



Response to the Local Offer SEND

2025-2026

Raughton Head CE Primary School focuses on being an Inclusive school that welcomes and celebrates diversity and accessibility to all aspects of school life for children. Staff believe that high self-esteem is crucial to our children's social and emotional and mental well-being as well as being crucial to their academic progress. We have a caring, understanding team who embraces and supports the uniqueness of every child.

What is the purpose of the Local Offer?

From the Local Offer parents and carers will know what they can reasonably expect from their local area. It will also be an important resource for professionals in understanding the range of services and provision in the local area. This information will be web based.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available.
- To make provision more responsive to local needs and aspirations by directly involving children/young people with SEN/D; parents/carers; and service providers, in its development and review.

For more information please access Cumberland's Local Offer at:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=5-9>

How does the school know if a child requires extra help and what should I do if I think my child has Special Educational Needs (SEND)?

At Raughton Head CE Primary School children are identified as having SEN/D through a variety of ways including:

- Liaison with Early Years Foundation Stage (Nursery/Reception) staff
- Liaison with previous school/Nursery
- Child performing below age-related expectations and alerted to through attainment and/or progress outcomes (pupil progress meetings with teachers, 1:1 meetings with teachers, Teaching Assistant meetings)
- Any internal assessments alongside class work
- Observations in class, work sampling, alongside pupil voice
- Concerns raised by parent/s or carers
- Concerns raised by class teacher
- Liaison with external agencies including Family Centre, Social Care
- Health diagnosis through a GP, Pediatrician or Health Visitor

If you as a parent have a concern we encourage you to talk to us. You can do this by making an appointment to meet your child's class teacher. You could also contact SENDCO/Headteacher- Mrs Alison Dickinson and if appropriate, contact your local GP.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

How will school staff support my child?

- Our SENDCO oversees the progress and provision of any child requiring additional support across the school.
- The class teacher will oversee, plan and direct the work with each child with SEN/D in their class to ensure that progress is made in every area.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group - if this is seen as necessary by the SENDCO/SMT. The regularity of these sessions will be explained to parents/carers when the support starts.
- The class teacher will meet with parents at least twice a year (this could be as part of Parents Evening) to discuss the child's needs, intervention and progress. At Raughton Head CE we make regular communication with parents and review progress as ongoing alongside families aside from formal meetings.
- For further information the SENDCO is available to discuss intervention in more detail and discuss progress and reviews. Formal letters will be sent to parents for specific meetings/EHCP reviews
- The SENDCO reports to the Governors every term to inform them about the progress of children with SEN/D; this report does not refer to individual children and confidentiality is maintained at all times.
- The SEND Governor-Mr Jonathan Stokes - meets termly with the SENDCO for a formal monitoring visit focusing on a variety of SEND aspects (provision and progress). A written report is completed and summarized in the next Governors meeting
- The Governors agree priorities for spending within the school budget/ TA provision with the overall aim that all children with SEN/D receive the support they need in order to make progress.

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

- All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs, though we do not put a ceiling of learning on for any child. All children have access to all the curriculum and access to achieving the same as their NON-SEND peers. However according to the specific needs of a child the work may be individually differentiated and/or be supported towards independence via scaffolding, targeted questioning, use of visual aids, additional resources to support independent learning e.g. scanning pen, reading slope, ear defenders, individual visual timetable, differentiated number lines, different levels of questioning, breaking down instructions more simply, allowing for thinking time. For some pupils an individualized curriculum may be required.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

- We offer an 'open door' policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers therefore we aim to keep communication channels open and communicate regularly; especially if your child has SEN/D needs.
- If necessary we will operate a home/school link book which your child will bring home regularly so that comments from parents and teaching staff can be shared and responded to when needed.
- If your child is on the SEN/D register they will have a SEND Support Plan (SSP) which will have individual targets and are devised using the Code of Practice (2014) graduated approach of ASSESS-PLAN-DO-REVIEW. This is discussed on a regular basis from 6 weeks to a term maximum and dependent on progress, need and individual targets. Parents are collaborated on and pupil voice is gained. Parents are given a copy of the SEN Support Plan. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled).
- If your child has complex SEN/D they may have an Education Health and Care plan (EHCP). This means that review meetings or family meetings will take place annually and that you will attend SEN/D Support Plan review meetings with the SENDCO and/or specialist advisory teachers. As far as practically possible, we will endeavor to ensure a key staff member linked directly to your child's progress attends the annual review meetings e.g. Teacher or Teaching Assistant
- As a school we measure children's progress in learning against National Age-related Expectations. When a child is deemed to be working below the year age related objectives, teachers may assess pupils on the lower year group objectives or Pre-Key Stage standards (DFE) and measure progress against other pupils with NO SEND. This enables pupil progress to have measureable outcomes and transparency of progress. From September 2021 the DFE Engagement Model is used for those pupils who cannot access subject-specific learning. This will be explained to you if we use the Engagement Model for your child.
- The class teacher assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Y6, using a variety of different methods including National Age-related Expectations.
- Children who are not making expected progress are picked up through Pupil Progress Meetings between the class teacher and the SENDCO/Headteacher. In this meeting a discussion takes place exploring why individual children are experiencing difficulty and what further support can be given to aid their progression. The monitoring and evaluating of progress forms: lesson observations, work sampling and pupil voice
- When the child's SEN/D Support Plan is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target/s, the reasons for this will be discussed, then the target/s may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.
- There are many opportunities for regular contact about things that have happened in school including Parents Evenings, Home/School books/diaries, individual appointments with specific staff and class teachers.
- The school website gives details of class plans each half term/term and there are also sections about what your child should know on the curriculum section. This will help you to understand what your child is learning and how you can support them outside of school. Please refer also to our schools Curriculum Statement for the whole school on the website www.raughtonhead.cumbria.sch.uk

- Parents/carers are involved in planning their child's SEN/D provision/support through Education Health and Care plan (EHCP) meetings, Team Around the Family (TAF) meetings; and Early Help assessment meetings. If your child has complex SEN/D you may get advice directly from a specialist teacher.
- The school also holds 'Open' events during the year when you can visit classrooms to see the children at work. Through our Book Look's parents can sit with their child as their child discusses their learning with their work books. This brings added quality time for both parent and child to focus on strengths and developments and look at the progress your child is making.

What support will there be for my child's overall wellbeing?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents'/carers first point of contact. If further support is required the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Social Care, Health Services, Inclusion Support, Family Support organisations and local authority Specialist Teachers.
- The school has a policy regarding the administration and managing of medicines on the school site. Please refer to our policy on the website. Our Administrator Mrs Rachel Graham is the main contact for medication management and holds recent training. She leads the completion of all Health Care Plans and communicates with parents/carers regarding medicine management. All staff are trained in administering medication.
- Parents need to contact school if medication is recommended by health professionals and is required to be taken during the school day.
- As a staff we have regular training and/or updates of conditions and medication affecting individual children so that all staff are able to manage medical situations
- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues; put relevant support in place and set targets. Your child may also require a personal evacuation plan and an individual risk assessment. These will be discussed with parents/carers and agreed together. We also have Fatigue Management Plans for those children who require.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult and when appropriate complete a reflection sheet. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. For further information please see the school Behaviour Policy and procedures.
- Attendance of every child is monitored on a daily basis by the Headteacher/SENDCO and Administrator. Lateness and absence are recorded and reported upon and any further action is led by the Headteacher e.g. Conversation with parent, formal letters sent home, Early Help Assessments initiated.
- We actively encourage each child to express their views on all aspects of school life. This is usually carried out through the pupil voice noticeboard, Picture News scheme supporting British Values and our PSHE lessons through the JIGSAW curriculum programme.
- Children who have SEN/D Support Plans discuss and set their targets with their class teacher/Teaching Assistant.
- We have regular pupil questionnaires where we actively seek the viewpoints of all children – this is particularly important in establishing open and honest links between adults and children so they feel that they can approach any member of staff if they have a worry they wish to discuss.

- If your child has an EHCP their views will be sought via a questionnaire or in person or by pictures (dependent on need) before any review meetings and the SENDCO/Headteacher ensures pupils views are paramount in reviews.

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

What training have staff completed to support children and young pupil with SEND?

- Our SENDCO has over almost 25 years of teaching at Primary level and 20 years as a senior leader.
- As a school we work closely with external agencies that are relevant to individual children's needs including:
 - ❖ Behaviour/Inclusion Support
 - ❖ Health - GP, Practice Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Physiotherapist, Child and Adolescent Mental Health Services, Education Psychologist, Behaviour and well Being Officer, Well Being officer for Attendance in Cumbrian school, Access and Attendance Officer
 - ❖ Social Care - Social Workers, Educational Psychologist, Counselling services and therapists including CAMHS
 - ❖ Other agencies - Police Community Support Officers, Safety Net, Cumbria Family Support, Barnardo's, NSPCC
- At any time in the school we may have staff who are trained in the following areas and if required we will ensure staff have relevant training if a pupil requires support including
 - ❖ Speech and language programmes including NELI in Early Years and Key Stage 1
 - ❖ Maths recovery programmes
 - ❖ Reading Intervention programmes
 - ❖ Team Teach
 - ❖ Mastering Number
 - ❖ Phonics keep-up support/intervention
- Staff have had training in anaphylactic shock, first aid, asthma, diabetes when this is appropriate to the needs of the pupils.
- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure that the health and safety of every child and adult will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas, will be provided in school.
- Specific children may require additional strategies and hold an individual risk assessments, which are led by the class teacher and reviewed regularly with parental views

How accessible is the school environment?

- The school is mainly on one level, however there is a step into the hall. There are ramps at specified fire exits.
- From September 2021 under new building work, a new classroom was erected which has allowed for wheelchair access from the outside and internally to the lower split layer within
- All teaching classrooms have full lower level access for a wheelchair
- The school has a modified toilet suitable for children/adults with physical difficulties. It is large enough to accommodate changing.

- The school hall does not have internal access currently for a wheelchair bound pupil. If access is needed for a new pupil we will ensure we purchase a lift type mechanism to enable the pupil to access the main hall.
- Translation services and bilingual books/materials are sought for families whose first language is not English if required.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting. During this initial visit children and parents have the opportunity to view the school in its entirety and meet with class teachers and class. For children with SEN/D we would encourage further visits to assist them with acclimatisation of their new surroundings. We would also visit them in their current school or home, if appropriate.
- If transition is potentially difficult we make photo books of visits and arrange for children to meet and make links with staff.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits and liaise closely with SENDCO from the feeder school.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHCP a transition meeting will be arranged which will be attended by staff from both schools.
- For some children we offer an Early Transition which means during the latter part of the summer term some children may start spending time in their new class ready for September.

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

- We ensure that all children who have SEN/D will have their needs met to the best of the school's ability with the funds available.
- We have a team of experienced Teaching Assistants, who are funded from the school budget and deliver programmes designed to meet groups of children's needs and work within set classroom adding value to Quality First Teaching in small groups.
- The budget is allocated on a needs basis.

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

- The class teacher and the SENDCO will discuss your child's needs and what support would be appropriate. Different children will require different types/levels of support in order to bridge the gap to achieve age related expectations.
- Allocation of support and type of intervention allocated to your child will involve discussions with parents/carers.
- We can judge if the support has had an impact by tracking and reviewing targets on SEN/D Support Plans and ensuring they are being met; by monitoring progress against national age related expectations and observing that the gap is narrowing; through verbal feedback from the parent and pupil; and the fact that children may move off the SEN/D register when they have made sufficient progress in an identified area.
-

Who can I contact for further information?

First point of contact would be your child's class teacher to share your concerns.

- You could also arrange to meet Mrs Alison Dickinson (SENDCO/Headteacher).
- Contact Parent Partnership
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk
- If you are considering whether your child should join the school, contact the School Office to make an appointment to meet the Headteacher, Mrs Alison Dickinson (also SENDCO)

Further Information

Raughton Head CE primary School Response to the Local Offer SEN/D is based on legislation and guidance set out in:

- The Children's and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014)

Abbreviations used in this report

CAMHs - Child and Adolescent Mental Health Services

EHCP – Educational Health and Care Plan

ESLAC - Educational Support for Looked After Children

HI – Hearing Impairment

SSP-SEN Support Plan

LA – Local Authority

LJIEP – Learning Journey Individual Education Plan

MLD – Mild Learning Difficulties

MSI – Multi Sensory Impairment

PMLD – Profound and Multiple Learning Difficulties

PD – Physical Disability

SENCo – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SLCN – Speech, Language and Communication Need

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties

SLT – Senior Leadership Team

VI – Vision Impairment

Reviewed: 12 September Mrs A Dickinson (SEND/CO/Headteacher)