



Special Educational Needs and Disability Information Report

2023/2024

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Dent CE Primary School

Special Educational Needs and Disability (SEND) Information Report

Adopted by Governing Body: Summer 2023

Updated by: Mandy Robinson (SENCO) 18/06/2023

This report complies with: Section 6 of the **Special educational needs and disability (SEND) code of practice: 0 to 25 years, January 2015**; the **Children and Families Act 2014**; the **Equality Act 2010**; and the **Special Educational Needs and Disability Regulations 2014**.

SEND Provision at Dent CE Primary School: Policy and Practice

Our Philosophy

At Dent CE Primary, our school vision for pupils is for them to be **Joyful & Equipped to Succeed & Serve**. Our Christian Values of **Wisdom, Trust, Service, Justice, Compassion, Endurance & Forgiveness** shape everything we do, and these values, together with our commitment to offering quality SEND provision, ensure that **all** children at Dent are able to thrive.

This document outlines the purpose, nature, and management of SEND provision at Dent CE Primary School. The implementation of the SEND policy is the responsibility of all the staff working at our school.

Here at Dent, we aim to provide all pupils with strategies for dealing with their needs in a supportive environment and we aim to:

- ensure that all pupils, whatever their special educational needs and disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates progression in learning
- enable each pupil to experience success and fulfil their potential
- ensure that pupils with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision
- identify, assess, record, and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting all stages of their child's development
- provide all pupils with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the National Curriculum

- involve pupils in reviewing their progress and setting targets for next steps in their learning
- ensure that pupils experience a smooth, confident, and effective transition between educational phases (including for those children joining Dent or transferring to other schools)
- provide pastoral care and support for pupils' social, emotional, and mental health needs, in accordance with our Dent Whole School Behaviour Policy, and Dent Mental Health and Emotional Wellbeing Policy

The Dent Whole School Behaviour Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually}
- provide a safe and attractive environment where everyone feels welcome, happy, and secure; free from disruption, violence, bullying and any form of harassment
- provide each young person with the motivation and confidence to learn effectively
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- promote a culture of praise and encouragement in which all pupils can achieve
- provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs
- teach children to respect themselves and others and to take responsibility for their own action and behaviour
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist
- help young people to understand how behaviour affects others and the world around them
- create a partnership of support and effective communication between home, school and the wider community
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society
- value each child regardless of ability, race, gender, or religion
- maintain, develop, and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.

Identifying Children with SEND

A child has special educational needs if she/he has learning difficulties or is considered to be 'more able' and 'talented' in a particular aspect of their learning, such that special educational provision is required, namely 'provision different from

or additional to that normally available to pupils of the same age' (SEND Code of Practice, 2015).

A child has learning difficulties if she or he:

- has a significantly greater difficulty in learning than most children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

The SEND Code of Practice (2015) describes the possible barriers to learning under four broad areas:

- communication and interaction – speech and language difficulties and autistic spectrum disorders
- cognition and learning – moderate learning difficulties, specific learning difficulties
- behaviour, emotional and social development
- sensory, medical, or physical – hearing, visual or physical

Westmorland and Furness Council Local Offer for SEND

SEND Provision at the school is made in accordance with the Westmorland and Furness Council Local Offer for SEND (see [Families Information \(westmorlandandfurness.gov.uk\)](https://www.westmorlandandfurness.gov.uk) for further information).

Some children at Dent CE Primary School may already have SEND identified through an Education Health Care Plan (EHCP) or may be in the process of being assessed through the Early Help Assessment process.

An EHCP is a legal document issued by the County Council which sets out details of the special educational needs that a child is considered to have and outlines the special educational provision that a child will receive to meet his/her needs. An EHCP is reviewed annually (in accordance with the SEND Code of Practice 2015) and the review, plus supporting documentation, is sent to Westmorland and Furness Council. The Council then decides whether to maintain, amend or cease an EHCP.

Exceptional Needs Funding is available for a very limited number of children across the County to meet needs that do not regularly occur in schools, and which require additional resources e.g., funding due to medical needs.

Dent CE Primary School's Contribution to the Local Offer

Schools are required to provide responses to a series of questions provided by Westmorland and Furness Council to show how the school contributes to the Local

Offer for SEND provision. Dent CE Primary's responses are published in **Appendix 1** of this report.

Staffing Arrangements for SEND Provision

It is the class teachers' responsibility to be aware of the range of needs which might arise in their classes and to recognise that educational and disability needs can be met through a variety of groupings, teaching arrangements and approaches. The teachers are responsible for the progress and development of all pupils in their class.

The staff team of SENCO, teachers, and support assistants, have been trained in a variety of SEND interventions, including Maths Recovery; Little Wandle Letters and Sounds Synthetic Phonics 'Keep Up'; and Decider Skills.

Class teachers regularly communicate with the **Head Teacher (David Prescott)** and the **Special Educational Needs Coordinator (Mandy Robinson)** to discuss SEND issues and review SEND provision. SEND is on the agenda for all whole school staff meetings and staff have access to copies of current IEPs and personal targets for those children with SEND in school. Records are maintained of SEND interventions and formal assessments take place each term to review progress and inform future planning.

The **SENCO** is a qualified teacher, has completed the National Award for SEN Coordination, is a trained Senior Mental Health Lead, is a Mental Health Champion in the South Lakeland Mental Health Champions Network, and is Deputy Safeguarding Lead. The SENCO is responsible for:

- the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs or disabilities
- assessment of progress and monitoring the impact of strategies for children with SEND and monitoring of SEND interventions across the school
- liaising with and advising fellow teachers and teaching assistants
- overseeing the records of all pupils with special educational needs or disabilities
- liaising with parents/carers of children with special educational needs or disabilities
- consulting with children with SEN and involving them in the planning, review, and assessment of their provision
- liaising with external agencies including the Local Offer SEND department, educational psychology services, advisory teachers, health and social services and voluntary services
- reviewing the SEND policy in consultation with the Head Teacher, staff and Governing Body
- liaising with the Governor with responsibility for SEND
- attending meetings and courses related to SEND matters

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The **Head Teacher (David Prescott)** is also the **Designated teacher for looked- after children** and, as such:

- promotes a culture in which looked-after children believe they can succeed and aspire to further and higher education
- ensures that the teaching and learning needs of the looked-after child are reflected in his/her Individual Education Plan (IEP)
- ensures that the views of the looked-after children are taken seriously and inform decisions about teaching and learning strategies and personal targets
- promotes good home-school-agency links
- is a source of support for all staff working with looked-after children

The Graduated Approach to SEND Support: Assess, Plan, Do, Review

The SEND Code of Practice (2015) requires that:

- provision for a child with special educational needs or disability should match the nature of their needs.
- there should be regular recording of a child's special educational and disability needs, the action taken and the outcomes.

Schools are required to implement a four-part cycle, known as the graduated approach, through which SEND pupils are supported in making good progress towards identified outcomes. The four stages of the cycle are:

- assess
- plan
- do
- review

Early identification

At Dent, early identification of a child with special educational needs and disability is the aim, encouraging dialogue between parents/carers, pupil, class teacher and SENCO. When the class teacher or learning support staff identifies a pupil as having a difficulty, they will liaise with the SENCO and parents/carers. Class teacher and support staff are responsible for initial assessment of the pupil within the framework of the Early Years Foundation Stage and National Curriculum. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision.

Children are assessed through a variety of approaches, including:

- evidence obtained by teacher and learning support staff observations/judgements
- information from parents/carers and child

- their performance in relation National Curriculum levels or The Engagement model
- performance in relation to objectives in the Early Years Foundation Stage
- standardised screening or assessment tools
- specialist assessments

Provision

The main methods of provision are:

- quality first teaching: full time education in classes, with additional support by the class teacher / support staff through a differentiated and, where possible, personalised curriculum
- short periods of individual tuition and/or small group work, with in-class support from either a teacher or learning support staff,
- normally as a result of received external advice, periods of withdrawal to work 1:1 with a support teacher, teaching assistant or external agency support staff
- the use of assistive technology, such as Clicker 8 word-processing and/or voice-recording/video applications, or use of adaptive equipment, etc., to enable those children with identified SEND to fully access the curriculum that is provided in school
- additional support, where necessary, to enable successful participation in extra-curricular activities, clubs, trips and visits
- support, as necessary, to enable all pupils to participate in a programme of whole class and small group PSHE and personal development sessions, to encourage and enable all pupils to thrive, building resilience and working towards a greater understanding of their own social, emotional and mental health needs, whether that be as individuals, in their personal relationships or as members of the local community and of the wider world

Planned interventions may be implemented for those pupils who:

- make little or no progress despite targeted support
- show signs of difficulties in literacy or maths
- may benefit from interventions or support relating to social, emotional, and mental health needs
- may benefit from developing self-management/organisational strategies
- have significant sensory or physical problems
- show communication or interaction difficulties
- are 'more able' and 'talented' in a particular area of learning

The SENCO will, in consultation with parents and, as/when appropriate, with the child, produce, implement and regularly review Individual Education Plans (IEPs) for SEND children. IEPs include targets which support children as they work towards clearly defined outcomes. IEPs are reviewed termly by the SENCO, in consultation

with teaching staff, parents and, when/where appropriate, with pupils. Pupils also work 1:1 with the SENCO in setting, self-assessing and reviewing their own personal targets each term, focussing on one or two key targets or support strategies from their IEP. A copy of the child's personal targets is sent home to parents so that the children might be supported in working towards those targets both in school and at home.

Some pupils with SEND may need a sustained level of support and, where appropriate, the involvement of external agencies. Placement of a pupil at this level will be made by the class teacher and SENCO after consultation with parents/carers. This may be triggered by pupils having:

- made little or no progress
- attainment at substantially below age-related expectations
- significant difficulty developing literacy or maths skills
- social, emotional, or mental health difficulties that often substantially impede the pupil's learning or that of the group/class
- sensory or physical needs requiring additional equipment or advice from external specialists
- on-going communication or interactive difficulties that impede the development of social relationships

Monitoring Pupil Progress

Pupils' progress is monitored through:

- continuous observations and assessment
- parental/carers contributions and consultation with pupils
- reviewing strategies currently used as a basis for planning
- evaluating the provision of additional or different action made through planned interventions

Good to outstanding progress is that which:

- narrows the attainment gap between SEND pupils and peers
- prevents the attainment gap widening or improves upon the pupil's previous rate of progress
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- shows an improvement in self-help and social or personal skills
- shows improvement in the pupil's behaviour

Admissions arrangements

Dent CE Primary School follows Westmorland and Furness Council and the Diocese of Carlisle procedures for admissions.

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Complaints Procedure

Complaints are dealt with in line with school procedure. The Code of Practice outlines additional measures the County Council must set up for preventing and resolving disagreements.

Who can raise a concern or make a complaint?

Anyone who has dealings with the school can use this procedure, whether a pupil, a parent or carer, a visitor, a neighbour, or a provider of a service to the school. If you wish to raise a concern or complain on someone else's behalf, the school will usually only deal with this if the person on whose behalf you are complaining is unable to do so for themselves. If this is the case, we may be able to assist you to obtain support from a local advocacy service, such as People First.

How will my concern or complaint be handled?

Our procedure has three stages:

1. Responding to concerns
2. Investigating complaints
3. Appeal to the governing body

At any point in the handling of your complaint, there is also the possibility of a 'resolution' meeting. The school will try to deal with your complaint as quickly as possible. If you have concerns about the time being taken, you should raise this with the Clerk to the governing body.

We expect concerns and complaints to be brought to the attention of the school as quickly as possible. Complaints notified to the school after three months from the date of any incident will usually be ruled 'out of time' unless there are exceptional circumstances. The school may escalate a concern to a complaint in order to speed up the resolution of the issue.

If you report any of the concerns in the list below, we will need to refer to the local authority or other adviser to ensure that the relevant statutory or local authority procedure is used.

- the admission of your child
- the exclusion of your child
- local authority processes for assessing children with special educational needs
- allegations against staff of child abuse or other disciplinary matters

1. Responding to concerns

If your concern is about something that a person has or has not done, for example a member of staff, the Headteacher, a governor, or a volunteer, you should arrange through the school office to discuss the concern with that person or their manager. If your concern is about an aspect of school practice or policy, you should contact the Headteacher. We want to respond to your concern as quickly as possible, but it may not be possible to arrange an immediate meeting: an appointment within a few days may be necessary. Please do not approach staff while they are 'on duty'.

We can reassure you that most concerns are usually resolved at this stage. We will give you a verbal response, usually within five school days, and confirm this in writing.

2. Investigating complaints

If you remain dissatisfied by our response to your concern, then you should make a formal complaint in writing to the Headteacher, even if you have already met and discussed the concern. If you need help to set out your complaint in writing, the school will arrange for this for you. All letters should be sent to the school address, marked 'Confidential: for immediate attention'.

The Headteacher will arrange for the complaint to be investigated. If your complaint is about the Headteacher, you should contact the Chair of Governors who will arrange for it to be investigated by a nominated member of the governing body. If your complaint is about the Chair of Governors, you should contact the Clerk to the governing body, who will make the arrangement. In all cases:

- state that you are making a complaint
- give specific details
- say what you want the school to do to put things right

The Headteacher, staff member or governor nominated to investigate and respond to your complaint will,

- contact you and arrange to meet or discuss the complaint and confirm with you, what will be investigated
- review any documents and meet with relevant staff and/or witnesses (though governors will not usually interview children)
- seek and consider independent advice, such as from the local authority
- write a response letter with a decision and explain how to make any appeal.

Please be aware that if your complaint alleges misconduct by a member of staff, the school must use a separate procedure which is confidential to the employer and employee. You will not normally be given any details of the outcome and the right of appeal does not apply.

This process should take no longer than twenty school days from the date the school acknowledges receipt of the complaint. If there is likely to be a delay, the investigator should contact you again to explain why and indicate a new timescale.

3. Appeal to the governing body

If you remain dissatisfied with the outcome of the investigation, you may appeal to the governing body. The Chair of Governors (or the Clerk) will arrange for a panel of governors to consider your appeal. The letter giving the school's decision following the investigation will tell you how to make an appeal. This is usually by writing to the Clerk within ten school days of the date of the response letter. The governing body will arrange for a panel of three governors to hear your appeal in person. After this hearing, the panel will notify you of their decision. This will include informing you that the school's procedure has been exhausted and that the matter is now closed. There is no further right of appeal to the school against the decision.

The appeal process should take no longer than twenty school days. If there is likely to be a delay, the Chair of the appeal panel should contact you again to explain why and indicate a new timescale.

Resolution meeting

You may at any time contact the school and ask for a Resolution meeting (and the school may offer a Resolution meeting at any time) which means that the formal investigation and appeal procedure can be suspended and a meeting held to resolve matters informally, usually within five school days of the request or offer being made. Should the Resolution meeting fail to resolve the complaint, the investigation or appeal will be resumed

The Secretary of State

You have a separate right to complain to the Secretary of State if you believe that the governing body has acted unreasonably or is failing to carry out its statutory duties properly. Telephone 0370 000 2288 or go to

[Department of Education complaints procedure](#)

Ofsted

If your complaint is about a whole school issue, you have a separate right to complain to the Office for Standards in Education (Ofsted). Contact details can be found at www.ofsted.gov.uk. Note, however, that Ofsted do not usually consider complaints relating to individual children, but they may use the information to bring forward an inspection.

Local Authority

For any complaint about the following, contact [Westmorland and Furness Council](#) for advice and information

- an appeal against a decision relating to the admission or exclusion of your child
- appeal against a local authority decision about your child's special educational needs
- an allegation of child abuse or other criminal offence

The governing body is not responsible for handling complaints about third party providers offering community facilities or services through our premises or using school facilities for external events. The governing body will however take reasonable steps to ensure that such providers have their own complaints procedures.

How can I complain about SEND provision at a county level?

Complainants can contact Westmorland and Furness Council by following the link below:

[Westmorland and Furness Council Local Offer](#)

The following information has been taken from the Westmorland and Furness Council Local Offer website:

Your local SEND IAS Service Co-ordinator will listen to your concerns and can offer: Appropriate support, impartial information, and advice on a range of SEND related queries including - identifying a need, exclusions from school, complaints, and disagreements when something goes wrong

Emma.stephenson@westmorlandandfurness.gov.uk

Your feedback will then be shared with the service(s) involved.

Contact Information

Parents/carers with any concerns about the progress or developmental needs of their child should not hesitate to contact the class teacher.

The SENCO, Mandy Robinson, can be contacted at:

www.mandy@dent.cumbria.sch.uk

The Head Teacher, David Prescott, can be contacted at:

www.head@dent.cumbria.sch.uk

For further information about the Westmorland and Furness Local Offer for SEND, click on the link below:

[Families Information \(westmorlandandfurness.gov.uk\)](http://www.westmorlandandfurness.gov.uk)

Policy date: Summer 2023

Review date: Summer 2024

Appendix 1

Dent CE Primary School's Contribution to the Local Offer

Dent CE Primary School – LOCAL OFFER RESPONSE			
DATE:	18/06/2023	NEXT REVIEW DUE:	18/06/2024

1. How does school know if children need extra help and what should I do if I think a child may have special educational needs?	
<ul style="list-style-type: none"> • How do you identify children with special educational needs? • How will I be able to raise any concerns I may have? 	<ul style="list-style-type: none"> • School may have observed a child's difficulties in accessing some aspects of their education. A child may have issues attaining an expected level and barriers to their learning may need to be explored, which may be specific learning difficulties or general barriers to learning. There may be social issues that may become apparent as the child is observed in school. • Dent has an open-door policy, believing that frequent contact between staff and parents helps to identify concerns early and address issues as soon as possible. If children, parents, or carers have concerns, school staff will be available to discuss these concerns and together the best plan of support will be developed. <p>We have liaison with our feeder schools to share concerns, programs of support and to help open a dialogue with parents.</p>
2. How will staff at School support my child?	
<ul style="list-style-type: none"> • Who will oversee and plan the education programme and who will be working with my child and how often? • What will be their roles? 	<ul style="list-style-type: none"> • Class teachers, with support from the SENCO, will plan and implement the educational programme. Depending on circumstances and individual need, support will be provided by class teachers, support assistants or the SENCO. The frequency of support will be decided by class teachers, with support from the SENCO, so that the best way of helping is found, this will be reviewed regularly by all those involved • Teachers, with the support of the Teaching assistants and SENCO, will deliver the support and assess the impact on the education of the child. IEP's (Individual Education Plans – with specific, appropriate, attainable targets) will be drawn up to support the progress and attainment of

<ul style="list-style-type: none"> • How are Governors or Trustees involved and what are their responsibilities? 	<p>the child. IEPs are reviewed termly. Class teachers, support staff and the SENCO work together to produce, implement and regularly review IEPs for SEND children, in consultation with parents and, where appropriate, the child. IEPs include targets which support children as they work towards clearly defined outcomes. IEPs are reviewed termly by the SENCO, in consultation with teaching staff, parents and, when/where appropriate, with pupils. Pupils also work 1:1 with the SENCO in setting, self-assessing and reviewing their own personal targets each term, focussing on one or two key targets or support strategies from their IEP. A copy of the child's personal targets is sent home to parents so that the children might be supported in working towards those targets both in school and at home</p> <ul style="list-style-type: none"> • The SENCO informs and updates the SEND Governor, on a termly basis, on the support that school offers. The SEND Governor is responsible for ensuring that SEND stays on the governing body agenda and provides a link between the governing body, its committees, and the staff with regard to SEND.
3. How will the curriculum be matched to my child's needs?	
<ul style="list-style-type: none"> • What are the settings approaches to differentiation? • How will that help my child? 	<ul style="list-style-type: none"> • Whenever possible, all children are included in class lessons and supported within class with tasks differentiated to a level appropriate to the child's needs. Some lessons take place in classes where the children share an ability level. Occasionally children are taught individually or in small groups if this is the appropriate method of supporting their needs. <p>Wherever possible, all children will be included in activities outside the classroom, including extra-curricular clubs and school trips. Every child's needs will be considered individually by the child, staff, SENCO, and parents to ensure that individual needs are recognised and supported</p> <ul style="list-style-type: none"> • The differentiated tasks and the use of assistive technology, as appropriate, enable children with SEND to access the full curriculum in a way that meets their needs, and enables them to make good progress. It is expected that all children will be happy, safe and reach their full potential and school will do whatever is possible to fulfil this expectation

4. How will I know how my child is doing and how will school help me to support my child's learning?	
<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the setting know how well my child/young person is doing? • How will I know what progress my child should be making? • What opportunities will there be for regular contact about things that have happened at the setting? • How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? • How and when will I be involved in planning my child's education? • Do you offer any parent training or learning events? 	<ul style="list-style-type: none"> • The fundamental principle of offering the best possible means of support through open dialogue between teachers, the child, and the parents/carers is at the heart of Dent's SEND practice. Parents are encouraged to contact the class teacher to arrange a call or a meeting if they wish to discuss their child's progress or have any concerns • Progress against age-related expectations is monitored through teacher assessment and through the administration of assessment tasks • Teachers will report on the progress of children through both formal and informal parent-teacher meetings and via annual written reports. Children's IEP targets and outcomes will be shared and discussed with parents termly. School will keep parents/carers informed about the progress their child is making and how this compares to age expected attainment. • There will be regular opportunities to discuss your child's progress outside the normal reporting arrangements with the class teacher, or SENCO. Staff are available for discussion at the beginning or end of the school day or by appointment. • There will be regular opportunities for parents and carers to discuss the education of their child. This will include the planning and support within school and how this might be best supported by parents and carers at home. • Parents are involved in the planning and review of IEPs and personal targets on a termly basis. Parents are sent a copy of the new IEP and are asked to sign and return a copy of the IEP to school. They are encouraged to contact the SENCO if they have any queries or concerns. Education and Health Care plans will be reviewed annually in accordance with the SEND Code of Practice (2015). • School offers parent learning events throughout the academic year, for example Reading Evenings. The SENCO will also signpost parents/carers to any SEND support groups or training available, as appropriate.

5. What support will there be for my child's overall well-being?	
<ul style="list-style-type: none"> • What is the pastoral, medical and social support available in the setting for children with SEND? • How does the setting manage the administration of medicines and providing personal care? • What support is there for behaviour, avoiding exclusions and increasing attendance? • How will my child be able to contribute his or her views? • How will the setting support my child to do this? 	<ul style="list-style-type: none"> • The safety and well-being of all children at Dent is our number one priority. Dent offers excellent safeguarding through its dedicated, well trained, staff who follow a stringent Health and Safety Policy. The SENCO is also the Senior Mental Health Lead in school and is a member of the South Lakes Children's Mental Health Network. All children take part in weekly PSHE and Personal Development lessons in school. The SENCO also offers 1:1 interventions, as necessary, for example through Decider Skills • Parental permission for administration of medicines is a requirement before any medication can be administered in school. A record of any medicines administered, with date, time and dosage, is completed by the staff member involved. With some specialist medications, a second signature may be required from a staff member who has witnessed the administration of the medication, as appropriate <p>We have clear intimate care procedures which ensure that the health, safety, independence and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by recording systems.</p> <ul style="list-style-type: none"> • Dent provides pastoral care and support for pupils' social, emotional, and mental health needs, in accordance with our whole school behaviour policy and wellbeing policy. Parents will be contacted about any concerns over behaviour or attendance • Children with SEND are encouraged to contribute their views regarding their provision in school, either as part of planning and reviewing personal targets, or as part of the day-to-day provision and support in school, as appropriate • The SENCO will work with SEND children to plan and review their personal targets on a termly basis. Staff will also encourage consultation with children, e.g. in identifying useful scaffolding strategies, as appropriate
6. What specialist services and expertise are available at or accessed by school?	
<ul style="list-style-type: none"> • Are there specialist staff working at the setting and what are their qualifications? 	<ul style="list-style-type: none"> • The SENCO has completed the required training as Senior Mental Health Lead

<ul style="list-style-type: none"> • What other services does this setting access including: health, therapy and social care? 	<ul style="list-style-type: none"> • The setting is able to access support from external agencies such as: Action For Children; Emotional Behavioural Welfare Officer; Speech and Language Therapists; Young Carers; Occupational Therapists; Educational Psychologists; Specialist Teacher of the Deaf; and Specialist Teacher for ASD
7. What training will staff receive or have already completed to support children with SEND?	
<ul style="list-style-type: none"> • Detail staff development and access to training and when this is reviewed and refreshed • Do you have any specialist staff and what do they specialise in? • Do any other services work closely or in conjunction with your service? 	<ul style="list-style-type: none"> • Dent is a member of the South Lakes Rural Partnership SENCO Group and accesses an ongoing program of training opportunities that are relevant and appropriate to current good practice. Dent has staff on role who have a variety of specialist training and knowledge including: Maths Recovery; Paediatric First Aid, Children’s Mental Health First Aid; Safeguarding; Decider Skills; and Little Wandle Synthetic Phonics ‘Keep Up’ interventions • SENCO is a trained Senior Mental Health Lead <p style="text-align: center;">See previous section</p>
8. How accessible is the school environment?	
<ul style="list-style-type: none"> • Is the building fully wheelchair accessible? • Have there been improvements in the auditory and visual environment? • Are there disabled changing and toilet facilities? • How does the setting communicate with parents/carers whose first language is not English? 	<ul style="list-style-type: none"> • The school has limited wheelchair access • A recent refurbishment of the classrooms installed LED lighting, acoustic ceilings, and calming colour schemes to maximise learning. The school is equipped with carpets in classrooms to aid the auditory environment and blinds on the windows to ensure clarity of visual access. Our school has had an accessibility audit and has developed an accessibility plan with specific objectives for access to the curriculum, and improving the physical environment • We have a disabled toilet facility • We will endeavour to offer translation services for those whose first language is not English if so required.

9. How will school prepare and support my child when joining school or transferring to a new school or the next stage of education or life?	
<ul style="list-style-type: none"> • What preparation will there be for both the school and my child before he or she joins the school? • How will he or she be prepared to move onto the next stage (transition)? • What information will be provided to his or her new school? • How will you support a new school to prepare for my child? 	<ul style="list-style-type: none"> • When children join Dent from another school, Dent will communicate with parents/carers and the previous school to ensure a smooth transition. The school has an extensive transition programme in the summer term for those children who will be joining the school in Reception in the following Autumn term. Parents/carers are encouraged to develop a dialogue with Dent school staff, to air their worries and concerns and to become familiar with the staff they will be meeting most often. • When preparing to move onto the next stage (transition), children will be supported through a series of transition visits to their future class/school • When a child with SEND is transferred to another school, the SENCO and class teacher will pass on an outline of the child's needs, provide a copy of the current IEP, and an outline of any support given in school (including those strategies which have and, if appropriate, have not been successful in meeting the child's particular needs) • When children are preparing to leave Dent to move to a new school, Dent will offer an open communication in league with the parents/carers with the new establishment. The SENCO will endeavour to establish contacts between the new school and parents/carers and support any transfer.
10. How are school's resources allocated and matched to children's special educational needs?	
<ul style="list-style-type: none"> • How are the settings' special educational needs budget allocated? 	<p>School allocates SEND budget in accordance with the Cumbria Local Offer SEND Handbook with top-up funding available to those children who meet the Educational Health Care Plan threshold.</p>
11. How is the decision made about what type of and how much support my child will receive, who is involved in this and how will I be involved?	
<ul style="list-style-type: none"> • In the decision-making process who will make the decision and on what basis? • Who will be involved? 	<ul style="list-style-type: none"> • Once concerns about a child are raised, by either the child themselves, parents/carers, or the school, then the child will be assessed and their barriers to learning, or social, emotional or mental health needs will be identified. • Class teachers, SENCO, any available specialist teachers, parents and, where appropriate, the child will be involved

<ul style="list-style-type: none"> • How will I be involved? • How does the setting judge whether the support has had an impact? 	<p>in deciding on future provision, as determined by the child's specific needs.</p> <ul style="list-style-type: none"> • Parents will be involved in the planning and setting of IEP targets, in supporting the child at home, and in any review or transition meetings (including Annual review meetings for those children with EHCPs.) • An initial level of support will be offered in school and progress monitored. If the support offered proves effective, it will be monitored and maintained or adjusted as it need be. If this initial level of support is not seen to be offering the desired level of progress, then further advice will be sought, with parental/carer consent, and the possibility of external professional advice used to devise a more appropriate plan of support. If after careful monitoring, and once again with the agreement of the parents/carers, then the school may apply for more support, firstly through an Early Help Assessment, then – if necessary - an Educational Health Care Plan
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