

The primary areas of need for the 10 children on the SEN register are:
6 x Pupils – Cognition and learning
2 x Pupils – Communication and Interaction (speech, language and communication)
2 x Pupils – Social, Emotional and Mental Health

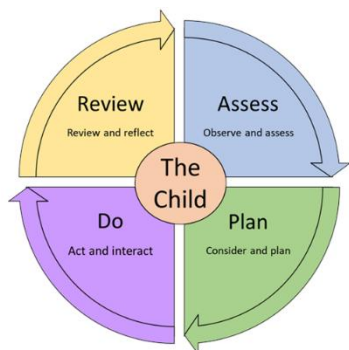
We are truly inclusive — doing our utmost to ensure that no child is excluded from any aspect of school life. Every pupil is valued as an individual: we work in partnership with pupils, teachers, teaching assistants, parents/carers and external agencies to help each child thrive. Importantly, the voice of the child is always central: we make sure they are active participants in their own learning journey.

Mrs Fassam, our SENDCo, brings over 14 years of experience to the role and has the autonomy to raise expectations and standards across the school. Now fully established in the role, she leads the development, monitoring and evaluation of SEND provision across school and nursery. From the autumn term, she will begin the NPQ for SENCOs to further strengthen her specialist knowledge and leadership of SEND. This ongoing professional development will be used alongside local authority training, professional networks and current guidance to continue developing inclusive practice across the setting.

We take our statutory responsibilities seriously, working in line with the SEND Code of Practice (2014) and the Equality Act (2010). We also signpost Westmorland and Furness' Local Offer, which can be accessed here: [Westmorland and Furness Local Offer](#).

While some children face disadvantage for a variety of reasons, we are committed to reducing its impact. We do this through a combination of universal, targeted, and specialist strategies/ support, which are outlined below.

A Graduated Approach



We have a culture of high-expectations for all pupils. However, we also ensure that staff (and pupils) are empowered to identify barriers to learning and take steps to mitigate against these. To ensure that our provision is the best it can be, we follow a four-stage graduated approach, which is described below.

Assess

Early identification ensures that needs are identified as quickly as possible, so barriers to learning can be responded to appropriately. As staff, we routinely have conversations about the strengths and needs of all pupils, which enables us to intervene early if extra support is required. We also use a wide range of assessments. These include whole-school summative tests, which we use to analyse achievement in triangulation with progress in class. Furthermore,

we also use specialist assessments, such as the Boxall and Fulton profiles, which enable us to unpick patterns of behaviour and ensure consistent, best practice amongst members of staff. We also work hard to gather pupil voice and utilising whole-school strategies such as the worries and wishes box. We value the opinion of parents at this stage and appreciate that pupils may present differently at home.

Plan

Following assessment, if a child is deemed to need support that their peers do not, then an Individual Education Plan (IEP) will be written by the class teacher/nursery practitioner, with the support of the SENDCo. Targets, strategies, reasonable adjustments and any identified interventions will be clearly outlined. Staff working with the child are expected to know the child's targets and actively implement the agreed provision. Plans are shared with parents and pupil voice is gathered where appropriate so that the child remains central to the process. We also recognise that transitions can be difficult for some pupils, particularly those with SEND, and work with families, receiving settings and external agencies to plan for transitions and changes well in advance.

Do

We believe that high-quality teaching, utilising adaptive teaching strategies (see below), should be at the heart of all SEND provision. However, there are instances when some learners require something additional. As such, the SENDCo delivers 3 interventions a week, each lasting for 30 minutes, which are well-planned and based on identified pupil need. Interventions have a clear purpose and intended outcome, with attendance, engagement, progress and impact recorded and reviewed. The SENDCo may deliver targeted interventions directly or support other staff to implement them consistently and effectively. Parents are kept informed as appropriate. We will also ensure that any alternative provision accessed at this stage is suitable and safe, with the child's best interests put first.

Review

IEPs are reviewed termly by the class teachers/nursery practitioner, with the support of the SENDCo, based on assessment and evidence of progress. Pupil voice is gathered where appropriate and parents are involved in reviewing progress, the effectiveness of strategies and interventions, and agreeing priorities for the next cycle. The SENDCo will routinely monitor IEP implementation, intervention records and the impact of provision, including through observations and discussions with staff. If a child is making sustained progress and no longer requires SEN Support, this will be discussed with parents before any change to the SEN register. Where progress is not being made despite high-quality teaching and appropriate provision, we will engage with external agencies, including Westmorland and Furness, to access additional advice and support. This may include Specialist Advisory Teachers, Educational Psychologists and other relevant professionals.

Reasonable Adjustments

Due to our size, we are able to offer parents and pupils a great deal of flexibility. Transition meetings for children starting or leaving the school are arranged and not limited to one meeting. In the learning environment, where appropriate, we use writing slopes, over layers, fiddle toys, visual timetables and many more resources to ensure that children can access the learning and achieve their very best. Although we do not currently have any children with physical needs or disabilities, we will always endeavour to ensure that all children can access the learning (and the environment).

High Quality Teaching for All

We strive to develop pupils' skills, knowledge and understanding across *all* subjects. We develop resilience through trips (including outdoor learning) as well as explicit teaching of strategies (using a metacognitive approach) to tackle even the greatest of learning challenges. In a mixed-age class, flexible grouping is embedded and teachers ensure that children meet appropriate challenge in each task. Where a child has not succeeded, the teacher is aware due to ongoing assessment and support is put in place, such as the use of teacher-led intervention at lunchtime.

All staff are expected to be aware of the targets set out in each child's IEP and understand the strategies and reasonable adjustments they are responsible for implementing. SEND expectations are shared with the staff team and revisited through staff meetings, professional discussion and ongoing SEND-focused training. Whilst children receive appropriate levels of support, we also nurture independence through carefully planned scaffolding and strategies such as 3B4Me, ensuring support enables rather than limits independence.

Adaptive Teaching

Children are individuals and require different types of support in order to meet their potential. Through assessment, we seek to understand pupils' differences and strive to understand barriers to learning. Adaptive teaching is how we provide tailored support to those who need it. The Education Endowment Foundation suggest 5 key strategies that can help learners:

- **Explicit instruction** denotes explanations which are clear. Modelling and frequent checks are used in order to ensure understanding. This could include guided practice, where the teacher will work with children as part of a group before they approach a task independently.
- **Cognitive and metacognitive strategies** are the range of approaches required to transfer content into pupils' long-term memory. Children should have an awareness of their own learning as well as the opportunity to plan, monitor and evaluate.
- **Scaffolding** relates to the range of supportive tools that can reduce cognitive load and provide structure. For example, a writing frame may be used in English or a partially completed example (gap fill) may be provided in other subject areas. **The aim is to reduce scaffolding throughout the academic year.**
- **Flexible grouping** is the allocating of groups temporarily, based on their mastery of a particular concept. This could be a group coming together to discuss a particular misconception, such as homophones, before rejoining the rest of the class. This works well in a mixed-age class, where there is the opportunity for children with weak foundational understanding to go back a step and review previous year groups' targets.
- **Technology** can remove barriers to learning and promote independence. In writing, children can word-process in order to make editing and formatting less arduous. The ability to pan and zoom on iPads can help learners to read text that might otherwise be too small. In maths, a calculator can reduce the cognitive load of completing a written method by removing the need to perform mental maths.

Often, children with SEND do not require a differentiated task. With the right support and technology, they can access age-appropriate tasks, across the curriculum, with the right support and guidance.

Strengths of SEND Provision:

We pride ourselves on developing strong, trusting relationships with children and their families. These relationships allow us to work in partnership with parents and carers, sharing information openly and gaining valuable insight into how children are developing and presenting at home as well as in the setting. This supports early identification of additional needs and ensures that children receive the most appropriate support.

Our practitioners know the children well and use observations, assessment and professional discussions to identify emerging needs early. Individual support plans and targeted strategies are planned carefully and shared with parents and carers so that support can be consistent both at nursery and at home.

We provide a calm, nurturing and inclusive environment where all children feel safe, valued and able to access learning opportunities at their own pace. Our curriculum and daily routines are adapted where needed to support children with additional needs, ensuring they can participate fully in activities alongside their peers.

Staff work closely together as a team to support inclusion, regularly discussing children's progress and strategies during staff meetings and planning sessions. Where appropriate, we seek advice and support from external professionals to ensure children receive the best possible support.

Area(s) for Development:

As a team, we will continue to strengthen the consistent implementation of SEND strategies, reasonable adjustments and IEP provision across the setting. The focus for 2026/27 is to move from establishing systems to embedding them consistently in everyday practice, with clear expectations for all staff and regular SENDCo monitoring of how agreed provision is being delivered.

Staff SEND expectations will be shared and revisited through whole-team training, staff meetings and professional discussion. This will include the graduated approach, early identification, IEP responsibilities, reasonable adjustments, intervention delivery and recording, and the importance of evaluating impact. The SENDCo will provide ongoing coaching and support so that staff confidence and consistency continue to develop.

Targeted interventions will be further developed during 2026/27. The SENDCo will begin delivering interventions directly with identified pupils where appropriate, while also supporting staff who deliver interventions. Intervention records will be used to monitor attendance, engagement, progress and impact so that provision can be adapted when it is not achieving the intended outcome.

The SENDCo will continue to review the SEND register, IEPs, provision, external-agency recommendations and communication with families to ensure systems remain effective and pupil-centred. From the autumn term, the SENDCo will also begin the NPQ for SENCOs, using this professional development to further strengthen knowledge, leadership and whole-school SEND practice. Current pupil numbers and percentages will be reviewed and updated separately as the 2026/27 cohort is confirmed.