



SEND Information Report

Frizington Nursery School & Pre-School SEND Information Report September 2025

Special Education Needs & Disability Co-Ordinator:
Miss C Oddie (Headteacher)



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School Information

This School Information Report represents the specific information recommended to be shared with parents and carers of current and prospective pupils at Frizington Nursery School and Pre-School within the Children and Families act 2014 section 69.

Additional information and more specific details are also available within other school policies available on the school website or in paper versions available within school. Please speak to Hayley Douglas the school administrator if you require any paper copies.

Local Authorities are required to publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people with SEND. Educational settings are also required to provide information, as described in the SEND Code of Practice. Here you will find some frequently asked questions from parents who need to understand more about Frizington Nursery School & Pre-School and what can be provided for children with SEND. The schools SEND Information Report is displayed on our website and is available in hard copy for parents/carers who cannot access ICT, upon request from the School Office and in other forms as needed.

SENDCo

The schools Special Educational Needs & Disability Coordinator is Miss C Oddie who is also the Headteacher. Miss Oddie also oversees Cared for Children and English as an Additional Language. Miss Oddie can be contacted through the school telephone number (01946 810846) We have an open-door policy and are more than happy for parents to arrange an appointment with regard to any concerns they may have about their children.

Children identified as SEND and who require additional support is provided through the four main categories of need as identified in the Code of Practice: Cognition and Learning; Communication and Interaction; Physical and or Sensory difficulties and Social, Emotional and Mental Health needs.

How does the school know if children need extra help?

Staff within our school have opportunity to formally report any concerns to the SENDCo during progress review meetings and in staff meetings. The Class Teacher and all Lead Practitioners in school, including all support staff will discuss children, informally, if they are concerned with regards to pupil progress. Parents will be involved in this process of identification.

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

If you have any concerns about your child having any additional needs, you can request a mutually suitable time to speak to the one of our Lead Practitioners (Children 0-3) or the Nursery Teacher (Children 3-4) From this meeting the Class Teacher or Lead Practitioners will feed back to the SENDCo and advise parents accordingly.

How will staff support my child?

If your child requires extra support or targets additional to the rest of the class/group then the Class Teacher or Lead Practitioners will discuss this with parents at Parents' Evenings/Key Worker Progress meetings. The child will be given a child-friendly SEN Pupil Profile. A copy of this will be in school and used as a working document and one will be given to parents/carers to support the child's learning at home. Teachers and senior members of staff check on the progress of children and identify, plan and deliver any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.

How will the curriculum be matched to my child's needs?

At Frizington Nursery School & Pre-School we have a bespoke curriculum that allows the children the chance to have practical experiences, ensuring progression for all. We pride ourselves on ensuring that all children have access to high-quality teaching and that the curriculum is adapted where necessary to meet children's individual needs (differentiation). If a child has a disability that hinders the accessibility to the curriculum, steps are taken immediately to ensure the admission of the pupil and that the environment and the provision can be accessed as part of their offer at our school. This is evidenced within the school's accessibility plan. Children with a disability are fairly represented throughout school ensuring they fully take part in all curriculum activities.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

For those children with SEN or SEND, the Class Teacher or Lead Practitioners will discuss (as previously mentioned) the progress and targets of each child. In addition to this, the SENDCo is also available during parents' evenings/key worker meetings to speak to parents/carers. The school will monitor the progress of all children closely by having termly meetings with staff to evaluate progress as well as setting further support for those children who may not be making steady progress. Pupil Profiles are adapted termly with the SENDCo to see if further referrals to other agencies/professionals may need to be made. Children will be involved as

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much as possible in being aware of and have ownership for the outcomes set out for them in an age appropriate way. There is ample opportunity to speak to staff at the end of a school day sometimes home/school diaries can be arranged if necessary. Parents will be notified through the SEND section of the school website of any agencies/forums that can support families with children who have SEND. Cumberland Council update their website regularly to give parents/carers the most recent information. School and any other agencies may run parent training or learning events, this can be found on the Cumberland website. Here is the link to Cumberland's Local Offer.

[Families Information | Special Educational Needs and/or Disabilities \(SEND\) Local Offer](#)

What support will there be for my child's overall well-being?

The school works very closely with outside professionals to support families and their well-being. The SENDCo oversees the implementation of health care plans for any child requiring any medical assistance and will ask for medical practitioners to come into school to train relevant members of staff i.e. urology nurses, epilepsy nurses, diabetic nurses etc. The school looks at each child separately to ensure their individual needs are met. Some children may require extra provision during unstructured times like lunchtime and this is written in their Pupil Profiles. If children require extra support moving in and around school, again those needs are met through support mechanisms such as extra provision, risk assessments and individual timetables. Children who may have social, emotional and mental health problems again have their needs met through targets and additional support/interventions

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

The SENDCo has 18 years of teaching experience and has specialised in SEND for 14 years and also holds the SENDCo National Award. All staff are trained according to children's needs. The school have access to Special Advisory Teachers (SAT's) and the educational psychology service, to observe and assess individual children, work with parents/carers, work with staff members and lead staff training. The school works closely with health services, therapy services and social care services.

What training have the staff supporting children with SEND had?

The staff at Frizington Nursery School & Pre-School are consistently updating their training through different courses, seminars, workshops etc to ensure that staff are proficient in all relevant knowledge and skills to meet the needs of individual children.

How will my child be included in activities outside the classroom, including

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school trips?

At Frizington Nursery School & Pre-School we will speak to families on an individual basis with regard to this. Staff make every effort to ensure children with SEND are able to take part by ensuring risk assessments are in place and there are higher ratios of staff. We may ask parents to attend the trip to support their child.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

When a child joins Frizington Nursery School & Pre-School the school try to make this move as smooth as possible by holding meetings with the family; children having extra visits; completing transition booklets and holding meetings with any other professionals who have worked with the child previously. When pupils are moving onto their next phase of their education to go to the next educational setting, we will arrange extra visits to schools; arrange meetings to ensure families' (including the child's) questions may be answered; transition booklets; extra work i.e. help with following timetables including bus timetables; ensuring all up to date relevant documentation is sent to the receiving school.

How is the decision made about what type and how much support my child will receive?

If a child is not making enough progress, a graduated approach is required. The school will put in the necessary additional support as well as differentiating activities further. This will be evaluated as part of an ongoing cycle by the SENDCo in collaboration with teaching staff, parents and child. The Class Teacher/Lead Practitioners are best-placed to know if there are any concerns regarding the child and will speak to the SENDCo. The SENDCo will ask the member of staff to audit what is already in place for that child before any changes are made to ensure high quality first teaching is fully embedded for that child. If that child continues to make insufficient progress then the Class Teacher/Lead Practitioners and SENDCo will make the decision for that child to be added to an SEN Register which then requires the child to have an individual Pupil Profile as part of their learning needs. The parents will be involved from this part of the process.

How are parents involved in the school? How can I be involved?

Parents will be asked to fill in parent SEND questionnaires once a year as well as being involved in the Accessibility Plan every three years. Parents are invited into school to work together with the SENDCo to complete this document. Parents will always be asked to be fully involved in their child's education and how they can support school in its approaches. The school have three formal meetings with parents as well as varied approaches to update and review. This is achieved through a range of communication and media i.e. informal discussion, early help meetings, interim and annual reviews, email message system, phone calls home, communication books.

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Who can I contact for further information?

If you want to discuss your child, the Class Teacher/Lead Practitioner is your first point of contact. If you require any further advice or support with your child's needs you can make an appointment with the SENDCo via the school office. This can be done via phone call or via a Face to Face meeting. If a parent/ carer have a concern in the form of a complaint with regard to provision they will be encouraged to speak to the SENDCo as a first point of contact, if the parent/ carer feels dissatisfied with the response from this, they will be encouraged to follow the school's complaints procedure as produced on the school website.

This information can be used in line with:

SEND Policy

Accessibility plan

Equality policy/scheme

Children looked after policy