

School/College Name: Cossington CE Primary

Address:

Main Street, Cossington, Leics. LE7 4UU

Telephone Number:

01509 812565

Name of Head teacher/Principal:

Mr Matthew Yandell

Head teacher/Principal's contact details:

01509 812565

Website address:

www.cossingtonschool.org

Twitter Feed details:

@CossingtonP

School/College Specialism:

Age Range of students (start and finish) to include Post 14 onwards where relevant):

4 - 11

Date of Last Inspection:

21st February 2018

Outcome of last inspection:

2 Good

Does school/college have a specialist designated unit /
additional learning support department?

Yes No

Total number of students with special educational needs at college/setting :

10

1. The kinds of special educational needs for which provision is made

at

Cossington CE Primary

school/college

Cossington CE Primary School is a mainstream setting which provides a challenging, inclusive and engaging curriculum to meet the needs of all our pupils. All children have the right to make excellent progress. Every teacher is a teacher of SEN pupils. We ensure Quality First Teaching, robust assessment systems and inclusion of appropriate challenge and support in lessons to respond to children's diverse learning needs.

This does not mean that we will treat learners in the same way, but that we will respond to learners in a way that takes into account their varied life experiences and needs.

Children may have special educational needs either throughout, or at any time during, their school career. We ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We are trying to move from an 'SEN approach' that locates the problem with the child, to looking at what additional provision we need to make for specific children.

policies for the identification and assessment of pupils with special educational needs.

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, external agencies or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Whole school tracking of attainment outcomes, including pupil progress meetings, indicate lack of expected levels of progress.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings:

Communication and Interaction

- May have speech sounds difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)

Cognition and Learning

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties

- May show emotional difficulties such as withdrawn or challenging behaviour

3. Information about insert name of college/setting policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How college/setting evaluates the effectiveness of its provision for such pupils

How do we monitor and evaluate provision for pupils with SEN?

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents/ carers and any outside agencies.

An intervention support plan will be set up to support the individual needs of a pupil. This will present specific targets for the child to work towards over a specified timescale. Pupils may receive additional support from either the class teacher, Teaching Assistant or another member of staff. The plan will be reviewed at the end of the stated period by the child's class teacher and appropriate staff. From this, a new intervention support plan may be written.

Parents and carers will be informed of their child's progress and informed of their new targets through information shared termly. Parents/carers will be able to make an appointment to see their child's teacher and/or the SENCo in order to discuss progress or the new targets.

In school, written records will be used as a working document (i.e. the 'small steps trackers') to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil. During pupil progress meetings, teachers will discuss the progress of children identified as SEN with the Headteacher.

Statemented children (EHCP)

Children on a statement/ EHCP will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of the named child, set new targets and amend the statement/EHCP where necessary.

Evaluation of provision

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programmes/ groups will be evaluated through regular reviews of data to help ensure provision is effective and impacting positively on children's progress.

Individual outcomes will be discussed at pupil progress meetings and provision altered and amended to meet the needs of each child.

Governors

The school will appoint a Governor responsible for SEND. The current Governor for SEND is Mr Vic Chapman.

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEND governor will have regard to the code of practice when carrying out their duties, liaising with the Headteacher, SENCo and staff.

B. Arrangements for assessing and reviewing the progress of pupils with special educational needs:

How will parents know how their child is doing?

Your child's progress is continually monitored by his/her class teacher. They are regularly assessed and progress discussed with the Headteacher in a pupil progress meeting.

Your child's education is a partnership between parents and teachers and we encourage regular communication between home and school. Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the classteacher, the SEN team or the Headteacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Please contact the school office who will arrange this appointment for you. The contact number is 01509 812565

What is the school's approach to supporting pupils with SEN?

Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching is based on building on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

These may include teaching and learning strategies such as:

- Differentiated delivery - simplified language, longer thinking times, repetition of key phrases, chunking information into more manageable sizes.
- Clear verbal, written or pictorial instructions.
- Alternative methods of recording e.g. mindmaps, flow charts, missing words, use of ICT
- Use of differentiated questions.
- Provision of visual aids, prompts, wordbanks or apparatus.
- Checklists and task lists.
- Visual timetables.

We use a variety of monitoring methods to promote and ensure Quality First Teaching.

1. Classroom observation by the senior leadership team, the SENCo, external verifiers.
2. Ongoing assessment of progress made by pupils with SEND.
3. Work sampling, moderation and scrutiny of planning to ensure effective matching of work to pupil need.
4. Teacher meetings with the SEN Team to provide advice and guidance on meeting the needs of pupils with SEN.
5. Pupil and parent feedback on the quality and effectiveness of provision.
6. Attendance and behaviour records.

Additional support needs identified are addressed through the Assess, Plan, Do Review model explained below.

(d) How Cossington CE Primary will adapt the curriculum and learning environment for pupils with special educational needs

The Graduated Approach

The process for implementing SEN support is in four stages:

Assess - How does the school decide if my child needs extra help?

We will gather information about the child's progress, motivation, attainment, wellbeing and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENCo, parents/carers and any outside agencies (Health, Social and Educational).

Plan - How much and what type of support will my child get?

If review of the assessment indicates that 'additional to and different from' support will be required, the views of all involved including the parents and pupil will be obtained and appropriate interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

Do - How will school staff support my child?

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which may include stretching and relevant academic and developmental targets. Parents and pupils will be consulted on the action they can take to support attainment of the desired outcomes.

The class teacher remains responsible for the child's progress and works closely with any learning support assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations will be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENCo for further advice.

Review - How will the school and I know how my child is doing?

Progress towards these outcomes will be tracked and reviewed at least termly with pupils and parents. This will also be discussed regularly during pupil progress meetings with the class teacher and Headteacher. A decision will be made about any necessary changes and the plan will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required.

If the child continues to have significant difficulties despite additional intervention, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Learning Support Service
4. Speech and Language Therapy Service
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team

(e) How Cossington CE Primary will provide additional support for learning that is available to pupils with special educational needs

How are pupils supported in school?

Teachers plan using pupils' attainment levels, differentiating tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Actions taken by the class teacher will be recorded and shared with parents.

All pupils have individual attainment targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. All pupils are then discussed in pupil progress meetings that are undertaken between the class teacher and Headteacher and if appropriate, the pupil themselves.

Additional action to increase the rate of progress for pupils who are not making the expected rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. Support may be provided in class, through intervention programmes or with specific resources.

Where needs are identified as being severe and requiring a higher level of support, the school may consult with parents and apply for an SEN Support plan with top-up funding from the Local Authority. Where there are complex needs with additional medical and/or social care needs, the school may consult with parents and apply for an Education, Health and Care Plan.

A child identified with SEN may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks. The needs of Year 6 pupils will be discussed and assessed against national criteria to determine eligibility to apply for access arrangements.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Pupils are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a learning support assistant, parent or carer to accompany the child in addition to the usual school staff.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

What support will there be to support pupil's wellbeing?

The school offers a wide variety of pastoral support for pupils. These include:

- Our PHSE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and regularly reviewed and evaluated. This includes our School Council.
- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

Medicines can be administered in school with parental permission in accordance with our school policy. If your child has significant medical needs, you will need to make an appointment to speak to our headteacher, to discuss how we can best support your child.

This may include the creation of a Health Care Plan.

Please contact any members of staff through the school office: 01509 812565

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the SEN Team which comprises of Mrs Jennie Wilson, SENCo and Mr Matthew Yandell.
- Parents may also contact the SEN Team or the Headteacher directly if they feel this is more appropriate.

Appointments to meet with any member of staff can be made by contacting the school office on 01509 812565

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What training and resources are deployed to support pupils with SEN?

We recognise the need to train all our staff on SEN knowledge and strategies and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- Regular CPD sessions related to pupils with additional needs and classroom strategies
- SENCo and/or Teaching Assistant Staff attend training and disseminate to the rest of the school.
- SENCo attends SENCoNet meetings to be updated on important national and local initiatives and to provide an opportunity for SENCo's to share good practice
- The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Where Health Care Plans are in place, medical training support from the School Nurse or appropriate professional is sought.

As part of the induction programme for new staff, all meet with the SENCo to explain the structures and systems in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Cossington CE Primary school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the "national SEN budget." The government has recommended that schools should use this national SEN budget to pay for up to £6000 worth of special educational provision to meet a child's SEN. If a pupil with SEN needs more than £6000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEN personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

When a pupil starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the pupil, their parents, teachers and other relevant professionals. Facilities currently in place are:

The school site is partly wheelchair accessible.

Disabled toilets are available.

More details can be found on our accessibility plan.

All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and ICT.

Individual needs can be discussed with the class teacher, SENCo (Mrs Jennie Wilson) or Headteacher. If needed, we ask various outside agencies to help with assessing the needs of pupils to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Speech Therapy Service, Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

How will parents know how their child is doing?

Your child's education is a partnership between parents and teachers and we encourage regular communication between home and school. Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the classteacher, the SEN Team or Headteacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01509 812565.

How will parents be helped to support their child's learning?

- The class teacher or SENCo may suggest additional ways of supporting your child's learning at home.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and aim to provide useful opportunities for parents to learn more about how to support your child's learning. Parents are also invited to Induction Afternoons; Open Days; Information Sessions and School Celebrations with regular opportunities to come into class to share their child's learning.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

How are pupil's views involved in their learning?

- Pupils regularly review their progress through verbal and written feedback and marking by their class teacher which enables them to discuss the next steps in the learning and opportunities to implement them.
- Opportunities to reflect on their learning with their peers and teaching staff are embedded in our practice.
- All pupils have the opportunity to volunteer for and contribute to our school council.
- A One Page Profile is created to support a pupil with their learning. Pupils will be involved in the discussion about this how we can best support their needs and how they can help themselves. Parents have the opportunity to see this profile and add additional information if they think it necessary.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

Dealing with Complaints

Wherever possible we seek to discuss and come to agreement about children's education. The class teacher, SEN Team, Headteacher and SEN Governor can be contacted to discuss any concerns.

The school's complaints policy is available from the school's office.

Independent SEND information and support is available to parents if necessary when dealing with complaints, appeals or general advice.

sendiass@leics.gov.uk Tel: 0116 305 5614

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

Who else might help with a pupil's learning?

Children's education is a wide partnership between the parents/carers, the pupil, the school and may include accessing a range of outside services including:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Learning Support Service
4. Speech and Language Therapy Service
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team
8. Educational Psychologist Service
9. Physical and Disability Support Service
10. Social Services
11. School Nurse

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEN and in further supporting their families.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the SEN Team which comprises of Mrs Jennie Wilson, SENCo and Mr Matthew Yandell.
- Parents may also contact the SEN Team or the Headteacher directly if they feel this is more appropriate.

What support services are available for parents?

- SENDIASS (formally Parent Partnership Services) offer independent advice and support to parents and carers of all children and young people with SEND.
www.sendiassleicester.org.uk
- SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs.
- Leicestershire Parent carer Forum is a voluntary group which can offer support and advice to parents and carers of SEND children. Information available at leicestershir.gov.uk
- The school SEN Information plan is linked to the Local Authority's Local Offer. Information on this can be found at:
<http://www.leics.gov.uk/education-and-children /special-educational-needs-and-disability>

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Staff liaise with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school.

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils to prepare for the next stage in their education.
- The annual review in Year 5 for pupils with a statement or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of request.

13. Information on school/college contribution to the publication of the local authority's local offer

Information on the Local Authority Offer can be found at:

<http://www.leics.gov.uk/education-and-children /special>

[educational-needs-and-disability](http://www.leics.gov.uk/education-and-children /special/educational-needs-and-disability)

