



# CLEATOR MOOR NURSERY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY



### INTRODUCTION

Cleator Moor Nursery School is an inclusive school and this SEND Policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All of our Nursery school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the Safeguarding, Positive Behaviour policy and our Early Years Foundation Stage Policy.

The purpose of the Local Offer is to enable parents/carers and children to be aware of the services available in their area for their child and how to access them. It includes provision from birth to 25, across education, health and social care. A link to Cumbria's Local Offer is available from the school's website: [Special Educational Needs \(SEND\) - Cleator Moor Nursery School](#)

### SEND DEFINITION

The 2014 Code of Practice says that: *A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

### ROLES AND RESPONSIBILITIES

Here at Cleator Moor Nursery School we recognise the individuality of all children, we are an inclusive School welcoming all pupils including those with special educational needs and/ or disabilities.

Provision for children with Special Educational Needs is a matter for the school as a whole. All staff are responsible for helping to meet an individual's SEND needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy for provision of SEND.

The Special Educational Needs Co-ordinator (SENCO) at Cleator Moor Nursery School is Mrs Lisa Wilson; she has responsibility for the day to day provision for children with SEND and can be contacted at the School.

The Governing Body, in co-operation with the Headteacher Mrs Lisa Wilson, ensures that the School policies and procedures reflect current legislation and are followed by staff. The Governors with special responsibility for SEND are Mr Michael Eldon and Mrs Margaret Messenger; they can be contacted through the School office.

Details of the school's Local Offer and our Special educational Needs (SEND) Information Report can be found on our school website – [www.cleatormoornurseryschool.co.uk](http://www.cleatormoornurseryschool.co.uk)

For details on the Local Authority's (Cumbria County Council) 'Local Offer' for children with SEND and their families, please visit the following website and follow the link to the Local Offer website <http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

### AIMS OF THIS POLICY

Here at Cleator Moor Nursery School, we aim to provide every child with the chance to succeed, become confident learners and have positive experiences. Through a broad, balanced, and sequential curriculum we aim to provide every child with the opportunity to learn and develop. Working in partnership with families and other agencies, we provide a fully inclusive and ambitious education for all pupils regardless of their age, ability, gender or ethnicity. "The purpose of education for all is the same, the goals are the same, but the help that individuals need in progressing towards them will be different." (The Warnock Report 1978)

High-quality teaching and learning opportunities for our children, that are adapted as appropriate, will facilitate children's individual needs. This includes specific interventions, when applicable. We aim to raise the aspirations of and expectations for all pupils with SEND.

Our objectives are:

- To identify and provide for pupils who have additional or special educational needs, ensuring all stakeholders of the Nursery school community have the highest aspirations for SEND learners.
- To work within the guidance provided in the SEND Code of Practice, provide opportunities, which ensure that every child experiences success in their learning & development, and achieves their full potential.
- To operate a holistic approach to the management and provision of support for children with SEND, by considering the 'the whole child' and the 'whole school'
- To provide a Special Educational Needs Co-ordinator who will implement this policy
- To provide support, advice and training for all staff working with pupils with SEND
- To work in partnership with families and external support agencies to meet the needs of pupils with SEND
- The Governing Body will fulfil their statutory role in school with regard to the policy and procedures for SEND.

## IDENTIFYING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The progress and development of all children is monitored and reviewed. If there is any cause for concern about a child's development, we work closely with parents to assess the child's needs and put a plan in place to support the child.

We are aware that early identification and support is critical to ensure improved outcomes and so we begin the process of identifying the needs of all children on a home visit before they start nursery; the child's keyworker and parents can discuss any concerns they may have and ask any questions. During the child's time with us we monitor progress by close observation and assessment against levels of development typical for their age. Some children may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

When identifying a child's needs we particularly consider their development in the Prime Areas of Learning; Personal, Social and Emotional, Communication and Language and Physical Development. We also consider the 4 Areas of Need and Support identified in the SEND Code of Practice:

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

At Cleator Moor Nursery School the following process will be used:

- If a child has an outside professional involved and additional provision or support is needed, the child will be placed on the school's Special Educational Needs Register.
- All staff are involved in the early identification of additional needs. Initially the staff team will provide support using adaptations within the school day (this could be: modelling, scaffolding, targeted work, additional support, adapting resources etc.) If good progress is not made, the class teacher will consider specific interventions to support, address and develop the child's skills. Parent/carers will be kept informed and discussions will be held in how to support the child consistently at both home and school.
- If a child is not making expected progress, the Keyworker will discuss this child with the SENCO, who will meet with parents to discuss the concerns. The child will be monitored carefully by the SENCO and support will be put in place through a Step by Step plan to be implemented by the classroom staff team. An Early Help Assessment will be opened at this time and will include other professionals involved with the child, e.g. the Health Visitor. If required the child will be referred to relevant outside agencies. The child will be placed on the school's Special Educational Needs Register.
- The Headteacher/SENDCo will review the Special Educational Needs Register regularly through meetings with keyworkers and through the school moderation sessions.

Practitioners base their planning on the observed needs of individual children, this includes any additional needs. The provision is inclusive, enabling all children to participate effectively in all learning activities. Children for whom English is an additional language will be supported by the whole staff team.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We consider the needs of the whole child, not just additional SEND needs. We aim to identify SEN as early as possible by talking to parents during home visits and listening to parental concerns.

We are aware that sometimes children have additional needs which can impact on their progress and attainment, but which do not, in themselves, constitute a Special Educational Need. These include:

- English as an additional language (EAL)
- Being a Looked After child (CLA)
- Disability (both themselves or a member of their family)
- Health and Welfare including Safeguarding
- Attendance and Punctuality
- Being in receipt of Early Years Pupil Premium Grant (EYPP)

## THE GRADUATED APPROACH TO MEETING THE NEEDS OF CHILDREN WITH SEND

As a Nursery School, we follow a Graduated Approach to provide the best support for all of our children. High quality teaching (that in some cases is adapted for individual learners) is the first step in responding to children who have, or may have SEND. High expectations are set by all teachers and key workers for every learner, whatever their prior attainment or background. Every class teacher and key worker has:

- Focused adult directed activities/sessions with clear intent and learning outcomes.
- High expectations for all children to be involved and engaged in all areas of the Early Years Foundation Stage curriculum.
- Exceptional use of questioning, modelling and delivery of explanations throughout the environment and provision.
- An emphasis on children working collaboratively with adults and peers as well as working independently.

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- Ambition for all children. Class teachers/key workers are responsible and accountable for the progress and development of the pupils in their class, including, where pupils access additional support.

At Cleator Moor Nursery School we review the quality of teaching for all pupils, including those at risk of underachievement through the monitoring process in school. This includes: learning walks, pupil discussion and discussions with staff on a half termly basis. Pupil progress meetings are also held after each assessment point.

The class teachers/ key workers are supported by the Headteacher/SENDCo to make regular assessments of progress for all pupils. We identify pupils making less than expected progress (given their age and individual circumstance) by considering:

- progress to be significantly slower than that of their peers starting from baseline starting points.
- attainment gap widens for children in relation to their age and peers.

By providing support that is additional to the universal offer, the following 4 stage process will be used:

#### **Assess Plan, Do and Review.**

### **ASSESS**

This consists of having a clear analysis and taking into consideration all information that is gathered about the child from the class teacher/key worker and the SENDCo.

This includes previous progress and attainment and discussions with parents/carers for their experiences, views and concerns. Children will be added on to the Special Educational Needs Register in consultation with parents for internal school support.

Next steps will be identified for individual children following 'The Graduated Approach.' Assessments will monitor progress and support early identification. Outside agencies from health or social care may already be involved with the child. CMNS will work alongside outside agencies to help inform the Early Help Assessment process.

### **PLAN**

Where it is decided to provide a pupil with SEND support, they will be added to the Special Educational Needs Register and parents/carers will be formally told by the SENCO.

Working collaboratively the SENCO and the class teacher/key worker will plan the means of support, as well as the expected impact on progress or behaviour along with a clear date for review through the Step by Step approach. All staff working with the child will be fully aware of the child's individual needs and what the desirable outcomes are.

All teaching strategies/approaches, and in some cases interventions, will be stated on Individual SEND Support Plans. Plans will include parental involvement to reinforce and contribute to progress at home. Multi agency TAC meetings will be held every 6 weeks to ensure an action plan is meeting the child's needs. Parents will receive a copy of their child's pupil profile during parent meetings and reviews.

### **DO**

The class teacher/key worker will remain responsible for working with the child on a daily basis and to implement the agreed support that the school will provide, as detailed in the SEND Offer.

Where the interventions are carried out by a different member of staff, it is still the class teacher's responsibility to monitor the impact and success of the SEND support. The class teacher will work collaboratively with Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will be available to offer advice and support to staff.

### **REVIEW**

The IEP will be reviewed by the SENCO, keyworker and parents at least each term. The class teacher/key worker will measure the impact of the support provided and consider whether changes to that support need to be made in line with the agreed date.

The class teacher, alongside the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes in consultation with the parent and pupil. This will be updated on the children's individual SEND Support Plans. If following the review it is agreed that the child is making expected progress, the IEP will be updated with new targets and strategies and the cycle repeated.

If following the review the child is making less progress than expected, consideration will be given to request a specialist assessment and support from external agencies and professionals.

With parents' permission, the appropriate referral form will be completed. Referrals can be made to:

- Specialist Advisory Teacher
  - Therapists – Speech and Language, Occupational, Physio
  - Audiology
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- Educational Psychology Service
- Community Paediatrician

The “assess, plan, do and review” cycle continues following advice from external agencies and professionals and recorded on an IEP.

If progress continues to be limited and it is felt by all involved that additional funding and support are needed, a request is submitted to the LA for an Education, Health and Care Assessment. This may result in an Education, Health and Care Plan (EHCP) being written by the Local Authority (LA), agreed by the parents and implemented by school and other professionals. An EHCP may attract some additional funding, which can be used to give additional support to the child with SEND. An EHCP will be reviewed annually in consultations with all professionals involved with the child.

The following table shows the 4 stages of development through the Assess, Plan, Do Review process at CMNS.

<b>Stage 1 Initial concern:</b>	<b>Stage 2 Early Help (SEND) internal school support</b>
<p>This is essentially a monitoring stage: Any member of staff with a concern about a child will share concerns with the Nursery Teacher/SENCO.</p> <p>The child’s class teacher/key worker will monitor the child’s progress closely and gather information over a period of time, using detailed observations; this will usually be over a 4 to 6 week period.</p> <p>The concerns will be shared with the child’s parents and their opinion sought. Following this period of time there will be a professional discussion between staff &amp; the SENDCo to decide if the concern has been resolved or if it is felt more support is needed.</p>	<p>The concern will be assessed further within the setting using the internal assess, plan, do, review process:</p> <ul style="list-style-type: none"> <li>• Gathering information about the child to make an initial assessment of the child’s SEND needs.</li> <li>• Share concerns with parents and seek their views</li> <li>• Ensure routine health checks have been completed e.g. hearing and eyesight checks</li> <li>• Provide adaptive support within normal planning frameworks using an ‘Early Years Support Step by Step Plan’ this will be done by key person, parent and SENDCo</li> <li>• Reviews will monitor and review child’s progress each half term.</li> </ul> <p>TAF meetings will review outcomes and establish an action plan of next steps.</p>
<b>Stage 3 Early Years Help SEND (external) support</b>	<b>Stage 4 Educational Health Care Plan</b>
<p>If there is evidence that a child is not making sufficient progress despite support at Early Help (internal), the SENDCo will:</p> <ul style="list-style-type: none"> <li>• Seek support from specialist external services.</li> <li>• The child will have an Early Help Assessment completed with parents, which will be registered with Cumberland LA. And will request support from the appropriate service. The specialist service will then join the existing team around the child to supporting the child and their family.</li> <li>• The assess, plan, do, review process will be utilised every 6 weeks with a multi-agency meeting, including the SENDCo.</li> <li>• The class teacher/Key worker will complete the Early Years Developmental Journal to track progress.</li> </ul>	<p>If a child fails to make adequate progress and is working significantly below ‘Age Related Expectations in spite of high quality, targeted support, evidence gathered will be used to request an EHCP.</p> <p>We may apply for an EHCP if:</p> <ul style="list-style-type: none"> <li>• The child has a disability which is life long, and is impacting on their ability to make adequate progress.</li> <li>• The child’s achievements are significantly below age related expectation and additional resources are needed to ensure that outcomes are achieved.</li> <li>• Despite staff using the recommendations from outside agencies, the child does not make significant progress. When an EHCP is in place for a child, an annual review will be scheduled.</li> </ul>

### EARLY YEARS SUPPORT PLANS

We document the assess plan, do and review system through individual Step by Step Support Plans. These are ‘live’ documents which help us support a child through small stepped targets in an effort to remove the key barriers which are preventing that child from learning effectively. An annual review will form part of the EHCP.

The EHCP will contain goals for the child (what we want them to be able to do) and details of how we are going to help them be achieved. Details of who will be responsible for supporting the child in their learning will also be identified in the plan. EYSP’s will be written with parents and shared with everyone working with the child.

The child’s key worker will be responsible for keeping the EYSP up to date, working alongside the SENCO and gathering information from all practitioners involved. Parents will be fully involved in the creation of the EYSPs so that they can support their children at home in a complementary way.

### INDIVIDUAL BEHAVIOUR PLANS (IBPS)

Children who may have social, emotional and mental health difficulties have their needs met through targets and additional support/interventions written in their Individual Behaviour Plan (IBP).

As a school we are aware that young children express themselves and use behaviour as a form of communication. We are vigilant in monitoring behaviour and changes in behaviour as part of our Safeguarding Agenda, which will be taken into account with each individual child.

An IBP will be produced with the child, parent/carer and school to ensure that the child’s behaviours are monitored and reviewed, every week, for 12 weeks.

An IBP is a pro-active measure and will be used to support by:

- identifying a child’s behaviour as a cause for concern.
- using targeted PSHE activities, to improve children’s social skills and positive wellbeing.
- working with agencies such as Speech and Language and Occupational Therapy Services.
- involve outside agencies e.g. Family Action support, Play Therapy through the Early Help Process

We can request assessment by an Educational Psychologist if required.

## **STEP DOWN PROCEDURES**

The EHCP will be reviewed regularly, if following a review meeting it is clear the child has made progress and their development is within the range considered typical for their age then the child will be considered to no longer have SEND. This will be recorded clearly on the IEP and shared with parents. The child will continue to have their progress monitored as part of the school's regular on-going assessment arrangements and will continue to receive high quality teaching based on their individual needs.

## **TRANSITION**

We understand transition periods can be difficult for children with additional needs and their parent/carers as they move into Primary School or another setting. Cleator Moor Nursery School works closely with its feeder schools and other EY providers. Information is exchanged regarding all children including those with SEND.

Reception staff are invited to nursery to meet the children and have the opportunity to discuss the children's individual needs. Children have opportunities to visit their new reception class and meet their new teachers.

A transition plan is put in place, which may include additional visits to the new school supported by staff from Cleator Moor Nursery School. Any paperwork concerning a child's SEND is passed on to the receiving school SENCO and any other agencies involved are informed of the child's new school details. If a child with SEND transfers into our nursery from another EY provider, again we collect as much information as possible from them in advance and where necessary also make reciprocal visits and put in place a transition plan.

## **SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS**

Cleator Moor Nursery School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs or Disability (SEND) and may have an Education Health and Care Plan (EHCP), which brings together health and social care needs. The nursery follows the DfE Supporting Pupils At School With Medical Conditions. The school's policy Supporting Pupils With Medical Conditions can be viewed on our website – [www.cleatormoornurseryschool.co.uk](http://www.cleatormoornurseryschool.co.uk)

## **ACCESSIBILITY**

Statutory Responsibilities The Disability, Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our school has a written access plan which is available on request from the school office.

Our school has an 'open door' policy to all parents and carers, we aim to make a child's key worker available to speak to a parent or carer within 24 hours, if this is not possible another member of staff who has a good knowledge of the child will be made available. Due to the staffing ratios we have to maintain under the EYFS it might not be possible to speak to a parent or carer immediately, especially at the busy 'drop off' and 'pick up' periods but we will arrange a mutually convenient time as soon as the member of staff can be released.

## **STORING AND MANAGING INFORMATION**

Any information relating to the additional needs or disabilities of any child are treated as confidential. Relevant information will be shared with staff who might work with that child in order for them to offer the best and appropriate support.

All documentation relating to additional needs will be stored safely away from the classroom in the Head Teacher's office. Copies of current Support Plans may be kept in closed files in the classrooms so staff can refer to them during their daily practice.

Information will only be shared with other agencies with the express written consent of parents, unless there is a danger to the child by gaining that consent (see safeguarding policy). A copy of all information will be passed to the receiving school at the time of transition so that the needs of the child can be understood by the new setting. Any computerised records will be kept securely in the school server to which only members of staff have access.

## **RAISING CONCERNS AS A PARENT / CARER**

We aim to have good and informative relationships with all of our parents/carers with clear lines of communication about their child's SEND needs. Early identification will be communicated in a timely and sensitive manner, including when a child is added or removed from the SEND register.

If a parent has concerns, in the first instance they are encouraged to speak to the class teacher who may be able to quickly alleviate these concerns. If not parents can speak to the SENCO / Headteacher to share their concerns and work together to find the help, guidance and support needed, including if required signposting parents to further external agencies, charities and organisations for support.

## **COMPLAINTS**

We will always try to resolve issues and concerns with parents in an amicable way; however we do accept that there may be occasions when parents/ carers are not happy and feel that they want to make a complaint.

Parents who are unhappy with any aspect of provision should discuss their concerns with their child's keyworker. If concerns continue they may wish to talk to the SENCO or Headteacher and if parents wish to make a formal complaint,

they should follow the school's Complaints Procedure which is available from the school office or on the school website. The Local Authority also offer a parent partnership service, who will give advice if necessary.

### MONITORING AND EVALUATION OF SEND PROVISION

This SEND Policy is reviewed annually to ensure it meets statutory requirements and reflects practice in school. The progress of all children is monitored using assessment data to identify individuals or groups who are not making expected progress. Parents' views are gathered through an induction and annual feedback questionnaire, which includes health, safety as well as parent comments on pupil progress reviews. The governors with responsibility for SEND carry out regular visits to school to look at and discuss the SEND provision. The SENCO provides a SEND report to the governors at each meeting.

### CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Staff at Cleator Moor Nursery School; update their training through a variety of ways, including different courses, workshops and high quality CPD, to ensure that staff are proficient in all relevant knowledge and skills, to meet the individual needs of pupils. CPD within the school is planned and adapted to provide training based on the needs of our current cohort of children. This ensures that staff are trained to provide positive responses to our children's current needs within the four areas of SEND. A full register of staff development, experience and training is maintained and recorded in the school office.

All new staff undertake an induction process; this includes a meeting with the SENCO to explain the policy and procedures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. All staff refresh their knowledge of the SEND policy and procedures annually during the policy review.

The school's SENDCo regularly attends the inclusion cluster meetings and Clegheads SENCO cluster meetings to keep up to date with local and national updates in SEND. The school is part of the Cumbria Nursery Schools cluster where matters relating to SEN are regularly discussed as part of the agenda.

### GOVERNORS

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The

Governor with particular responsibility for SEND is **Mr Michael Eldon**; he meets with the Headteacher/SENDCo to monitor actions taken and the impact of these actions on the outcomes for our children each term.

The Governors ensure:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for all pupils with SEND.
- Pupils with SEND join in all school activities alongside other pupils
- The School Information Report informs parents how we are making sure we are meeting the learning needs of all pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- Parents are notified if the school decides to make special educational needs provision for their child
- Appropriate staffing and funding arrangements are in place for children with SEND needs.
- SEND provision is an integral part of the School Improvement Plan.

The Governors receive a termly report with regard to SEND presented at the full Governing Body meetings as well as monitor the school provision through an annual SEND Audit.

### EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

**Policy Review: March 2023**

**Date of Next Review: March 2024**

**Headteacher: Lisa Wilson**

**Chair of Governors: Des Morris**



## SUPPORT FOR PARENTS:

If parents and carers feel they would like some impartial information, advice or support on any issues relating to their children's special educational needs and disabilities (SEND), they can contact the Cumbria SEND Information, Advice and Support Service (SENDIASS) who can offer a range of support. We will help parents, carers and young people to prepare for meetings with schools or the local authority and practically support them at the meetings in an appropriate and impartial manner. We can also signpost to other relevant support networks.

For further information the Cumbria County Council SEND local offer can be accessed here [Cumbria's Family Information Directory](#)

For more information on SENDIASS and how to find support, please click on this link: <https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/default.asp>

Click here for a link to the Contact for families website which provides information leaflets free of charge to parents [Contact - for families with disabled children | Contact](#)



[Home Page \(asaac.uk\)](http://www.asaac.uk)

[Bee Unique \(beeuniquecharity.co.uk\)](http://beeuniquecharity.co.uk)





## Cumbria SEND Information, Advice and Support Service

Offering impartial information, advice and support to children and young people (0-25 years) with special educational needs and/or disabilities (SEND) and their parents and carers.

Your local SEND IAS Service Co-ordinator will listen to your concerns and can offer:

- Appropriate support, impartial information and advice;
- To arrange a confidential meeting with you and support you at meetings;
- Detailed explanations of how the Special Educational Needs (SEN) process should work;
- Information about local and national voluntary organisations;
- Information about young peoples and parents support groups in your area;
- To support you through the Education, Health and Care Plan (EHCP) Process and annual reviews;
- The chance to meet other people with similar needs, or the chance to meet other parents who have children with similar needs;
- To help you learn more about the SEND Code of Practice.

For self-referral, please contact your local co-ordinator:

A child or young person may have learning difficulties caused by:

- A physical disability;
- A problem with sight, hearing or speech;
- Difficulties with reading, writing or mathematics;
- Emotional or behavioural problems;
- Communication and social interaction.

### Allerdale Area

Susan Eastwood

Tel: 07824 408922

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### Copeland, Coniston and Ambleside

Sally Godfrey

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### Carlisle Area and North Cumbria

Polly Shields

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### Kendal and East Cumbria

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### Barrow, Ulverston and Grange Area

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We can now be found on Facebook @CumbriaSEND ([fb.me/CumbriaSEND](https://fb.me/CumbriaSEND)), where you will also find a link to our Website [cumbria.gov.uk/childrenservices/schoolsandlearning/iaa/parentpartnership/](http://cumbria.gov.uk/childrenservices/schoolsandlearning/iaa/parentpartnership/) Cumbria Local Offer: where you can find a range of information and guidance for children and young people with additional educational needs throughout Cumbria: [localoffer.cumbria.gov.uk/kb5/cumbria/fed/home.page](http://localoffer.cumbria.gov.uk/kb5/cumbria/fed/home.page)

