



# Special Educational Needs: Local Offer

*Cockfield CEVC Primary School will make all reasonable endeavours to provide this support.*

## 1. Who are the best people to talk to about additional support?

- Your child’s class teacher
- Special Educational Needs Coordinator (SENCO): Mr Greg Pemberton
- Head Teacher: Mrs Trudie Harkin



## 2. What is the current percentage of children with Special Educational Needs (SEN) in the school?

15%

## 3. How does the school identify children who may need SEN support?

A child has a Special Educational Need if he or she has a learning difficulty or disability that means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

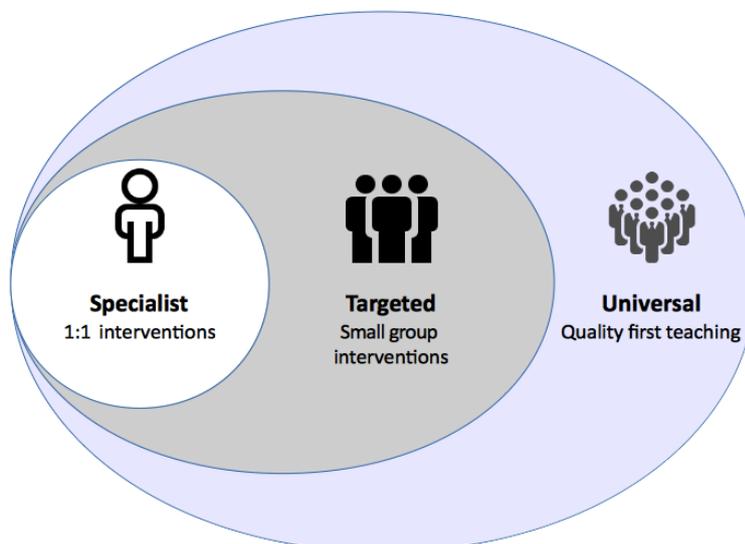


The school identifies children who may need support in the following ways:

- Through shared information from
  - parents and carers
  - colleagues
  - previous settings
  - support services
  - children themselves
- Through school assessment procedures
- Through observation of changes in behaviour and/or progress



## 4. What are the different types of support available?





We assess each child and provide personalised support within three levels (see also Q.11):

- **Universal:** High quality teaching which is differentiated for individual needs is the first step response to children who have or may have SEN. This means that teachers plan and resource lessons to take account of different abilities and learning styles; this is referred to as quality first teaching (QFT). Class teachers might also deploy any class based teaching assistants (TA) to support small groups or individuals.
- **Targeted:** Small group or one-to-one support targeted according to individual needs is the next step response to children who have or may have SEN. This type of support programme might be referred to as an intervention and is typically delivered by a TA. This may include children who receive HTN Funding.
- **Specialist:** One-to-one support requiring a level of specialist training is the next step response to children who have or may have SEN. This type of support programme would be referred to as an intervention and is typically delivered by a specifically trained TA. External advice or support will be sought for children who require further intensive provision. Children with an Education Healthcare Plan (EHC Plan) (previously a statement) would be included in this level of support.



In line with statutory requirements, the SENCO has gained the National Award for SEN. The SENCO supports teachers and TAs with provision and intervention and in some instances works directly with target groups and individuals. Suffolk County Council provides a range of specialists and agencies who support the needs of all children, including those with SEN. These can be found at

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

#### 5. How is extra support allocated to children?

Support is allocated according to the level of need identified. After the initial identification process, senior leaders, the SENCO and teachers will discuss, review and deploy staff and resources as appropriate.



#### 6. How will we measure the progress and review provision for your child?

The measurement of progress and review of provision will take place regularly and in line with whole school assessment procedures. The following are examples of the assessments and information gathering procedures which are used:



- Reading, spelling and maths standardised tests
- National Curriculum assessments in English and Maths
- Specific assessments integral to interventions
- Pupil progress meetings (between Head Teacher and teaching staff)
- Teacher observation
- Discussions between teachers and teaching assistants (TA)
- Discussions with outside agencies
- Annual Review (EHC Plan only)

Pupil and parent consultations are held regularly (see also Q.8) to review progress and provision and to discuss children's next steps.





#### 7. How can I tell the school I am concerned about my child's progress or wellbeing?



If you have concerns your first step should be to speak to your child's class teacher. If you feel that additional support is needed beyond the universal level of provision, please speak to Mr Greg Pemberton (SENCO) or Mrs Trudie Harkin (Head Teacher). All staff can be contacted through the school office.

#### 8. How will the school work with me as a parent in discussions about my child and their learning?



The school will offer the following opportunities for discussion and consultation:

- Parent's evenings (Autumn and Spring Terms)
- An opportunity to discuss your child's written report (Summer term at parent's request)
- Additional pupil and parent consultation appointment (at least termly but more frequently if necessary)
- Annual Review (EHC Plan only)

The school will contact parents and carers if there are any immediate concerns and will have regard for confidentiality and respect. Similarly, if parents and carers have concerns which require immediate discussion, they are welcome to make an appointment with staff through the school office.

#### 9. How do we involve young people with SEN in discussions about their education and support?



To involve children with SEN in discussions about their education, support and progress we invite them to join the additional consultation appointment with parents.

All children regularly review their learning and progress as part of their daily lessons.

All children have termly targets in reading, writing and maths.

#### 10. How are adults in school helped to work with children with SEN and what training do they have?



As required by the 2012 Teacher's Standards, the SENCO offers advice on QFT and differentiation. Every teacher is a teacher of children including those with SEN.

Trained TAs have specialist expertise in:

- Fisher Family Trust (supporting the development of literacy skills)
- Gym Trails (supporting the development of motor skills and coordination)
- Catch up Numeracy
- Beat Dyslexia
- Drawing & Talking (for supporting emotion needs)
- meeting children's medical needs (this is not generic therefore training for individual needs would be sought as appropriate) (see also Q.11)

TAs are experienced in:

- providing nurture support
- Power of 2 (developing maths skills)
- Dancing Bears and Toe by Toe (developing decoding skills)





- Use of Numicon(developing maths skills)
- supporting children with ADHD and ASD
- supporting children with dyslexia (see also Q.11)
- supporting children with medical needs
- the development of Active Listening skills

If a child joins the school with a specific need the school will discuss with parents the best way of supporting that need.

#### 11. How will the teaching and curriculum be adapted for my child with SEN?

Within the types of support broadly outlined above (see also Q4), teaching and the curriculum would typically be adapted in the following ways:



- **Universal:**
  - visual timetable
  - use of ICT programs
  - adapted or additional lesson plans and strategies
  - adapted or additional lesson resources
  - possible use of focussed TA support
  - child use of mind maps and other organisational planning strategies
  - targets, checklists and grids to support next steps
- **Targeted (see also Q.10):**
  - use of non-specialist interventions in maths and reading
  - focussed use of TA support within lesson
- **Specialist (see also Q.10):**
  - provision of specialist interventions
  - inclusion on school trips through risk assessment and possible provision of one-to-one support
  - support for social and emotional issues through nurture club, contact book for parents, behaviour support plan and provision of quiet space

#### 12. Who are the other people providing services to children with SEN?

- Speech and Language Therapy
- Behaviour Support Service
- Occupational Therapy
- Educational Psychology
- Social Inclusion Team
- Parent Partnership Service
- Sensory and Communication Team
- Early Years and Childcare service
- School Nursing Team
- CISS County Inclusion Support Service



#### 13. How is Cockfield School accessible to children with SEN?

This is a single storey Victorian building with some internal steps for which a ramp is available. The building is accessible via a ramp. Disabled toileting facilities are available.



#### 14. How will we support your child when they leave our school or move into another class?





When moving to another class, we will support your child through:

- a transition morning
- sharing assessments and information between colleagues
- making additional arrangements as appropriate



When moving to another school at Year 6, we will support your child through:

- a programme of transition jointly agreed with the High School
- sharing information and assessments with the High School
- making additional arrangements and visits as appropriate

#### 15. Where else can I find support information as a parent of a child with SEN?



You can read our school policies on relevant issues and find out more information from other sources by clicking on the links below:

- SEN policy
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Equal opportunities
- Medicine policy
- Local authority local offer  
<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>
- Looked After Children
- Parent Partnership link
- SEN code of practice

