

Thwaites School

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT
2026 - 2027

THWAITES SCHOOL

Special Educational Needs Information Report

2026/2027

At the time of publishing the following roles were held:

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SENDCO:	Sarah Morton
Chair of Governors:	Lewis Bawden

Approved by

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Position:	Headteacher
Signed:	<i>M. Redhead</i>
Date:	22/09/2026
Review date:	22/09/2027

Approved by

Governing Body	
Signed on behalf of the governing body by:	<i>L. Bawden</i>
Position	Chair of Governors



Review Table				
Version	Description of Change	Date	Approved By	Next Review
1.0	Full review and update of the SEND Information Report to reflect current SEND requirements and guidance, the school's graduated approach, inclusive and adaptive teaching, pupil and parent participation, and current school SEND practice.	22/09/2026	The Governing Body	22/09/2027

This SEND Information Report will be reviewed and updated annually. Changes to the information during the year will be reflected as soon as possible.

Contents

Introduction	2
1. What forms of Special Educational Needs do we provide for at our school?	3
2. What should I do if I think my child may have special educational needs?	3
3. How will my child's needs be identified?	4
4. Who will be involved in supporting my child?	4
5. How will the school ensure the curriculum is matched to my child's needs?	5
6. How is the decision made about the support my child will receive and how will I hear about my child's progress?	6
7. How will I know how I can support my child?	6
8. What access will my child have to staff with specialist expertise or training?	7
9. What support will there be for my child's overall wellbeing?	7
10. How are disabled pupils admitted and how will the school environment be made accessible to my child?	8
11. How will my child be supported when moving to or from Thwaites School, or between classes?	9
12. What happens if my child needs support beyond that ordinarily available through SEND Support?	10
13. Where can I find information about Cumberland Council's Local Offer?	11
14. What should I do if I have a concern or complaint about SEND provision?	11
15. Glossary of Terms	11

Introduction

At Thwaites School, we are committed to providing an inclusive education in which every child is valued, supported and enabled to achieve their potential. We recognise that children learn and develop in different ways and that some pupils may require additional or different support during their time at school.

We have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND), and seek to identify and remove barriers to learning, participation and wellbeing wherever possible.

The purpose of this **SEND Information Report** is to provide parents and carers with practical information about how Thwaites School identifies and supports pupils with SEND, the provision available within school, and how pupils and families are involved in decisions about support.

This report should be read alongside the school's **SEND Policy**, which sets out the principles and framework that underpin our approach to SEND.

1. What forms of Special Educational Needs do we provide for at our school?

Thwaites School is an inclusive mainstream school and provides support for pupils with a wide range of special educational needs and disabilities (SEND).

The **SEND Code of Practice** identifies four broad areas of need:

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

These broad areas help the school to understand and plan for pupils' needs, but we do not seek to define a child simply by a category or diagnosis. A pupil may have needs across more than one area, and their needs may change over time.

We consider each pupil as an individual, taking account of their **strengths, needs, views and circumstances**, as well as information from parents or carers, staff and relevant professionals. Support is planned according to the barriers a pupil is experiencing and the provision required to help them participate, learn and make progress.

Where a pupil requires special educational provision, support will be planned and reviewed through the school's graduated **Assess–Plan–Do–Review** approach. Where appropriate, the school may seek advice or support from external professionals or specialist services to help us understand and meet a pupil's needs.

Our aim is for pupils with SEND to learn, contribute and participate fully in school life alongside their peers, with appropriate support, adaptations and reasonable adjustments where these are required.

2. What should I do if I think my child may have special educational needs?

If you think your child may have special educational needs or require additional support, we encourage you to speak to us as early as possible.

Your child's **class teacher** will normally be the first person to speak to, as they have day-to-day responsibility for your child's teaching, learning and progress. The class teacher can discuss your concerns, share information about how your child is learning and participating in school, and consider whether any additional assessment, support or adaptations may be appropriate.

You can also speak directly to the school's **SENDCO, Mrs Sarah Morton**, if you have concerns about your child's special educational needs or the support they may require.

Where concerns are identified, the class teacher and SENDCO will work with you and your child to understand their strengths and needs and decide what further action, if any, is appropriate. This may include gathering further information, adapting classroom provision, monitoring progress or beginning the graduated **Assess–Plan–Do–Review** process.

You can contact the school to arrange a discussion with your child's class teacher or the SENDCO by:

- **Email:** admin@thwaites.cumbria.sch.uk
- **Telephone:** 01229 772554

3. How will my child's needs be identified?

Children's needs may be identified in different ways and at different points during their time at Thwaites School.

Teachers continually assess pupils' learning, progress and participation through everyday teaching, observation and the school's assessment arrangements. They consider pupils' progress from their individual starting points and whether there are barriers which may be affecting their learning or participation.

Concerns may be identified through:

- assessment and progress information;
- observations by teachers and other staff;
- a pupil's response to high-quality teaching and appropriate adaptations;
- changes in a pupil's learning, communication, behaviour, wellbeing or participation;
- information from parents or carers;
- the pupil's own views;
- information from a previous educational setting; or
- advice or assessment from external professionals.

Where concerns arise, the class teacher and SENDCO will gather and consider relevant information to develop a fuller understanding of the pupil's strengths and needs. Parents or carers and the pupil will be involved in this process.

A pupil will not be identified as having SEN simply because they are making slower progress than other pupils. The school will consider the individual pupil, the barriers they are experiencing and whether they require **special educational provision that is additional to or different from that made generally for other pupils of the same age.**

4. Who will be involved in supporting my child?

Your child's **class teacher remains responsible for their day-to-day teaching, learning and progress**, including where additional support or specialist advice is involved.

The class teacher will work with the **SENDCO** to assess your child's needs, plan appropriate provision and review its impact. Depending upon your child's individual needs, support may also involve teaching assistants, other members of school staff or external professionals and specialist services.



Parents and carers are important partners in this process. We will listen to your knowledge and views about your child and involve you in decisions about SEND Support and its review. Your child will also be supported to express their views and participate in decisions in a way that is appropriate to their age, understanding and communication needs.

The **Headteacher and SENDCO** oversee SEND provision across the school. The **Governing Body** provides strategic oversight of the school's arrangements for pupils with SEND.

For a child with SEND who is looked after by the local authority, the SENDCO and the school's designated teacher for looked-after children will work together with the child, their carers, social worker and Virtual School, as appropriate, to coordinate support. SEND provision will inform the child's Personal Education Plan (PEP) and remain consistent with any EHCP.

5. How will the school ensure the curriculum is matched to my child's needs?

All pupils are entitled to an ambitious, broad and balanced curriculum. At Thwaites School, the starting point for pupils with SEND is **high-quality teaching which is responsive to individual needs**.

Teachers will seek to identify and remove barriers to learning and participation through appropriate adaptations to teaching, resources, communication, classroom organisation and the learning environment.

Depending upon the pupil's needs, this may include:

- adapting explanations, instructions or the way information is presented;
- breaking learning into manageable steps;
- providing appropriate scaffolding, modelling or additional practice;
- adapting resources or the learning environment;
- using visual, communication, sensory or assistive resources where appropriate;
- adjusting the pace or organisation of learning;
- providing opportunities to work independently, collaboratively or with additional support;
- making reasonable adjustments where required; and
- providing targeted intervention or additional teaching where this forms part of the pupil's planned provision.

Teaching assistants may provide valuable support, but they do not replace the class teacher's responsibility for teaching pupils with SEND. Support will be organised according to the pupil's needs and intended outcomes and will seek to promote **participation and increasing independence**, rather than unnecessary reliance on adult support.

Assessment and review will be used to consider whether adaptations and provision are helping the pupil to learn, participate and make progress, and provision will be adjusted where necessary.

6. How is the decision made about the support my child will receive and how will I hear about my child's progress?

Where a pupil may require SEND Support, the class teacher and SENDCO will consider the available evidence about the pupil's strengths, needs, progress and any barriers to learning or participation. This will include the views of the pupil and their parents or carers and, where relevant, advice from other professionals.

Support will be planned through the graduated **Assess–Plan–Do–Review** approach. The school will consider the outcomes being sought and the provision, adaptations or interventions most likely to help the pupil achieve them. Support will be proportionate to the pupil's individual needs and reviewed to consider its effectiveness.

For pupils receiving SEND Support, a **Pupil Profile** will normally be used to provide a clear and practical summary of:

- the pupil's strengths and interests;
- their identified needs and barriers to learning or participation;
- the pupil's views;
- important information from parents or carers;
- agreed outcomes;
- effective teaching strategies, adaptations and reasonable adjustments; and
- any additional provision or support required.

Pupil Profiles are working documents and will be reviewed and updated as appropriate through the Assess–Plan–Do–Review cycle.

For pupils receiving SEND Support, we will meet with parents or carers at least three times each year to agree outcomes, review progress and discuss support and responsibilities. Your child's views will inform these discussions. A record of agreed outcomes, action and support will be shared with you and relevant staff.

Parents and carers will be involved in reviewing their child's progress and the effectiveness of the support being provided. In addition to the school's usual arrangements for reporting progress, we encourage ongoing communication between home and school and welcome discussion where parents or carers have questions, concerns or information which may help us support their child.

7. How will I know how I can support my child?

Parents and carers are important partners in supporting pupils with SEND. We will seek to ensure that you understand your child's strengths and needs, the outcomes being worked towards and the support being provided in school.

You will have opportunities to discuss your child's learning and progress through the school's usual reporting arrangements, including **Parents' Evenings and the annual written report**, as well as through SEND reviews and other discussions where appropriate.

When SEND Support is reviewed, we will discuss your child's progress, the impact of provision and appropriate next steps. We will also consider ways in which home and school can work together to support your child's learning, wellbeing and independence.

Where appropriate, the school may also signpost parents and carers to relevant information, services, training or sources of independent advice and support.

Parents and carers can also obtain free, impartial and confidential information, advice and support from Cumberland SEND Information, Advice and Support Service (SENDIASS). SENDIASS provides information and support to children and young people with SEND and their parents or carers, including in relation to education, health and social care, SEND Support and Education, Health and Care Plans. You can contact Cumberland SENDIASS directly using the telephone numbers and email addresses on its [contact page](#). The school office can provide these details if you cannot access the website.

8. What access will my child have to staff with specialist expertise or training?

Thwaites School is committed to developing staff knowledge and expertise so that pupils with SEND receive appropriate support from staff who understand their individual needs.

Our experienced SENDCO provides ongoing advice, guidance and in-house SEND training for staff. Staff have undertaken SEND training in a variety of areas, including autism and ADHD. Training and specialist advice are used to help staff understand and respond to pupils' individual needs.

Where a pupil requires expertise beyond that available within school, the SENDCO may seek advice or support from appropriate external professionals or specialist services. Parents and carers will be involved appropriately where external advice or assessment is being considered.

Depending upon the pupil's needs and the services available, this may include support or advice from services such as:

- educational psychology;
- specialist teaching or advisory services;
- speech and language therapy;
- occupational therapy or physiotherapy;
- health and school nursing services;
- children and young people's mental health services; and
- other education, health, social care or family support services where appropriate.

The involvement of an external professional does not replace the school's responsibility for the pupil's provision. Advice received will be considered alongside the school's own assessment, the views of the pupil and their parents or carers, and other relevant information when planning and reviewing support.

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

We recognise that a pupil's emotional, social and physical wellbeing can have an important impact on their learning, participation and experience of school. Supporting wellbeing is therefore part of our inclusive approach to meeting pupils' needs.

All pupils benefit from the school's pastoral care and Personal Development provision. Where a pupil with SEND requires additional support, this will be considered according to their individual strengths, needs and circumstances.

Depending upon the pupil, support may include:

- a trusted adult or key member of staff;
- individual or small-group pastoral support;
- support to develop emotional understanding, resilience and self-regulation;
- appropriate sensory resources or opportunities for regulation;
- adaptations to routines or the learning environment;
- support with friendships, relationships and social interaction;
- reasonable adjustments to enable participation in school life; and
- involvement of external professionals or services where appropriate.

We will listen to pupils and work with parents and carers to understand what helps each child feel safe, included and ready to learn. Where concerns relate to safeguarding, health or other specific needs, the school's relevant policies and procedures will be followed.

We work to prevent bullying through our Three Bees expectations, teaching about respectful relationships and responding promptly to concerns. Pupils with SEND are supported to report worries using communication approaches appropriate to their needs. Bullying concerns are recorded, addressed and monitored in accordance with our Behaviour and Anti-Bullying Policy and Procedures, with support reviewed to ensure that pupils feel safe.

10. How are disabled pupils admitted and how will the school environment be made accessible to my child?

Thwaites School's admission arrangements apply fairly to all pupils. A child will not be treated less favourably in relation to admission because of disability. Where the local authority consults Thwaites School about a proposed Education, Health and Care Plan (EHCP) placement, we will consider the child's needs and the provision required and provide our response to the local authority. The local authority is responsible for deciding which school is named. Where Thwaites School is named in a pupil's final EHCP, the pupil will be admitted.

The school's Rainbow Room provides a breakout space with sensory toys that pupils can use when they feel they need support with regulation. Pupils can also use sensory toys from the Rainbow Room or home in the classroom and bring a cuddly toy from home where this supports their emotional wellbeing.

Available resources include wobble cushions, chair resistance bands, weighted blankets, adapted books and resources supporting gross and fine motor skills and pupils with dyslexia. Resources are selected according to individual needs.

Where additional equipment or facilities are needed, the Headteacher and SENDCO consider how these can be secured through school resources and, where necessary, local authority arrangements or specialist services. Relevant professional advice informs the selection and use of specialist equipment.

The school currently has no ramps or accessible toilets. Families are encouraged to discuss physical access requirements with us so that barriers, appropriate adjustments and any specialist advice needed can be considered and planned.

Where appropriate, the school will work with parents and carers, the local authority and relevant professionals before admission to identify any reasonable adjustments, accessibility arrangements or additional support required to enable a disabled pupil to access and participate fully in school life.

Thwaites School seeks to ensure that pupils with SEND and disabled pupils can access learning and participate as fully as possible in school life.

We will consider each pupil's individual needs and any barriers created by the physical environment, communication, sensory needs, classroom organisation, resources or school routines. **Reasonable adjustments** will be considered and made where required.

The school will take reasonable steps to ensure that disabled pupils are not treated less favourably than other pupils because of their disability. Facilities, resources and arrangements to support access will be considered according to individual need and may include adaptations to the physical environment, communication, curriculum access, equipment, resources, routines and participation in the wider life of the school. Specialist advice will be sought where appropriate.

Where appropriate, the school may seek advice from relevant professionals, such as occupational therapy, physiotherapy or specialist advisory services, to help us understand and address particular accessibility needs.

Pupils with SEND are supported to take part alongside their peers in educational visits, clubs, sporting activities and school events. Staff consider individual barriers and plan reasonable adjustments, support, resources and risk-management arrangements with families and relevant professionals where appropriate. SEND or disability alone will not be a reason to exclude a pupil from an activity.

The school's Accessibility Plan sets out how we plan to improve access to the curriculum, physical environment and information for disabled pupils. It is available on the school website, and a copy can be requested from the school office.

11. How will my child be supported when moving to or from Thwaites School, or between classes?

We recognise that transitions can be particularly important for pupils with SEND and will plan additional support where this is needed.

When a pupil joins Thwaites School, we will seek relevant information from parents or carers, the pupil's previous setting and other professionals where appropriate so that we can understand their strengths, needs and successful strategies.

When a pupil moves between classes or year groups within the school, relevant information will be shared with the staff who will be working with them so that effective provision and support can continue.

When a pupil transfers to another school, we will work with the receiving setting to support continuity. Relevant SEND information and records will be transferred securely and in accordance with applicable requirements.

Depending upon the pupil's needs, enhanced transition arrangements may include:

- additional visits to the new classroom or setting;
- opportunities to meet key members of staff;
- transition meetings involving parents or carers and relevant professionals;
- sharing the pupil's Pupil Profile and successful strategies;
- visual or other resources to help prepare for change; and
- an individual transition plan where appropriate.

For pupils moving to secondary school, we will work with the receiving school and relevant services to provide additional transition support where this would be beneficial.

Preparation for later education and adult life begins through age-appropriate support to develop independence, communicate needs, make choices and participate in decisions. We work with pupils and families to consider their interests and aspirations when planning support and transitions.

12. What happens if my child needs support beyond that ordinarily available through SEND Support?

Where, despite relevant and purposeful action through the graduated **Assess–Plan–Do–Review** approach, a pupil continues to have significant needs, the school will consider with parents or carers whether further assessment, specialist advice or support is required.

In some circumstances, it may be appropriate for the school or a parent or carer to ask the local authority to carry out an **Education, Health and Care (EHC) needs assessment**.

Parents and carers can request an EHC needs assessment directly from the local authority without the school's agreement. Cumberland SENDIASS can provide independent information and support with this process.

An EHC needs assessment is a statutory process through which the local authority considers whether a child or young person may require provision to be made through an **Education, Health and Care Plan (EHCP)**.

The school will work with the pupil, parents or carers, the local authority and relevant professionals during this process and will provide appropriate information and evidence when requested.

An EHCP is not required for a pupil to receive SEND Support at Thwaites School, and the school will continue to use its best endeavours to secure appropriate special educational provision while any assessment or decision is taking place.

13. Where can I find information about Cumberland Council's Local Offer?

Cumberland Council's SEND Local Offer provides information for children and young people with SEND and their families about education, health, social care and other services and support available locally.

The Local Offer can be accessed through Cumberland Council's SEND website:

<https://cumberlandsend.co.uk/>

If you need help finding relevant information or services, please speak to the school's **SENDCO**, who can help to signpost you to appropriate sources of support.

14. What should I do if I have a concern or complaint about SEND provision?

We encourage parents and carers to raise any concerns about their child's SEND provision with the **class teacher or SENDCO** in the first instance so that these can be discussed and addressed promptly.

Parents and carers may make a formal complaint through the school's Complaints Procedure, available on the school website or from the school office. You do not have to complete informal discussions before making a formal complaint. Raising a concern or complaint will not adversely affect the support provided to your child.

Certain local authority decisions about EHC needs assessments and EHCPs have separate mediation and appeal arrangements. These are explained in the local authority's decision letter. Cumberland SENDIASS can provide independent information, advice and support.

15. Glossary of Terms

Access arrangements – arrangements that may be made to enable a pupil with particular needs to access assessments appropriately. These may include, where applicable, arrangements such as additional time, a reader or a scribe.

Annual review – the statutory process through which an Education, Health and Care Plan (EHCP) is reviewed. An EHCP must be reviewed at least annually.

Areas of need – the **SEND Code of Practice** identifies four broad areas of special educational need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs.

CAMHS – Child and Adolescent Mental Health Services. This term is commonly used for specialist services supporting children and young people's mental health, although local service names and arrangements may vary.

Adaptive teaching – teaching which responds to pupils' individual strengths and needs while maintaining appropriate expectations and access to the curriculum.



EHC needs assessment – a statutory assessment undertaken by a local authority to determine whether it is necessary for special educational provision to be made for a child or young person through an Education, Health and Care Plan.

Education, Health and Care Plan (EHCP) – a statutory plan for a child or young person whose special educational needs require provision to be secured through an EHCP. It describes their needs, intended outcomes and the provision required to meet those needs.

First-tier Tribunal (Special Educational Needs and Disability) – an independent tribunal which hears certain appeals relating to EHC needs assessments and EHCPs, as well as claims of disability discrimination against schools.

Graduated approach – the approach used to understand and respond to a pupil's special educational needs through successive cycles of **Assess–Plan–Do–Review**.

Intervention – planned, targeted support intended to address an identified need or achieve a particular outcome. An intervention may form one part of a pupil's wider provision.

Local Offer – information published by the local authority about education, health, social care and other provision and services available for children and young people with SEND and their families.

Outcome – the difference or benefit that provision is intended to make for a pupil. Outcomes may relate to learning, communication, independence, participation, wellbeing or other areas of development.

Reasonable adjustments – changes made to avoid or reduce substantial disadvantage experienced by a disabled pupil and enable them to access education and participate in school life.

SEND – special educational needs and/or disabilities.

SENDCO – the school's Special Educational Needs and Disabilities Coordinator, who has responsibility for coordinating provision for pupils with SEN.

SEND Code of Practice – statutory guidance for organisations working with and supporting children and young people with special educational needs or disabilities.

SEND Information Report – information that schools are required to publish about the implementation of their policy for pupils with SEN and the arrangements available to support them.

SEND Support – support provided through the school's graduated approach where a pupil has identified SEN and requires special educational provision.

Special educational provision – educational or training provision that is additional to or different from that made generally for other pupils of the same age.

Transition – a period of change, such as moving between classes or year groups, joining or leaving a school, moving to secondary education or preparing for another significant stage of education or life.

