENCo as appropriate.
- At St Herbert's Primary and Nursery School, we have a range of experienced and trained Teaching Assistants (TAs) who will provide support for all children, including those who require extra intervention and support. For some pupils with very specific needs, a planned intervention programme may be delivered by one of our TAs.
- A 'class overview' document is in place for each class. This highlights any additional needs or key information for individual children that adults working in class need to be aware of. If your child has a diagnosis (e.g. autism, ADHD), this is also identified in the class overview document. Many children with a diagnosis do not need to be on the SEN Register.

In line with the SEND Code of Practice, we follow a graduated 'assess, plan, do, review' approach to identify and support our pupils with SEN:

- Children on the SEN register will have a Support Plan with SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets to help them to progress with their learning. These targets may be academic or social, or a combination of both.
- There are three Support Plan cycles each academic year. We review and set new targets in October, February and May. In between these times, targets are regularly monitored and adapted as necessary to ensure that they are always relevant to the child's needs.
- As part of the target setting process, each child has the opportunity to talk to their class teacher about what helps them to learn and their aspirations for the future. Support Plans are held in classrooms and the children are encouraged to be a part of the ongoing monitoring and review process.
- Parents of pupils with SEN will be offered three opportunities to come in and meet with class teachers to discuss their child's progress and to contribute to the setting and review of Support Plan targets each academic year. Within the Support Plan document, parents will be guided towards key ways in which they can support their child at home.
- Children may be provided with specialist resources which are tailored specifically to their needs. These may include adapted writing equipment, sloped writing tables, enlarged keyboards and large font texts.
- All children are assessed for their suitability to sit the KS2 SATs tests following the guidance laid out by Department for Education (DfE). Whether or not a child is eligible for exam access arrangements is related to the child's

abilities or needs - it is not related to a child having a specific diagnosis or condition.

How are the school Governors involved?

The SENCo provides a report to governors termly. Mr. David Marriott is our named SEND Governor and meets regularly with our SENCo. The Governors agree priorities for spending within the SEN budget to ensure that all children receive the support they need in order to make progress. The progress of identified groups of pupils is a standing agenda item of the Curriculum sub-committee of all Governors' meetings.

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

As stated by Ofsted in February 2024, St Herbert' School ' is ambitious for all pupils' achievement including those pupils with special educational needs and/or disabilities (SEND). Pupils enjoy their lessons. They rise to the school's high expectations for their learning. Pupils achieve well across a range of subjects.. Lesson activities match the needs and abilities of every pupil. Teachers use a range of adaptive teaching strategies to enable all pupils to access the curriculum and to achieve to the best of their potential. We adopt a mastery approach to our maths teaching that supports all pupils to work at their individual level of ability. All pupils are familiar with using a range of concrete, pictorial and abstract methods of learning. These approaches can be further tailored to the needs of individual pupils as appropriate. Children are encouraged to self-reflect and assess their own level when selecting their work. They work alongside peers so that they are fully included and engaged with learning. Specialist resources or allocation of TA time is provided where appropriate to ensure all children, including those with SEN, can access the curriculum. The curriculum is broad and rich, with creative arts and outdoor learning having a high focus - enabling all children to succeed

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

St Herbert's Primary and Nursery School uses detailed, continuous assessment records to keep track of maths, reading and writing progress for each child. Progress is measured against national expectations, and assessment systems help teachers to identify the next learning steps for their pupils. There are at least three opportunities per year for parents of pupils with SEN to meet with class teachers to discuss their child's progress and individual targets. Teachers are happy to meet with parents at any time to discuss the progress that their child is making. This can be arranged by making an appointment directly with the class teacher or through the school office. Following termly Pupil Progress Meetings, the Senior Leadership Team discuss where extra support and intervention may be needed to support groups and individuals across school. Parents are informed of any additional interventions that their child undertakes. Parents are provided with information to help them to support their children at home.

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

At St Herbert's Primary and Nursery School, we have an Inclusion Team which consists of Mr Craig (Headteacher and Designated Safeguarding Lead), Mr Jackson (Deputy Headteacher & Deputy DSL), Mrs Frampton (SENCo, Designated Teacher

for care experienced children and Deputy DSL). The team meet regularly to discuss the well-being needs of pupils across school and identify where additional support may be required. Social skills groups and 1:1 SEMH support is provided by our year group TAs. Identified staff are trained to deal with the specific and specialised medical needs of individual pupils and training is kept up to date. All staff are given necessary training for specific medical needs as appropriate (i.e. Diabetes, Asthma, Epilepsy, Epi-pen training). Individual Health Care Plans are drawn up with parents as appropriate to support pupils with specific medical needs. Clear information about pupils' medical needs is held within the school office and also by each class teacher. This enables information to be made available as appropriate to any members of staff working in school. The school has a policy regarding the administration and managing of medicines on the school site. On a day-to-day basis, the Office Staff oversee the administration of any medicines (see our Care for Pupils with Medical Needs Policy). Parents must contact the school office if health professionals have recommended that medication should be taken by their child during the school day. St Herbert's Primary and Nursery School has clear policies on anaphylaxis, asthma and medical needs. Personal care, when needed, can be provided by TAs. Our Whole School Positive Relationships Policy is available on our website. Risk assessments are undertaken before any educational visit to ensure that extra support is available for pupils with SEND as appropriate. All children can contribute their views through the School Council. In addition, the views of children with Special Educational Needs are sought through discussion time with their class teacher about their Pupil Profiles and Support Plans. Pupils with an Education, Health and Care Plan (EHCP) are supported to express their views as part of the EHCP Annual Review process.

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

- We refer to the Local Authority's 'Ordinarily Available Provision at SEN Support' guidance as a tool to support us in identifying adaptive teaching strategies and appropriate additional to / different from provision [ordinarily available provision expected at sen support.pdf](#)
- If a child isn't making progress despite the additional to / different from support that school has put in place, advice may be sought from a Local Authority SEND specialist.
- In order to access support from other external agencies, an Early Help Assessment (EHA) form may need to be completed. A member of our Inclusion Team will meet with parents to discuss and complete this form. The EHA form asks family and school to consider 'what is working well', 'what are we concerned about' and 'what will well-being and success look like'. An action plan is set up and next steps agreed. As part of the process, parents are asked to sign their consent for the information within the EHA to be shared with the appropriate services.

Support from a wide variety of services can be accessed through school:

- Educational Psychologist - an Educational Psychologist can support school in identifying a child's general level of ability and any key aspects of learning that they may be struggling with (e.g. memory, processing skills). The first step for school in accessing advice from an Educational Psychologist is for the SENCo to discuss the child's needs through a consultation session. Additional support strategies may be recommended or it may be decided that a full assessment is appropriate. It may also identify where the pupil would benefit from BEWO (Behaviour and Emotional Wellbeing Officer) support.
- Local Authority Specialist Advisory Teachers' (SATs) team - This may be related to difficulties such as Speech & Language, Visual or Hearing Impairment, Physical / Medical difficulties or Communication & Interaction needs / Autistic Spectrum Condition.
- Our Inclusion Team can also support families with referrals to NHS services such as Occupational Therapy, Physiotherapy, Speech & Language Therapy, CAMHs, ADHD team, Community Paediatrician, and the Children's Bladder and Bowel team.
- Other agencies such as Social Care, Barnardo's, Family Action, NSPCC and the Community Police also advise school.

Where advice is received from an external agency, this may be incorporated into a child's Support Plan in the form of individual targets or suggested strategies, or developed into wider classroom practice

How accessible is the school environment?

The school is fully wheelchair accessible. There are two available disabled toilets and one changing and toilet facility. Disabled parking is available in the school car park. Technology is available to assist pupils with their learning as appropriate to individual needs i.e. iPads, modified keyboards.

What training are the staff receiving or have completed to support children with SEND?

We currently have members of staff in school who have received training in the following areas:

- Reciprocal Reading
- Talk Boost
- Early Help Assessment training - regular updates (Inclusion Team)
- Emotion Coaching
- Youth Mental Health First Aider training
- Medical condition awareness training - Diabetes, Epi-pen use, Epilepsy, Asthma
- Areas of SEND Awareness training - ADHD, Autism, Pathological Demand Avoidance, Dyslexia, Stammering
- Phonics Training
- Lego Therapy
- Decider Skills
- Drawing & Talking Therapy
- Team Teach training - positive handling strategies

- National Award for SEN Coordination (SENCo)
- Our SENCo regularly attends training provided by the Local Authority. This is shared as appropriate with other staff in school through staff meetings or training sessions.

How are the school's resources allocated and matched to children's Special Educational Needs?

- Class teachers and the SENCo will discuss individual children's needs and decide on the most appropriate support. This will include the type of intervention / support to be used, any additional resources necessary and the amount of time that these will be put in place for in the first instance.
- We recognise that different children will require different support to enable them to achieve their full potential.
- The SEN budget is allocated on a needs basis. A Provision Map is in place to enable monitoring of the expenditure of the SEN budget and evaluation of the range of interventions, resources and support in place across school.
- We have a team of teaching assistants who are funded from the SEN and wider staffing budgets as appropriate. They are trained to deliver a wide range of programmes designed to meet the needs of individuals and groups of children.

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

- In making decisions about the type of support that is available within each year group and in place for individual pupils, our Senior Leadership Team consider termly pupil progress data, class teacher observation and any information about pupils' wider barriers to learning - this includes emotional wellbeing and attendance.
- As part of Support Plan target setting and EHCP Annual Review processes, parental views on the strengths and needs of their children are discussed. Parental views are considered within the planning of support and provision wherever possible.
- Decisions may also be made in consultation with other agencies where appropriate, such as on the advice of an Educational Psychologist or Specialist Advisory Teacher.

How will the school prepare and support my child to join the school or to transfer to a new school?

- During the summer term, transition meetings are held between class teachers where all pupils are discussed. Transition discussions are held with staff from other feeder schools as appropriate.
- Transition activities are planned in the second half of the summer term for all pupils. In addition to this, a programme of extra transition sessions is provided as appropriate to pupils with particular learning or social needs. These include additional opportunities to become familiarised with key members of staff.

- Our SENCo and class teachers will meet with secondary schools to pass on relevant information about all children in year 6 during the summer term
- Paperwork is passed on confidentially at the end of the school year
- Transition visits are arranged for all year 6 pupils. Pupils with SEND may have additional transition activities, during which they will become familiar with new school buildings and key secondary school staff.
- Secondary school SENCOs will attend transition Annual Reviews for pupils with Education, Health and Care Plans (EHCPs) wherever possible - autumn term of year 6. Parents are able to discuss the provision that their child will receive with secondary school staff at these meetings or through contacting the secondary school directly.

Who can I contact for further information?

- The first point of contact for parents / carers is always the child's class teacher.
- An appointment can also be made to meet with Mrs. Rachel Frampton, our Special Educational Needs Co-ordinator (SENCo).
- Look at our SEND policy on our website as well as the other policies referred to above.
- Contact the Cumbria SEND Information, Advice and Support Service Cumberland SENDIASS. [Cumberland SEND Information Advice and Support Service \(SEND IASS\) | Cumberland SEND Information, Advice and Support Service](#)
- If you are considering whether your child should join the school, contact the School Office to make an appointment to meet our Headteacher, Mr Michael Craig.
- Cumbria's SEND Local Offer can be accessed at Families Information | SEND Information Hub (Local Offer) (cumberland.gov.uk [Families Information | Special Educational Needs and/or Disabilities \(SEND\) Local Offer](#))