

COTON C of E PRIMARY SCHOOL

ISHBEL COLEMAN- HEADTEACHER



Unlocking a Brighter Future

Special Educational Needs and Disabilities Information Report 2018

Every school is required to publish its approach and provision for pupils who may, throughout their time at the school or on occasion, have Special Educational Needs and Disabilities (SEND).

The definition of special education needs and disabilities (SEND) used throughout is taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special education provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This document sets out the key areas of Coton Primary School's approach and provision for SEND. If you have any further questions or would like to discuss this in more detail please contact any of the following people via the school office on 01954 210339 or office@coton.cambs.sch.uk:

- Ishbel Coleman (Head Teacher)
- Kimberley Rayson (SENCO)
- Tricia Taylor (named governor for SEND)

1) What kind of Special Educational needs is provision made for?

Coton Primary School is a mainstream school, and provides education for pupils of Primary School age. The school makes provision for pupils with difficulties in the four broad 'area of need' as set out in the SEND Code of Practice (2015). These are:

- Communication and Interaction
- Cognition and Learning
- Sensory and Physical
- Emotional and Mental Health difficulties.

2) How do we identify that a child has Special Education Needs?

At some stage in their educational career, most children will require additional support to achieve their potential. If it becomes apparent that a child is not progressing as expected, as judged by performance against National or Local Authority (LA) criteria, the class teacher will inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. Interventions and support are initiated by the class teacher, in conjunction with the SENCO. A Pupil Passport is put in place to inform pupil, parents and relevant staff about the individual targets and teaching strategies in place for this child. Progress towards individual targets will be measured regularly, and parents will be informed and given strategies to support their child. Where progress continues to fall below expected criteria the SENCO and class teacher will look at further methods of help. More detailed assessments may be carried out to establish specific areas for development.

3) How do we support pupils who have special educational needs?

All pupils receive high quality teaching within an inclusive environment. Class teachers plan lessons according to the specific needs of all groups of children in their class, and differentiate according to the developmental and learning needs of all pupils. Planning and teaching will be adapted on a daily basis to meet each child's learning needs. Reasonable adaptations are made to meet individual needs, including adapting resources, strategies and the environment to remove barriers to learning which may exist for some children.

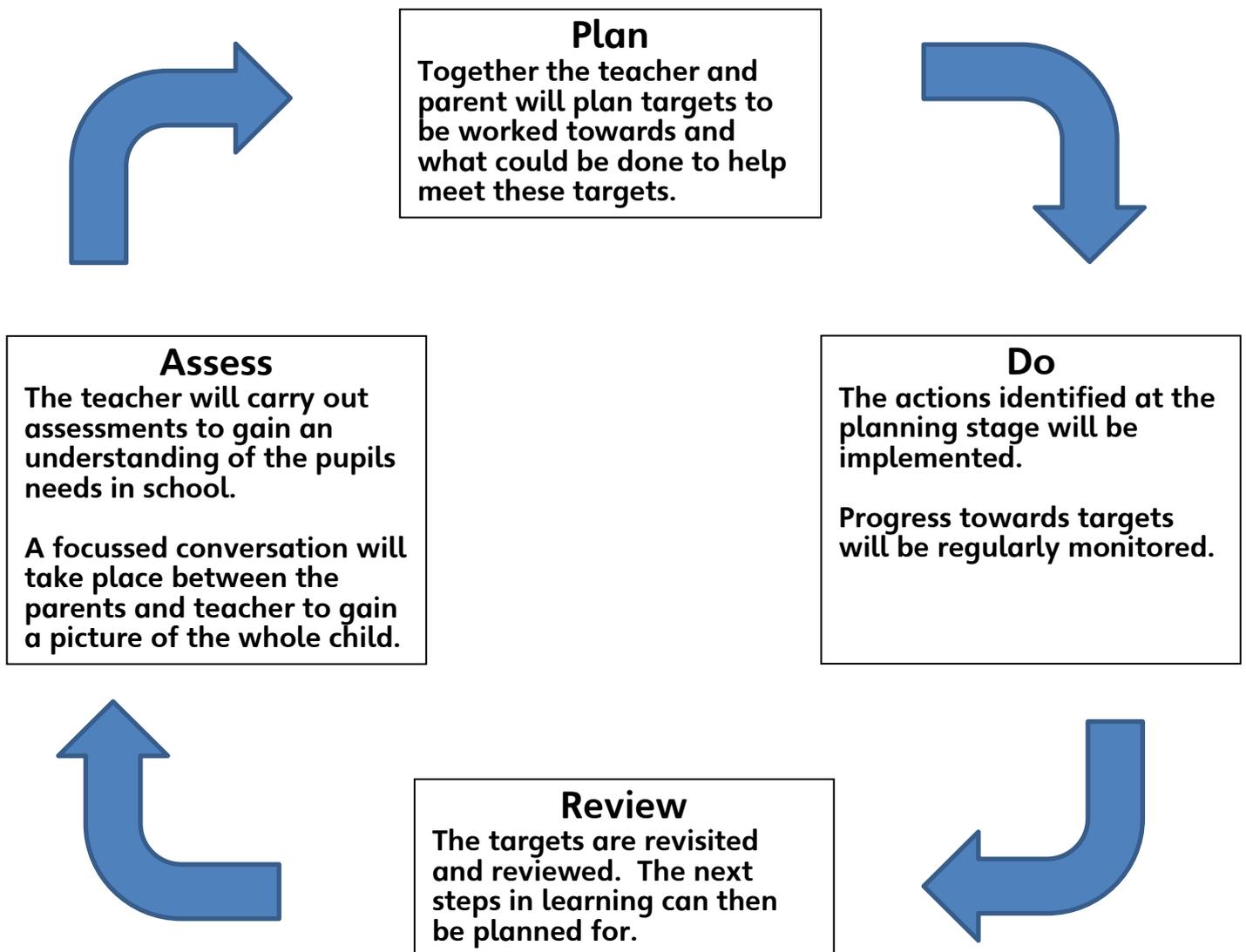
Sometimes, it is identified that a child or group of children need targeted support to address specific needs in a particular area of learning. This may be delivered one to one by a teacher of teaching assistant; through a small group intervention; or through differentiated learning opportunities in the classroom. Strategies used to enable children to progress will be recorded in pupil passports. Such provision is initiated by the class teacher, but will be discussed with and monitored by the SENCO.

A small number of children will need more specialised support, and the SENCO and class teachers receive support from outside agencies, including a link teacher from SEND services. This support is through specialist advice in assessment, monitoring and setting of targets. In some cases, it may be appropriate for the SENCO to make a referral to an outside agency (see question 5).

4) How does the school assess and review progress of children with SEND?

All children's progress is continually monitored by class teachers, and is formally assessed every half term as part of the school's routine assessment procedures. The progress of children with SEND is a focus for monitoring by the SENCO and senior leadership team. Children who have a Pupil Passport will be involved in reviewing this termly, along with their parents and class teacher, and a plan for the next term will be made. The progress of children with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child.

In accordance with the Code of Practice (2015) Coton Primary School uses a graduated four stage cycle based on the principles of Assess, Plan, Do, Review.



5) When will SEN specialists be involved?

Specialist Support may be offered where a child continues to make no or little progress over a sustained period of time, or where they continue to work at a level significantly below that expected for children of a similar age, despite well-founded SEN support.

Specialist Professionals might include:

- Early Years Team
- Educational Psychology Service
- Specialist Teaching Team
- Speech and Language Therapy Service
- Hearing Impairment Service
- Visual Impairment Service
- Occupational Therapy Service
- Physiotherapy Service
- Consultant Community Paediatrician.

The SENCO and Head Teacher also support parents to access relevant support, including from Early Intervention and Family Support services.

The role of external specialists is to advise parents and teachers in supporting children. They provide advice and strategies, and in some instances may work with children over a short period of time. They also provide written reports for Needs Assessment Applications.

To access support from any of these agencies, an Early Help Assessment request must be filled out by the SENCO in conjunction with the family, and this must be accepted by SEND services. All of these agencies have referral criteria and threshold requirements which must be met before they will consider becoming involved with a child or young person's education or care.

Parents will always be involved in a decision to involve specialist support. Any discussions with specialists and agreements made will be recorded and shared with parents and with the staff supporting the child.

Where a child has a high level of SEN and has been accessing a high level of support from a range of SEN professionals for a sustained period, the Head Teacher and SENCO, with advice from Specialist teachers and the class teacher, and in consultation with parents, may consider it appropriate to ask the LA to consider the need for statutory assessment. Following a request for Statutory Assessment, the LA may order multi-disciplinary assessment, which may result in the LA taking the decision to issue an Education, Health and Care Plan. The LA seeks a range of advice before making such a plan, and considers the needs of the child to be paramount in this.

6) How does the school adapt the curriculum and learning environment for pupils with SEN?

As a school, we routinely make reasonable adaptation for individuals with specific learning or access needs. Please see our accessibility policy for further information.

We ensure that wherever possible equipment used is accessible to all children regardless of their needs. The national Curriculum is the starting point for planning a curriculum that meets the specific needs of individual and groups of children. This is achieved through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Recognising individual resource needs or specific changes to the environment;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

After School provision (through 'Home Club') is accessible to all children, including those with SEN. Staff actively try to ensure that all extra-curricular activities and educational visits (including our two residential trips) are suitable for children's specific needs. Where appropriate staff may meet with parents to discuss any necessary adaptations to enable children with SEN to participate in trips or activities with their peers.

7) Who should I talk to if I am concerned about an SEND issue?

In the first instance, please discuss your concerns with your child's class teacher. It may be appropriate for your child's teacher to discuss the concerns with the SENCO, Mrs Rayson, or for a meeting between parents, teacher and SENCO to be arranged. You are also at liberty to raise your concerns with Mrs Coleman, the Head Teacher.

8) How will the school involve parents of children with SEN in the education of their child?

At Coton we are committed to involving all parents in the learning of their children. Parents are invited to attend termly parents' evenings, and if a concern arises can make an appointment to see the class teacher, SENCO or Head Teacher to discuss their child's needs and progress at a mutually agreed time.

At all stages of the SEND process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and welcome feedback and support throughout. (See questions 2,3,4).

The progress of children receiving SEND support is recorded in their pupil passports, and these are shared with parents at least once a term. This is likely to take place at a meeting between class teacher and parents, involving the child if appropriate. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information.

9) How will the school involve children with SEN in their education?

Children receiving SEND support are involved in decisions about their education in a number of ways appropriate to the child's age including:

- Discussion and agreement of individual targets
- Informal 'pupil voice' discussions to contribute to each pupil passport;
- Input into any Plan or review meetings either in person or through a conversation with a trusted adult prior to the meeting.

10) How will the governing body deal with complaints from parents of pupils with special educational needs concerning the provision made at the school?

If, after consultation with the class teacher, SENCO and Head Teacher, parents have queries or concerns which have not been resolved, then these can be addressed to the governing body of the school. The chair of governors is Bridget Sutton, and the named governor for SEN is Tricia Taylor. They can be contacted via the school office.

All concerns and queries will be investigated fully, fairly and carefully. Please refer to the School's Complaints Procedure, available from the School Office, for more information.

11) Who can I contact to provide additional advice and support for my family?

Information about provision for children with SEND in Cambridgeshire can be accessed from Cambridgeshire's Local Offer: www.cambridgeshire.gov.uk/SEND

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Services (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability, or have concerns that their child has special educational needs. They can be contacted on 01223 699214 (term time only) or pps@cambridgeshire.gov.uk