



**Cockfield CEVC Primary School**

**Special Educational Needs Information Report**

**Approved by the Governing Body: 7/05/21**

**Review by: May 2022**

**Signed ..... Chair of Governors**

**Date .....**

Approximately 1 in 5 children will have a special educational need at some time during their school career. This means they may have a difficulty with:

- Reading, writing or maths
- Understanding information and other people
- Expressing themselves
- Relating to other children or adults
- Sensory perception or physical mobility

These difficulties often cause barriers to learning. At Cockfield CEVC Primary we believe in providing every possible opportunity to develop the full potential of all children. The information report provides an outline of how we work towards achieving this and what we have in place in school to support your child.

### **What is SEND?**

The Department of Education SEND Code of Practice states that;

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post – 16 institutions At Cockfield CEVC Primary, we follow this definition in our identification and support for children in our school. We would class children as having Special Educational Needs if they were working at a significantly lower level than

their peer group, or had a specific need that required additional provision. Once a child is placed on the school's SEND register it doesn't always mean they remain as a SEND child for the rest of their school life. We regularly review the progress and attainment of children and if a child no longer requires additional support, they will be removed from the schools SEND register.

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

There are some children who have already been diagnosed with a condition or disability before they join the school. However, for most children as we get to know them in school and we track their progress and observe them participating in school life we can identify whether they may need SEN support. If a child is not making the progress we would expect we will take a closer look to see how we can support them, or identify what might be causing them to not achieve as well as their peers. Initially the class teacher would highlight children they are concerned about to the SENDCo. The school is committed to the early identification of children with SEN by:

- Information sharing
- Information from parents/carers
- Information from teachers
- Information from pupils
- Outside agencies
- Assessments used include New Salford Reading; Single Word Spelling, Phab (phonic assessment)
- Diagnostic Reading Tests; York Assessment of reading for comprehension
- Speech and Language Link Assessments
- Sandwell Early Numeracy Test
- British Picture Vocabulary Scale (BPVS)
- Standardised Assessment Test (SATs)
- Classroom observation
- Teachers and the SENDCo are happy to meet with parents whenever possible to discuss pupil progress or concerns. We believe that early intervention and discussions benefit the child, family and school.

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

- In the first instance the class teacher as they are best placed to know your child's needs
- SENDCo: Mrs Viv Salisbury, contactable via the school office or
- Headteacher : Mrs Trudie Harkin, contactable via the school office or head @cockfield.suffolk.sch.uk.

### **3. What is the current percentage of students with Special Educational Needs (SEN) in the school?**

- 8 students on roll are on the SEN Register (11%)

- There are no children with an EHC plan 2021/2022

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

We assess each child and provide personalised support within 3 levels:

- **Universal** -Class Teacher: The primary support is reached through Quality First Teaching (QFT) across the school. Teachers and Teaching Assistants (TAs) receive regular training and support to develop their subject knowledge and teaching skills. Teachers ensure that their lessons are fully resourced with different tools to meet the variety of learning styles in the class – visual, kinesthetic etc. including differentiated activities to suit varying levels of ability. In addition, small group support may be provided to enable children to achieve their targets.
- **Targeted** -Specific Group Work: The school provides a variety of intervention/small group work to target areas of difficulty in English and Maths using assessments and also creates a Learning Plan.
- **Specialist** - Specific Interventions: This means the child has been identified by the class teacher and the SENDCo as needing a high level of support. A Learning Plan is created to include specific targets and interventions. We provide specific 1:1/small group interventions to address specific difficulties in language, literacy and numeracy. We also provide support for children with low self-esteem/anxiety by an experienced ELSA (Emotional, Literacy, Support Assistant) trained member of staff in Nurture club at lunchtime, in small groups. The school has an ELKLAN trained Teaching Assistant to provide support with language and communication skills.
- EHCP (Education Health Care Plan) – If a child does not make progress within the support levels above then a referral may be made to the Local Authority to carry out a statutory assessment for an EHCP. The school or parents are able to request an EHCP assessment by a panel of professionals who will decide whether the child's needs are complex, severe or long term enough to require an EHCP. If this is not accepted the school will continue with the current support they are providing. If an EHCP is agreed, it must be reviewed at least annually.

- **Area of need.**

**The SEND Code of Practice identifies four main areas of need:**

#### **Social, mental and emotional health**

This is where a child has a condition that impacts on their social, mental and emotional health such as Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. Our provision includes:

- Meet and greet
- Lunchtime nurture club

- Lego club
- Behaviour support
- School Nurse
- CBT from a trained Counsellor

### **Communication and interaction**

This is where a child may have speech, language and communication difficulties, which also includes children who have Autistic Spectrum Disorders. These difficulties are supported by:

- Speech and language therapy (SALT)
- Speech and Language Link groups
- Talk for Writing groups
- Lunchtime nurture club
- Outreach support from CISS (Autism)

### **Cognition and learning**

This is where a child may have specific learning difficulties (SpLD) such as dyslexia or dyscalculia. This also includes Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

These are supported by resources and provision such as:

- Beat Dyslexia
- Visual Timetables
- Resources for Visual Stress/ Irlen Syndrome– coloured overlays
- Coloured paper
- Backgrounds on Whiteboards
- Enlarged text and access to laptops
- Writing frames
- Nessy
- Rapid Reading
- Catch up Numeracy
- Numicon
- Speech to text

### **Sensory and physical**

This is where a child may have a vision or hearing impairment that requires specialised support or equipment, or a physical disability that requires on -going support, equipment or modifications to access learning. Some examples are:

- Handwriting support
- Coloured overlays
- Enlarged text
- Use of laptops
- Clicker 7
- Gym trail
- Support from Occupational Therapy Service (OT)

- Support from Physiotherapy service

#### **5. How is additional support allocated to children?**

The Suffolk Local Authority allocate an annual SEN budget, which is distributed according to the needs of our pupils. The Senior Leadership Team, SENDCo and teachers meet regularly to discuss, review and deploy staff and resources as appropriate. Suffolk Local Authority has additional or top up funding which can be applied for when a child has additional needs which require a high level of support or resources (HNF). The school must provide evidence of the child's needs meeting strict criteria set out in bands according to the complexity of need.

#### **6. How will we measure progress and review provision for each child?**

All children have a teacher assessment each half term which is reported through target tracker. This enables the Headteacher, subject leads as well as the SENDCo and class teachers to track every child's progress so that any concerns can be efficiently addressed and monitored. Pupil progress meetings are held half termly where progress, attainment and support are all reviewed. Summative assessments such as PIRA, Puma and GAPS are completed at the end of each term. Discussions are held regularly between the class teachers and senior teacher/ Head who report back to Governors. Interventions and plans to support vulnerable children are reviewed termly. In addition we complete a Salford reading test annually. Children in Year 6 are also assessed using standardised tests for Maths and English. All children registered as School Support will have a Learning Plan with targets that are reviewed twice a year by the class teacher, SENDCo, parents and pupil.

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

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. To speak to named staff or make an appointment please telephone the school office on 01284 828287

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

Teachers and the SENDCo are happy to meet with parents whenever appropriate to discuss student's progress and learning. You will be invited to parent consultation meetings in school each term to discuss and review your child's learning. This is followed by a written school report in July.

#### **9. How do we involve young people with SEN in discussions about their learning and progress?**

Students on the School Support Register are also included in the informal meetings each term and encouraged to share their views for inclusion on their Learning Plan. We encourage children to talk about their learning and how to improve and challenge themselves against their own personal targets.

#### **10. What training and support is provided for staff who support and work with students with SEN in our school?**

All staff have a responsibility to support children, and across the school teachers and Teaching Assistants plan and provide support for SEN children. All Teachers provide Quality First Teaching and differentiate appropriately for all the children in their class. Teachers regularly attend training in supporting children with special educational needs through externally and internally run courses. Within school we have a culture of sharing good practice and expertise and strategies are shared at staff meetings and training days. Mrs Salisbury is a very experienced and qualified SENDCo who has also been chair of the Bury Schools Partnership SEND Network. We are fortunate to have a number of staff who are specifically trained in programmes such as Elklan (Speech and Language), Speech and Language Link, Beat Dyslexia, Dancing Bears, Bare Necessities, Clicker, Toe by Toe, Precision Teaching. All staff receive regular training in Safeguarding skills.

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

Differentiation will be in place, together often with an individualised curriculum when appropriate. We also have and use a variety of specialist equipment to support your child's needs. This may include the use of a lap top and use of specialist programmes such as Clicker to assist with writing difficulties. We use coloured overlays, books and paper to aid visual difficulties, enlarged text, visual timetables and resources, and writing aids. Resources such as writing slopes, wobble cushions and handwriting resources to support motor skills. Teaching may also be adapted for your child through targeted interventions or additional adult support within the classroom. In addition, we may use Social Stories and workstations to support social communication difficulties.

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

Cockfield CEVC Primary School has developed close working relationships with a number of outside agencies, whose specialist knowledge and advice enhance children's learning and well-being. The agencies currently working with children at Cockfield School are:

- Speech and Language Therapy
- County Inclusive Support Service (for pupils on the Autistic Spectrum/ ADHD)
- Dyslexia Outreach Service
- Occupational Therapy
- Educational Psychology Service
- Child Development Centre

- Physiotherapy
- Primary Mental Health Worker
- Child and Adolescent Mental health (CAMHS)
- Sendat (Priory Outreach service)
- Visually Impaired Service
- Hearing Impaired Service
- School Medical Services, Paediatricians, Nurses, GPs
- ADHD Nursing Team
- Social Services

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

We make every reasonable adjustment to make our school as accessible as possible. The main entrance to the school building has access via the Village Hall and we have a moveable ramp in school. There is also a ramp enabling access to the playground from the main building. We also make every effort to improve accessibility to the curriculum, which is achieved in a variety of ways including the use of enlarged text, access to IT, coloured overlays/paper and background on a Whiteboard. Every child's needs are considered on an individual basis.

### **14. How will we support your child when they leave our school?**

Prior to transition between our school and secondary school, the secondary school SENDCo will meet with our SENDCo to discuss your child's individual need and may offer your child a series of additional transition sessions at their new school. All data and information will be transferred via a common transition system to enable the secondary school to assess each child's individual needs and arrange suitable provision.

### **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 our website

- Behaviour policy
- Complaints procedure
- Anti-bullying policy
- Local Offer
- Looked after children
- Safeguarding policy
- Accessibility plan

You can also find information on Suffolk County Council's Local Offer which details the services available across the County.

**[Infolink.suffolk.gov.uk/kb5/Suffolk/Infolink/localoffer.page](https://www.infolink.suffolk.gov.uk/kb5/Suffolk/Infolink/localoffer.page)**

**Viv Salisbury SENDCo**  
**Trudie Harkin Headteacher May 2021**