

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the Centre to publish certain information regarding our provision for pupils with SEN and/or Disability. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the Centre for more information.

We provide for the following kinds of special educational needs and disability (SEND):
• Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and / or physical needs
Admission arrangements for pupils with SEND:
Details of our Admissions Procedure can be found on our website (www.westcumbrialearningcentre.co.uk), or can be obtained from the Centre.
We identify and assess pupils with SEND using the following methods:
Pupils referred to the West Cumbria Learning Centre have Special Educational Needs, which have been identified by their mainstream school. At the point of referral, all pupils are assessed to determine their levels of academic attainment and emotional need. This enables the Centre to quickly tailor support to the needs of the individual.
We evaluate the effectiveness of our SEND provision in the following ways:
We make regular assessments of all pupils to ensure that teaching and interventions: • Ensure that the child's progress is similar to that of their peers • Matches or improves on the child's previous rate of progress • Closes the attainment gap between the child and their peers • Prevents the attainment gap growing wider
Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:
Assessments in all academic subjects are carried out on entry, and thereafter, half-termly. Emotional needs are assessed on entry and reviewed termly. Parents / Carers are invited to contribute to this assessment process. Progress and attainment data is scrutinised and evaluated by staff, the Senior Leadership Team, and the 'Quality of Education' sub-committee of the Management Committee on a termly basis. In addition to formal assessments, staff consider the effectiveness of academic provision and non-academic interventions on a weekly basis. This allows for the modification of approaches at the earliest opportunity, ensuring pupils are in receipt of provision which maximises learning.
Our approach to teaching pupils with SEND includes:
All pupils have an Individual Education Plan (IEP), which contains a small number of specific targets, designed to enable the pupil to progress. Pupils are taught in very small class-sizes, allowing pupils to benefit from small group work, and high teacher: pupil ratios.

Lessons are differentiated to meet the needs of individuals, recognising that pupils learn at different rates, and require different strategies for learning.

Teachers respond to students needs by:

- Planning to develop students' understanding through the use of all senses and experiences
- Planning for students' full participation in learning, and in physical and practical activities
- Planning for students to manage their behaviour, enabling them to participate effectively and safely in learning

Extra support is provided for pupils who are falling behind or failing to make expected progress. These are normally delivered on a 1:1 basis.

Pupils are re-integrated into mainstream education when they are in a position to access and benefit from this provision.

We adapt the curriculum for pupils with SEND in the following ways:

The Centre provides a broad and balanced curriculum for its pupils, which is differentiated to meet individual needs and abilities.

We provide a hands-on, practical approach to learning, including lessons outside the classroom

We enable pupils with SEND to engage in the activities of the school, in the following ways:

Staff: Pupil ratios enable pupils with social and emotional needs to participate in off-site activities to support the curriculum

Staff receive specialist training to support pupils with medical needs, ensuring these pupils are fully able to participate in school activities

The Centre has a school council, and the views of pupils are actively sought and acted upon

The following emotional, mental and social support is available for pupils with SEND:

Specialist staff are trained to provide emotional, mental and social support for pupils during all aspects of the school day

A School Counsellor works with pupils on an appointment, or drop-in, basis.

The name of our SEND Co-ordinator (SENDCo) is: Mark Stewart, Assistant Headteacher

We take the following steps to prevent pupils with SEND from being treated less favourably than other pupils:

We have an inclusive, child-centred approach and have high expectations for all our pupils, encouraging everyone to achieve and succeed both academically and socially.

We meet the requirements of the Equality Act 2010. Details of how we meet these requirements can be found in our Equality Policy and Single Equality Scheme, our Accessibility Plan and our Supporting Pupils with Medical Conditions Policy. These documents are available on our website (www.westcumbrialearningcentre.co.uk), or can be obtained from the Centre.

All staff at the Centre are experienced in Special Educational Needs provision.

In addition, we use the services of the following specialists:

- Children's Services
- Community Prescribers
- CADAS
- Inclusion Officer – Attendance
- Re-integration Co-ordinator
- Educational Psychologists
- CAMHS
- Together We
- Barnardos
- Specialist Teaching Service
- Public Health and Wellbeing Nurses
- Young Carers
- Inspira
- YJS

Parents can find out more about special educational needs and acquire confidential advice and support from Cumbria Information Advice and Support (SEND IAS) Service, contact details for which are provided below and by [clicking here](#):

Allerdale and Copeland

Sally Godfrey (Copeland Area)
T: 07795 110940
E: sally.godfrey@cumbria.gov.uk

Susan Eastwood (Allerdale Area)
T: 07824 408922
E: susan.eastwood@cumbria.gov.uk

We currently possess the following equipment and facilities to assist our pupils with SEND:

- Wheelchair accessible building
- Disabled toilet
- Shower
- Changing area
- Specialist areas for small group and 1:1 work

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

Parents / Carers of our pupils are invited to attend an induction meeting, to discuss their child's needs, the Centre's provision (including interventions and support), the anticipated impact on progress, development and behaviour, and to sign the home-school agreement and associated permissions.

Review meetings take place regularly, with formal progress days held termly.

Parent / Carer views are sought termly through the Parent / Carer survey.

Our arrangements for consulting children / young people with SEND and involving them in their education are as follows:

Pupils are invited to attend an induction meeting, to discuss their needs, the Centre's provision (including interventions and support), and how this will help them to make progress academically and emotionally.

Review meetings take place regularly, and formal progress days are held termly. Annual Review or Early Review meetings for pupils with Education, Health and Care Plans (EHCPs) will be arranged by the SENDCo and will involve other agencies where appropriate such as Children's Services, CAMHS and Inspira.

There is an active student council in centre, who seek the views of all pupils on matters relating to the operation of the Centre and the Centre's provision.

Pupil views are sought termly through the Pupil Survey.

Our arrangements regarding complaints from parents of pupils with SEND are as follows:

Should a parent / carer have a concern, then we ask that this is raised initially with a member of the Senior Leadership Team or the Headteacher.

The Centre seeks to resolve any concerns without the need to initiate the formal complaints process.

In the event that a parent / carer wishes to raise a formal complaint, then details of our complaints policy can be found on our website (www.westcumbrialearningcentre.co.uk), or can be obtained from the Centre.

Our transitional arrangements for pupils with SEND include:

- Working collaboratively with the pupil's mainstream school to facilitate the transition to Centre life / re-integrate the pupil back into mainstream education.
- Working collaboratively with Further Education providers to facilitate the transition to Post-16 education.
- The transition approach is child-centred and based upon the individual's needs.

Cumbria County Council's local offer, explaining what is available on a local authority basis, can be found using the following link:

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

The Centre's Local Offer can be found on our web-site (www.westcumbrialearningcentre.co.uk)