



SEND Information Report

APPROVED BY ¹:

Name: Kirsty Fox

Position: Headteacher

Signed:

Date: January 2026

Review Date ²: January 2027

¹ The Governing Body is free to delegate the approval of this Policy to a Committee of the Governing Body, an individual Trustee or the Head teacher

² The Governing Body are free to determine the review frequency of this Policy

Great Corby School and Nursery SEND Information Report

At Great Corby School and Nursery, we strive to ensure that all our children are supported to achieve to the very best of their ability. We are committed to meeting the needs of all pupils and ensuring that they make progress.

Headteacher: Mrs Kirsty Fox
SENDCO: Mrs Laura Codd
SEND Trustee: Mrs Jan Winder

What is the Special Education Needs Information Report?

This report sets out how we as a school identify and provide for SEND 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' (2015) and 'The Children's and Families Act – 2014'. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, you can read our SEND policy which can be found on our website.

How do we identify pupils with SEND?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015).

The needs of a child or young person with SEND will fall into one or more of the following four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

At Great Corby School and Nursery, we may identify a child with SEND in various ways:

- Information passed on by a child's previous nursery or other primary school might identify children who are already on the SEND register. Any initial concerns about children not yet on the SEND register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary.
- Ongoing teacher assessment will identify children who are making insufficient progress or performing significantly below expected age levels. If the teacher notices that a child is falling behind, they try to find out if the child has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Children who do not have SEND usually make progress quickly once the gap in their learning has been filled. If it is felt that difficulties with learning and progress may be because of a Special Educational Need, the child will then be discussed further with our SENDCO and the child's parents.
- Class teachers can seek advice from our SENDCO regarding concerns that they have about a child displaying possible Special Educational Needs at any time. Following discussions, the SENDCO may look at the child's work, observe the child in class, and / or complete some activities with them 1:1 to assess particular learning needs and to see what their strengths and difficulties are.
- Concerns raised by parents/carers.
- Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEND register. The extensive list of specialists who liaise with school to ensure that children receive the support that they need includes Educational Psychologists, Speech

and Language Therapists, Occupational Therapists, Physiotherapists, Community Paediatricians, CAMHS (Child and Adolescent Mental Health Services), Specialist Advisory Teachers and GPs.

All children, regardless of disability, gender, ethnicity or culture, will be given full SEND entitlement according to their specific needs. Their education, safety, well-being, enjoyment and health are of paramount importance. If a child's learning progresses to a level where they no longer need additional to or different from support, they will be removed from the SEND register.

What should you do if you think your child may have Special Educational Needs (SEND)?

Parents/carers can raise concerns by talking to the school. The first point of contact is the child's class teacher. If there are still concerns, parents/carers can also contact our Special Educational Needs Co-ordinator (SENDSCO), Mrs Laura Codd. We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers and hope that they are able to do the same with us.

How will school support, assess and review the needs of your child?

Class teachers will set the highest expectations and deliver high quality teaching to all children.

We assess the needs of children with SEND by closely analysing our termly assessment data to establish their next learning steps. These next steps will form part of their Support Plan. Then, together with teaching assistants, teachers will plan and deliver any additional support required by individual children, with advice from the SENDSCO as appropriate. At Great Corby School and Nursery, we have a range of experienced and trained teaching assistants (TAs) who will provide support for all children, including those who require extra intervention and support. For some pupils with specific needs, a planned intervention programme may be delivered by one of our TAs.

Children's needs are managed through a support process where group/ individual interventions are put in place. These children will be monitored and the interventions will be assessed to ensure the steps we are taking are having an impact. We then look at the progress made towards the child's Support Plan targets to help us to assess whether the provision is effective. Each child on our SEND register has a Support Plan document that records progress towards targets.

In line with the SEND Code of Practice, we follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



- Children on the SEND register will have a Support Plan with SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets to help them to progress with their learning. These targets may be academic or social, or a combination of both.
- We will track your child's progress towards the outcomes we set over time and adapt as we learn what your child responds to best.
- This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

- At Great Corby School and Nursery, there are three Support Plan cycles each academic year – Autumn, Spring and Summer. These coincide with the three terms in school and therefore plans are reviewed each term. In between these times, targets are regularly monitored and adapted as necessary to ensure that they are always relevant to the child’s needs.
- Parents/carers of children with SEND will be offered a minimum of three opportunities to come in and meet with class teachers to contribute to the setting and review of their child’s Support Plan targets each academic year. Within the Support Plan meetings, parents will also be guided towards key ways in which they can support their child at home.

We may also use outside specialists to help us to assess children’s needs and to give us a more detailed view of their learning profile. For children with significant or complex needs, or when we need advice and support from outside specialists, we use the ‘SEND request for involvement’ process to support us in analysing and supporting the needs of our children. This process collects information from everyone involved with a child and their family and is a valuable mechanism for supporting effective multi-agency work.

How do we involve parents?

All of our parents are encouraged to be involved in their child’s education and in the life of the school. This may be through any of the following:

- Discussions with the class teacher.
- Parents’ evenings.
- Contributing to Support Plan development and reviews.
- Attending Early Help Assessment review meetings and/or TAC (Team Around the Child) or TAF (Team Around the Family) meetings.
- Attending and contributing to annual reviews of EHCPs.
- Being encouraged to come along to school events and getting to know us.
- Answering questionnaires or other methods of information gathering.
- Having an ‘open door’ ethos in school, so parents feel able to talk to key staff when they feel they need to.

We will provide annual written reports on your child’s progress. Your child’s class teacher will meet you at least 3 times a year to set clear outcomes for your child, review progress, discuss the support we will put in place and identify what we will do, what we will ask you to do, and what we will ask your child to do. The SENDCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child’s needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

How do we involve the children?

- We encourage children to develop a voice and form positive and supportive relationships with our staff team, so that they trust us to help them to solve their problems.
- Staff members are available to offer time and support to children and they are able to choose a member of staff they feel comfortable talking to. This helps them tell us what they think and how they feel.
- All children can contribute their views through the School Council.
- Children may receive targeted support from an Emotional Literacy Support Assistant (ELSA).
- If a child has an EHCP, we will ask for their views and record these at each annual review.
- Child views contribute to EHAs (Early Help Assessments) or ‘SEND request for involvement’ forms.
- When children have a Support Plan, we ask them general questions to make sure that they are happy about what they are doing and understand their targets. We are careful to protect children’s self-esteem and self-image and therefore children’s involvement levels will depend on the individual child’s age and needs. This also includes measures to prevent bullying.

How do we involve the Trustees?

The school provides a report to Trustees termly. Mrs Jan Winder is our named SEND Trustee and she meets regularly with our SENDCO to discuss SEND provision, focusing on how policies are applied and whether any changes are needed. Her job is to lead on the trust board's monitoring of SEND arrangements, ensuring that all children with SEND get the support they need. She acts as the trust board's specialist on SEND and champions the needs of pupils with SEND at board level. She understands the trust's strengths in relation to SEND provision and areas of development, alongside ensuring appropriate training is received. The Trustees ensure that the school makes good use of financial resources (including the notional budget) to support children with SEND. The progress of identified groups of children are discussed termly using the 'SEND in a Nutshell' document at the appropriate Trustee meetings.

How do we adapt the curriculum for pupils with SEND?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum and we will adapt how we teach to suit the way your child works best. Each child's education is carefully managed by the class teachers who will provide adapted work to suit children's individual needs. All children where appropriate strive towards the same learning goal, but adaptations may be provided to support children to reach this goal. There is no '1 size fits all' approach to adapting the curriculum, we work on a child-by-child basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include the following:

- Adapting our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, varying our delivery formats
- Adapting our resources, for example, providing word banks, job checklists, close-style tasks
- Using recommended aids, such as technology, coloured overlays, visual timetables, larger font
- Teaching assistants may support pupils on a 1-to-1 or small group basis, particularly to help build independence

If a pupil has specific needs then there may be some personalised planning to meet their needs. This may involve working in a small focus group with either a teacher or a teaching assistant. The class teacher and teaching assistant will ensure that there are appropriate and effective adaptations available to support children with SEND.

We may also provide interventions, for example, precision teaching, nurture groups or working memory interventions. The frequency of and length of time that this kind of work will continue for will depend, but it will usually be for a long enough period of time for progress to be evaluated. Any such interventions will be carefully planned and regularly evaluated to make sure that they are supporting progress and to help us to plan next steps.

Occasionally, a child may need more specialised support from an outside agency such as an Educational Psychologist, Speech Therapist or Specialist Advisory Teacher. If we need specialist advice, we will make a referral with parental permission and arrange a meeting to discuss and plan for the child's needs.

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

- At Great Corby School and Nursery, we have a Safeguarding Team which consists of Mrs Fox (Headteacher & Designated Safeguarding Lead), Mrs Sanderson (Lead Teacher & Deputy DSL) and Miss Codd (SENDCO & Deputy DSL). The team meet regularly to discuss the wellbeing needs of pupils across school and identify where additional support may be required.
- Miss Codd, our SENDCO, works closely with class teachers and teaching assistants to monitor and co-ordinate the provision for pupils with any additional needs, both academically and socially.

- We work closely with parents and carers to share ideas and may have regular meetings.
- We have a trained Emotional Literacy Support Assistant (ELSA) and use ELSA resources to support the teaching of emotional literacy skills. This may include work supporting concerns such as anger management, transition, divorce, bereavement, anxiety etc.
- We have a Senior Mental Health Lead who meets regularly with our SENDCO, ELSA and Headteacher. This forms our Inclusion Team.
- We provide opportunities for children to learn about mental health – what it might look like and what we can do to help ‘fill up our bucket’.
- We set clear boundaries to provide consistency and reassurance.
- We may refer to outside agencies, such as Barnardo’s LINK service, the Behaviour and Wellbeing Officer, Occupational Therapy or CAMHS (Child and Adolescent Mental Health Services).

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

Within school:

- Our SENDCO is committed to ensuring that she has an excellent understanding of SEND issues and developments. She has the NASENCO award.
- Staff have gained expertise in areas of SEND and access professional development to maintain and develop their skills.
- We have staff trained in Emotional Literacy Support, Read Write Inc, Bereavement, AET training and Children’s Mental Health and Wellbeing.
- Additional training is planned according to the specific needs of pupils at any one time. Staff attend individual training courses run by outside agencies that are relevant to the needs of pupils that they are working with.

Outside school:

- Educational psychologist
- Speech and Language therapist
- Specialist Advisory Teachers
- Community Paediatrician
- Family Action
- Barnardo’s LINK service
- Area SENDCO / Specialist Advisory Teacher for Early Years
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Child Bereavement UK
- Mind

How are our school resources allocated and matched to children’s special educational needs?

- Great Corby School and Nursery is committed to raising attainment and supporting pupils with special educational needs.
- A proportion of our overall school budget is allocated to special educational needs provision and resources are allocated according to the needs of our pupils at the time.
- Resources include teaching assistants, specialist equipment, interventions and training.
- Decisions about the allocation of resources are made at the beginning of the financial year when the main school budget is prepared. However, there is flexibility within this budget to reallocate resources if the need arises.
- All special educational needs provision is approved by the school’s Trustee body and is reviewed and evaluated on a regular basis with changes made as needed.

How do we reach a decision about what type and how much support your child will receive?

Every child with special educational needs is different and we consider this carefully when reaching any decisions about the support that they receive. We will work closely with any external specialists as well as parents to prepare a support package that meets a child’s unique needs. The targets and objectives contained within a child’s Support Plan will always influence any decision made about the nature of provision. If a

pupil has an Education, Health Care Plan, these targets and objectives will be derived from advice contained within those.

How accessible is the school?

- Most areas of the school are wheelchair accessible.
- We have a disabled toilet and changing facility in the main part of the school.
- Assistive technology is available e.g. iPads.
- When necessary, we will use technology to support EAL by using translating facilities.
- We are committed to inclusion and would take necessary steps to ensure accessibility for all pupils who wish to attend Great Corby School and Nursery.

How do we support children as they join our school or move on to a new school?

Joining us in EYFS

- All children are able to come in to visit school, taking part in transition days and tours of the school
- Staff carry out home visits
- Staff may visit the children in their previous setting
- If there are TAF meetings or EHCP Annual Reviews, staff will attend these prior to the children starting
- All documentation is shared between relevant agencies and conversations are had with previous settings and parents
- All transition is bespoke and is planned on an individual basis to consider the children's needs. This may mean children have a longer transition period to begin with or are provided with videos or pictures of the classroom.

Year 6 to Year 7 Transition

- Class teachers meet with secondary schools to pass on relevant information about all children in Year 6 during the Summer Term.
- The SENDCO/class teacher meets or telephones SENDCOs from the secondary schools to discuss all pupils with SEND. Paperwork is passed on confidentially at the end of the school year.
- Transition visits are arranged for all Year 6 pupils. Pupils with SEND may have additional transition activities (both at Great Corby School and Nursery and at their new secondary school), during which they will become familiar with new school buildings and key secondary school staff.
- Secondary school SENDCOs will attend Transitional Annual Reviews for pupils with Education, Health and Care Plans (EHCPs) wherever possible. Parents are able to discuss the provision that their child will receive with secondary school staff at these meetings or through contacting the secondary school directly.

Who can parents contact for further information?

If parents/carers wish to discuss their child's needs, need advice/information, or are unhappy about any aspect of our provision, the first point of contact is always the child's class teacher. An appointment can also be made to meet with Mrs Laura Codd, our Special Educational Needs Co-ordinator (SENDCO), via the school office, or emailing sen@gtcorby.cumbria.sch.uk. If you wish to make a formal complaint, please see the complaints procedure on the school website. Further information can be found in the following places:

- Our SEND policy on our website.
- The Cumbria SEND Information, Advice and Support Service (SENDIASS) [About Cumbria SENDIASS](#). The SEND IAS Service Co-ordinator for North Carlisle is Joanne Thomlinson, 07825 584865, joanne.thomlinson@cumbria.gov.uk
- IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk.
- Cumberland's SEND Local Offer can be accessed at <https://cumberlandsend.co.uk/cumberland-send>
- If you are considering whether your child should join the school, contact the School Office to make an appointment to meet our Headteacher, Mrs Kirsty Fox

SEND Flowchart

Here is a flow chart showing you the steps we take to support children with SEND. We move from one step to another if and when a child requires more support and is not making the required progress. Sometimes, depending on the need, it may be necessary to move from Step 1 initial identification to Step 3 Support Plan or Step 4 Early Help. If a child makes good progress, we may decide to move back a step. It represents our graduated approach to SEND. As children can move up the flowchart steps, they can also move down, following successful input of support.

