

THE BISHOP HARVEY GOODWIN SCHOOL (Church of England Voluntary Aided)

Special Educational Needs (SEND) Information Report

Introduction

The Bishop Harvey Goodwin School works within Cumberland Council guidance on provision for children with SEN/D, in a mainstream setting. This is done in order to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEN/D pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'. This report sets out how we as a school identify and provide for SEN/D in our setting. It adheres to the requirements and guidance set out in the, '*Special educational needs and disability code of practice: 0 to 25 years*' (July 2014) and '*The Children's and Families Act – 2014*'.

What is the Local Authority Offer?

The Children and Families Bill was enacted in September 2014 and from this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect will be available for children and young people with special educational needs and disabilities (SEN/D) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision available locally. You can access Cumberland's Local Offer at:

[Families Information | SEND Information Hub \(Local offer\) \(cumberland.gov.uk\)](http://cumberland.gov.uk/Families_Information|SEND_Information_Hub_(Local_offer))

Follow the link on this page to *Cumberland's Local Offer* website.

What kinds of SEN are provided for in your school?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.' SEND Code of Practice 2015.

The Bishop Harvey Goodwin School is an inclusive school that provides for the full range of SEND needs. This includes:

Communication and interaction which includes pupils with speech, language and communication needs (SLCN) and Autistic Spectrum Condition (ASC).

Cognition and learning which includes students with moderate learning difficulties (MLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health needs (SEMH) children are young people who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorders (ADHD) or attachment disorder.

Sensory and/or physical needs which include students with visual impairment (VI), Hearing impairment (HI) and Physical Disability (PD).

If a student with an EHCP requests a place at our school, the child is welcomed and we will always take into consideration the individual needs and well-being of the student as part of the consultation process.

How are children with Special Educational Needs identified and assessed?
Who are the best people to talk to at The Bishop Harvey Goodwin School about my child's difficulties with learning/special educational needs or disability (SEND)?

For questions regarding SEN you should contact the following staff by emailing senco@bishopharveygoodwin.cumbria.sch.uk

The SENCO is **Mrs Zoey Slack**
The SEND governor is **Mrs Carol Bell**

For students transferring to the school at other times; parents, external agencies, information and assessments from previous schools will be used to identify possible SEND.

The progress of all students is closely monitored by their teachers and other key staff throughout their time at The Bishop Harvey Goodwin School. Most students make good progress and respond well to quality first teaching and differentiated learning opportunities in their main classroom.

However, if it is felt that a student has SEND, teachers will discuss their concerns with parents/carers and explain how they plan to meet the needs of the student.

The school follows a staged and graduated approach to identifying and assessing needs, using the Assess, Plan, Do, Review model. We will also write a Student Passport and in some circumstances your child will have an individual SEND support plan.

Students who have a significant level of complex needs may need to be referred for an Education, Health and Care Plan (EHCP).

Students who are, 'Looked After' and have SEND will have their needs met in the arrangements mentioned above.

The SEN register is reviewed termly. Parents will be informed by letter if their child is being added to or taken off the register.

How can I let the school know that I am concerned about my child's progress in school?

In the first instance you should make an appointment to speak to your child's class teacher to discuss your concerns; at this point your child's teacher may speak to the SEND leader and/or a member of the Senior Leadership Team (SLT) to seek advice. Further advice and support can be requested from the SEND Governor, Mrs Brenda Gear.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need and how we will support this in school.
- Discuss with you any referrals to outside professionals in order to support your child.
- Make regular meeting times to discuss progress of referrals and the progress of your child.

What are the different types of support available for children with SEND in our school?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching at Wave 1).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.
- That specific strategies (which may be suggested by the SEND leader or other specialists) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's previous progress focusing on identifying a gap or gaps in their understanding and learning which may require extra support in order for your child to make the best possible progress.
- Pupils' learning will be scaffolded, building upon their prior knowledge and skills, prior to accessing independent application tasks.

b) Specific intervention (Wave 2)

Intervention programmes which can be matched to meet your child's specific needs.

These include:

- Classroom based small group intervention run by a TA.
- Small group withdrawal (intervention) – such as SULP (Social Use of Language Programme) or Lego therapy.
- 1:1 withdrawal (intervention) - such as Toe by Toe or speech therapy.

c) Specialist support (Wave 3)

This means a pupil has been identified by the SEND leader and teaching staff as needing extra specialist support from a professional outside the school (which will be requested using the SEN/D Early Help Assessment form). This may be from:

- Local Authority services, such as Specialist Advisory Teachers.

- Health services such as occupational therapists, speech and language therapists or physiotherapists.
- Sensory support services such as hearing or visual impairment specialist teachers.
- Outside agencies such as the Educational Psychology Service.

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- In order to make a referral the school needs to complete the SEN/D Early Help Assessment application. The form requires input from yourself, your child and the class teacher. You and your child will be asked to state your concerns and what you feel might happen if an assessment does not take place. You can fill the form out with your child's class teacher or the SEND leader.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Educational Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning which cannot be overcome via *Quality First Teaching* and differentiated intervention groups – either within the classroom or through withdrawal groups.

Your child will also need specialist support in school from a professional outside the school, which may include specialist advisory teachers and/or a specific specialist agency.

For your child this would mean:

- The school (or you) can request that the local authority 'Conduct an Education, Health and Care Needs Assessment (*Special educational needs and disabilities code of practice: 0 -25 years – July 2014*). This is a legal process with a clear structure and timetable (see below for steps in the process):

Step 1 - After the school has sent the request for assessment to the Local Authority they, the Local Authority, will decide whether they think your child's needs require an '*Education, Health and Care Needs Assessment*'. The Local Authority arrives at their decision to assess or not, based upon supporting evidence – which will include yours and your child's views; evidence of interventions already tried/or in place; and supporting evidence from specialists.

Step 2 - Once the Local Authority decides to proceed with the assessment they will contact you. They will then gather further information for the '*Education, Health and Care Needs Assessment*'. Once they have gathered all the supporting data/evidence they will then make a decision whether to award an '*Education, Health and Care Plan (EHCP)*'. An EHCP will only be awarded if they decide that your child's needs are severe, complex and lifelong.

Step 3 - The Statement or EHCP will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

Step 4 - An additional adult may be used to support your child with whole class learning; to run individual programmes; or run small withdrawal groups which include your child. Other resources may also be secured through this funding however this is a collaborative decision involving education or health care professionals; the school; your child and yourself.

How is extra support allocated to children, and how do they progress in their learning?

The school budget is received from Cumberland Council and includes money for supporting children with SEN/D.

- The Headteacher, Governors and the SEND leader decide on the deployment of resources for Special Educational Needs and Disabilities.
- The SEND leader identifies the needs of SEN/D pupils on a provision map. This identifies all support given within school. The SEN/D provision map is reviewed half termly/ so that the matching of intervention to need remains effective and evidence based.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants working with either individual children or small groups.
- The SEND leader
- Volunteers and parent helpers work with small groups to support reading.

Local Authority Provision delivered in school

- Specialist Advisory Teachers – Severe Learning Difficulties; Specific Learning Difficulties; Physical Medical Difficulties; Autism Spectrum Difficulties; Deaf and Hearing Impaired
- Educational Psychology Service
- Speech and Language Specialists - NHS
- LAC (Looked After Children Services)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health Services)
- Paediatricians (Community Child Health - Springboard)

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN/D. This includes whole school training on SEN/D issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. As part of our ongoing CPD staff receive termly updates and training in the area of SEND from the SEND leader and external expertise when required.

The SEND leader has successfully completed the National Award for SEN Coordination through Best Practice.

TAs receive a range of training as part of their ongoing CPD and in order to respond to the needs of individual children they are working with. We currently have TA's and some teachers trained in:

- Speech and language programmes
- Pre-teach/post teach support
- EALIP
- ELSA
- Number sense
- Smart Moves and Write from the Start
- Sensory circuits
- SULP and individual 1:1 pastoral/anxiety/emotional support
- Socially talented child program
- Boxall Profile
- Team Teach
- Toe by Toe
- Lego Therapy

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and use adaptive teaching methods to meet the specific needs of all groups of children in their class and will ensure that your child's needs are met. Other ways in which the teaching and learning will be adapted include the use of:

Support staff, under the direction of the class teacher, to assist in delivering an adapted curriculum in order to support the needs of your child where necessary through the use of support frames, scaffolds, success criteria and questioning.

The SEN/D support plan will be used to define the area of need that your child requires extra support in as well as the intervention strategies required to support that need. The above plans will clearly set out overarching aims and short term, achievable targets which will be measurable within a specified time frame.

Technology is used to aid access through reading pens and individual laptops with voice to text programs.

How will we measure the progress of your child in school?

Your child's progress will be monitored by his/her class teacher. His/her progress will be reviewed formally with members of the Senior Leadership Team every term in reading, writing and numeracy; through pupil progress meetings.

If your child is in Year 1 or above and working below National Curriculum age related expectations, a more sensitive assessment tool such as Target Tracker, which shows children's attainment in more detail – breaking learning down into smaller steps.

At the end of each Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement for all schools to do and the results are published nationally.

Where necessary, children will have an additional SEND support plan their targets will be agreed by teachers, parents, your child and the SEND leader and / or external agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly; evidence for judgements assessed and a future plan made.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved in the child's education.

The SEND leader will also review termly to ensure that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of a child with SEND?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SEND leader is available to meet with you to discuss your child's progress or any concerns/worries you may have.

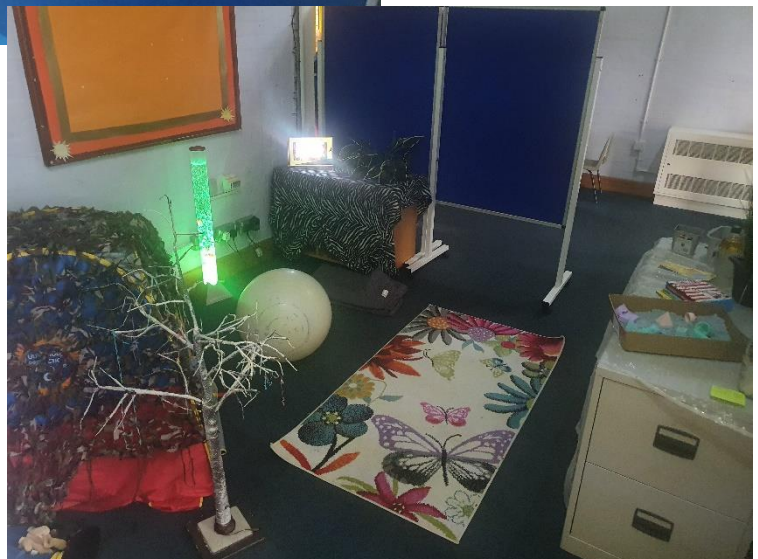
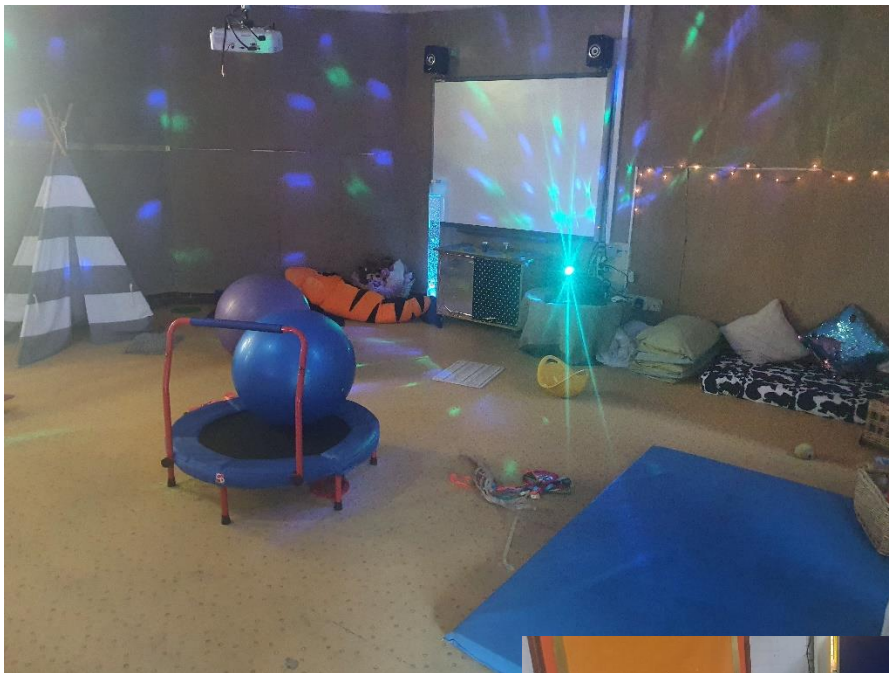
All information from outside professionals will be discussed with you; your child and all other individuals involved in supporting your child. In most cases a written report will accompany this.

Additional support is offered via our school website, which details upcoming parent courses and information sessions through Family Action and links to Cumberland Local Offer: [Families Information | SEND Information Hub \(Local offer\) \(cumberland.gov.uk\)](#) . On a termly basis we hold SEND coffee and chat sessions, where parents can share techniques, knowledge and ask questions, led by our

SEND governor, Mrs Carol Bell. These are often attended by charities and support groups.

How is The Bishop Harvey Goodwin School accessible to children with SEND?

- The school is fully compliant with the Disability Discrimination Act (DDA) requirements.
- The school is on one level with easy access and double doors where appropriate.
- The front desk has a wheelchair height section and is DDA compliant.
- There are three adapted toilets, a shower area and changing facilities.
- We ensure that where ever possible equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEN/D.
- We have a sensory room which allows pupils a space to access for self-regulation or as part of a planned timetabled 'sensory circuit' session.
- In Key Stage Two, a quiet calm area is available, if a child needs space to support their emotional needs.



How will we support your child when they are joining the school, leaving the school or moving to another class?

We recognise that transitions can be difficult for a child with SEN/D, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The SEND leader will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.

If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and our school.

Your child will be able to visit our school and stay for a 'play date'. Extra transition activities may be arranged to prepare your child for their move to our school.

If your child is moving to another school:

We will contact the school's SENCO and ensure he/she knows about any special arrangements or support that is needed to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.

We will make sure that all records about your child are passed on as soon as possible.

Extra transition activities may be arranged to prepare your child for their move to the school. A passport photo book can be made with information about their new school.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEN/D Support plans and tracking will be shared with the new teacher.

Extra transition activities may be arranged to prepare your child for their move to their new class. Transition booklets and videos, detailing new support staff, teachers and the classroom environment will be sent home to support the transitioning.

In Year 6:

The SEND leader and class teacher will discuss the specific needs of your child with the SENCO of the child's secondary school. Where appropriate, a transition review meeting, to which you will be invited, will take place with the SENCO from the new school.

Your child will participate in focused learning relating to aspects of transition in order to support their understanding of the changes ahead.

Where possible, your child will visit their new school and in some cases staff from the new school will visit your child in this school.

In preparation for this transition, children will spend dedicated time exploring timetables, how to read and use these in secondary school. This will develop children's independence and self-help skills.

How will we support your child's emotional and social development?

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 SEND leader 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.

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.

After any behaviour incident we expect the child to reflect on their behaviour with an adult; when appropriate completing a reflection form. 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.

Attendance of every child is monitored on a daily basis by the Administrative Team. Lateness and absence are recorded and reported upon to the Headteacher.

We actively encourage each child to express their views on all aspects of school life. This is usually carried out through the School Council.

Children who have /SEN/D support plans, discussions and target setting with their class teacher/Learning Support Assistant; yourself; and in some cases the SEND leader.

We have regular pupil questionnaires where we actively seek the viewpoints of children – this is particularly important in establishing open and honest links between adults and children so they feel they can approach any member of staff if they have a worry that they wish to discuss. Children's opinions and thoughts on our school are also sought in our twice weekly worship services.

We gather information on children's views of the curriculum (content and delivery) and school life through pupil interviews and through our half termly house meetings.

If your child has an EHC plan their views will be sought via a questionnaire before any review meetings.

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

If you have any questions, concerns or complaints or compliments about our provision for pupils with SEND.

The first point of contact would be your child's class teacher. They will be happy to make a time with you in order to discuss any concerns.

Alternatively, an appointment with a member of the Senior Leadership Team or SEND leader could be made. Contact information is as follows:

The Bishop Harvey Goodwin School
Harold Street
Carlisle
CA2 4HG

01228 590 794

admin@bishopharveygoodwin.cumbria.sch.uk

Abbreviations used in this report

CAMHs - Child and Adolescent Mental Health Services

EHCP – Educational Health and Care Plan

LAC - Looked After Children

HI – Hearing Impairment

LA – Local Authority

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

Documents used in writing this report

Special educational needs and disability code of practice: 0 to 25 (July 2014)
Children and Families Act 2014

Helpful websites

<http://www.nasen.org.uk>

[Families Information | SEND Information Hub \(Local offer\) \(cumberland.gov.uk\)](#)

Reviewed date	Person Reviewing	Revised/Amendments	Next Review Date
10.02.15	S.Pritchard		Sept 2015
12.04.15	S.Pritchard		Sept 2015
23.09.15	S.Pritchard		Sept 2016
02.10.16	S.Pritchard		Sept 2017
01.09.17	J.Williams	Alterations of named staff, intervention groups for Autumn 2017, addition of wave 1, 2, 3 listed.	Sept 2018
10.10.2018	Z.Slack	Added New interventions, named staff changes	Sept 2019
25.06.2019	Z. Slack	Added New interventions, named staff changes	July 2021
14.09.2021	Z. Slack	no changes	Sept 2022
28.09.2022	Z. Slack	Updated alongside the SEND governor C. Driffield following the Key requirement checklist. Altered the format and presentation for ease of reading for parents	Sept 2023
08.09.2023	Z. Slack	Updated SEND governor names Links for Cumberland local offer Edited change of council Additional interventions added	SEPT 2024
11.09.24	Z. Slack	Updated SEND governor names	Sept 2025

		Links for Cumberland local offer	
10.09.25	Z. Slack	Updated SEND governor names	SEPT 2026