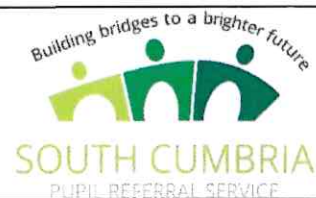


## SEND Information Report



### RECORD OF ISSUE

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|                                                     | NAME             | SIGNATURE | DATE       |
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## Contents

|                                                                        |   |
|------------------------------------------------------------------------|---|
| 1. The kinds of SEN that are provided for                              | 1 |
| 2. Identifying pupils with SEN and assessing their needs               | 1 |
| 3. Consulting and Involving pupils and parents                         | 1 |
| 4. Assessing and reviewing pupils' progress towards outcomes           | 2 |
| 5. Supporting pupils moving between phases and preparing for adulthood | 2 |
| 6. Our approach to teaching pupils with SEN                            | 2 |
| 7. Adaptations to the curriculum and learning environment              | 3 |
| 8. Additional support for learning                                     | 3 |
| 9. Expertise and training of staff                                     | 3 |
| 10. Securing equipment and facilities                                  | 4 |
| 11. Evaluating the effectiveness of SEN provision                      | 4 |
| 12. Working with other agencies                                        | 4 |
| 13. Complaints about SEN provision                                     | 4 |
| 14. Contact details of support services for parents of pupils with SEN | 4 |
| 15. Contact details for raising concerns                               | 5 |
| 16. The local authority local offer                                    | 5 |

# SEN Information Report

## 1. The kinds of SEN that are provided for

Our service's main focus is on supporting pupils with social, emotional and mental health difficulties. However, it is able to provide for a range of other needs including:

- Communication and interaction, for example, autism or language and communication difficulties
- Cognition and learning, for example, specific learning difficulties affecting literacy or numeracy or moderate learning difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments or processing difficulties

## 2. Identifying pupils with SEN and assessing their needs

As we are a specialist provision, we generally consider all our pupils to have SEN, usually social, emotional and mental health needs. Very occasionally a pupil will come onto roll following a genuinely one-off serious incident that has led to their permanent exclusion and they may not be considered to have SEN.

To support the identification of the nature of these needs, we will gather information from referring schools and assess each pupil's current skills and levels of attainment on entry. We will contact referring schools seeking further information if a full picture of needs is not presented in the referral paperwork. Class teachers will make regular assessments of progress for all pupils and the service will identify those whose progress:

- 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

This may include progress in areas other than academic attainment, principally, social and emotional needs. When deciding what special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 3. Consulting and involving pupils and parents

When a pupil starts with the Pupil Referral Service, they are invited to attend an induction meeting with their parent /carer. There we have a discussion with the pupil and their parents identifying the nature of the special educational provision they need. This will include gathering and sharing information that will help staff support emotional regulation. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

These early discussions are recorded in the pupil's review report and lead to the creation of a one-page profile, emotional regulation plan and pupil action plan. The one-page profile documents learning strengths and difficulties and identifies strategies that may be used to support learning. The emotional regulation plan focuses on triggers for heightened emotions that can lead to concerning behaviour, how this may manifest itself (including early warning signs) and strategies to best manage both the underlying emotions and the concerning behaviour. The pupil action plan sets out two targets with supporting strategies that the pupil and staff will work on in the following half-term.

Where pupils are looked after children, any targets will take account of their personal education plans (PEPs) and assessment of pupils will in turn inform their PEPs. Where the pupils have education, health and care plans the targets and strategies will be informed by the plan.

## 4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Key staff will work with the special educational needs coordinator to carry out a clear analysis of the pupil's needs. This will draw on:

- Staff's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- The use of tools such as the Boxall Profile; the Cambridge Well-being Assessment; solution circles or the Wide-Ranging Achievement Test (WRAT).
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This information is shared through three key documents: the pupil action plan; one page profile and emotional regulation plan. We will review the effectiveness of the support and interventions and their impact on the pupil's progress with parents and pupil half-termly.

## 5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When a pupil is re-integrating to mainstream, key staff will liaise with the new setting and support visits and an induction meeting.

Where pupils move onto to other specialist provision key staff and the special educational needs coordinator will liaise with the new setting and support visits and an induction meeting.

For pupils leaving at the end of Key Stage 4, support is provided in making applications for college or apprenticeships. To support this work experience or college placements can be arranged during Key Stage 4. All students in Key Stage 4 have the opportunity to work with an Inspira advisor who can provide expert careers guidance. Pupils with Education, Health and Care Plans, who are looked after or have a social worker are prioritised. Where there are concerns pupils may not be in education, employment or training (NEET) when they leave the service additional support is sought via the Furness Transition Group.

## 6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils' SEN. Learning will be adapted to meet the needs of individual pupils.

We will also provide the following interventions:

- Reading support (engagement with reading, reading comprehension, fluency, phonics)
- Numeracy support (including use of Numicon)
- Vocabulary support

- 1:1 opportunities to 'catch-up' subjects
- A wide range of Social, Emotional and Mental Health based interventions covering topics such as self-esteem; feelings and emotions; substance misuse or attitudes to risk.
- A wide range of interventions to promote engagement including health and fitness, creative projects, outdoor education or mentoring.

## 7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adaptive planning within our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Adaptive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Where necessary, adjusting pupils' timetables to promote engagement

## 8. Additional support for learning

We have a range of staff who are able to support pupils. These include senior teaching assistants, higher level teaching assistants, behaviour support workers, engagement officers and instructors who between them are able to deliver the interventions above. Occasionally the service also makes use of outside providers.

Given the nature of our service all teaching takes place in small groups.

Staff will support pupils on a 1:1 basis in lessons as necessary. 1:1 sessions are timetabled away from lessons based on a wide range of criteria. These include the results of assessments (teacher based or WRAT) and records of behaviour incidents.

We work with the following professionals to provide support for pupils with SEN:

- Educational Psychologists
- Specialist Advisory Teachers
- Local Authority SEND Team
- Child and Adolescent Mental Health Service
- Barnardo's (My Time and Education Mental Health Support Team)

## 9. Expertise and training of staff

Our special educational needs coordinator over has ten years' experience as a SENCO.

They are allocated time as part of their assistant head role to manage SEN provision in conjunction with the wider leadership team. A second teacher with extensive previous experience of being a SENCO in a mainstream primary setting supports as assistant SENCO and provides a link to the safeguarding team as a deputy designated safeguarding lead. There is a third member of staff on the team with a SENCO qualification.

We have a team of 15 staff providing support to pupils with SEN. This includes a counsellor, a senior teaching assistant, two higher level teaching assistants, five behaviour support workers, two instructors and four engagement officers. Some of our teachers also provide 1:1 or small group support to pupils as part of their timetables

Staff have been trained in relationship and behaviour management approaches to support pupils' social, emotional and mental health needs, including the relational practice and Emotion Coaching. Staff delivering interventions have developed the range of sessions for SEMH needs and groups of staff have been trained in reading, numeracy and vocabulary interventions.

We use specialist staff for counselling and cognitive behaviour therapy-based support sessions.

## 10. Securing equipment and facilities

In the past year spending relating to SEND has included training for staff; purchasing resources; and commissioning external providers such as Nisai and Growth Therapy.

A proportion of the school's CPD time has been allocated to training on supporting special educational needs.

## 11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half-term
- Reviewing the impact of interventions half-termly
- Monitoring by the special educational needs coordinator and leadership team
- Using provision maps to measure progress
- Holding at least annual reviews for pupils with EHC plans

## 12. Working with other agencies

The service works with a range of other agencies. These include, but are not limited to:

- Children's Social Care
- Youth Offending Team
- Educational Psychologists
- Specialist Advisory Teachers
- Local Authority SEND Team
- Child and Adolescent Mental Health Service
- Barnardo's (My Time and Education Mental Health Support Team)
- School Nurses

## 13. Complaints about SEN provision

Complaints about SEN provision in our school should be made to key staff in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our service has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 14. Contact details of support services for parents of pupils with SEN

Staff at Newbridge House are happy to signpost additional support services. Contact should be made with key staff in the first instance.

Independent advice and guidance on SEND issues is available from Westmorland and Furness special educational needs and disabilities information advice and support service (SENDIASS). Their contact details can be found at:

<https://sendiass.westmorlandandfurness.gov.uk/westmorland-and-furness-send-ias-service>

## 15. Contact details for raising concerns

Any concerns should be raised with key staff in the first instance. If concerns relate to safeguarding, please refer them to the designated safeguarding lead, Lisa Balderstone, or one of the deputy designated safeguarding leads Leeann Evans, Jez Mark, Megan Bland or Sara Rose.

## 16. The local authority local offer

Our local authority's local offer is published here: [SEND Local Offer | Westmorland and Furness Council](#)



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Council England



