



Cockfield CEVC Primary School

Special Educational Needs Information Report

Approved by the Governing Body: July 2022

Review by: June 2023

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.

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) YARC. The WRAT, Sandwell Numeracy Test
- Speech and Language Link Assessments (NELI)
- 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.

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: contactable via the school office or
- Headteacher: Mrs Trudie Harkin, contactable via the school office or head @cockfield.suffolk.sch.uk.

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

- 9 students on roll are on the SEN Register (12%)
- There are no children with an EHC plan 2021/2022

What are the different types of support available in school?

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

- **Universal** -Class Teacher: The primary support is 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, kinaesthetic 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 at this stage your child will have a Learning Plan.
- **Specialist** - Specific Interventions: This means the class teacher and SENDCo have identified the child as needing a high level of support. A Learning Plan is created to include specific targets and interventions. We provide 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), a 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 annually.

Area of need.

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

Social, Emotional and Mental 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
- Weekly interventions such as Lego therapy, Drawing and Talking, and emotional support sessions provided by our Senior Mental Health Lead
- 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. It also includes children who have social communication difficulties associated with 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 Specialist Education Services (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

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

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 that 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.

What is our approach to teaching pupils with SEND? How do we assess and review pupils' progress towards their outcomes?

All teachers are responsible for every child in their care, including those with special educational needs and/or disabilities. Quality First Teaching enables all pupils to learn and teachers will-

- Plan work at an appropriate level
- Ensure that support is available for all children
- Support children's learning through planned activities which may be additional to or different from their peers
- Plan exciting and motivating activities which inspire and engage all learners, including extensive use of enhanced curriculum activities (visits and visitors)
- Monitor individual progress and identify children who need additional or different support in order to make progress
- Ensure that all children can be included in tasks and activities
- Have due regard for equality of opportunity

All activities - both within the school curriculum and outside it (e.g. after school clubs) - are made accessible to all pupils. In this way, the needs of the majority of children will be met. However, where a child's needs are significant, additional individualised interventions may be arranged by the SENDCO.

Where a child has additional needs, the class teacher, SENDCO and HLTA (SEND) will plan the most appropriate support and/or adaptations to ensure that the learning is appropriate and accessible. Where additional or alternative activities need to be provided in order to enable a child to access the learning this will be done in a manner which is sensitive to the child's social and emotional needs.

Underpinning ALL our provision in school is the graduated approach cycle of:



Assess: Children's needs are identified by their class teacher in consultation with Learning Support Assistants, SENDCO, and parents. Furthermore, pupils themselves may indicate that they are experiencing severe difficulties with some aspects of their work or behaviour.

Plan: A plan is made which addresses the child's most important needs. In addition, an individual provision map may outline additional regular and routine interventions which form part of that child's package of support. Teachers and pupils then co-produce a Pupil Passport that identifies intervention in place for that pupil, agreed targets, home support strategies and includes review sections.

Do: Support is provided by the class teacher, Learning Support Assistant, HLTA or additional professional (such as Speech and Language Therapist). This support and additional provision is shared with parents and carers in the form of a Pupil Passport with SMART targets (co-produced by the pupil and teacher) that are reviewed half termly.

Review: The effectiveness of the intervention / support, focusing on the progress pupils have made towards target outcomes, is assessed by the SENDCO, class teacher, Parent/Carer and the child themselves wherever possible.

Following review, we may continue the current provision and interventions, adjust them, discontinue them or use another approach. Following close consultation with parents/carers, we may also consider an application for an Education, Health and Care Plan. This flexible approach means that we remain sensitive and responsive to the needs of the individual child.

If parents are concerned that their child has Special Educational Needs and/or a Disability, they should speak to the class teacher in the first instance. Parents can also meet with the SENDCO to discuss issues of concern.

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 required beyond the universal level of provision. To speak to named staff or make an appointment please telephone the school office on 01284 828287

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. A written school report follows this in July.

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.

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. We are fortunate to have a number of staff who are trained in programmes such as Eklan (Speech and Language), Number Stacker, Speech and Language Link, Beat Dyslexia, Power of 2, Toe by Toe, Precision Teaching. All staff receive regular training in Safeguarding skills.

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

Differentiation will be in place; an individualised curriculum may be implemented where appropriate. We also have and use a variety of specialist equipment to support your child's needs. This may include the use of a laptop 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 help 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.

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
- Specialist Education Services support the four broad areas of need
- Dyslexia Outreach Service
- Occupational Therapy
- Educational Psychology Service
- Child Development Centre

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

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.

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 needs 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.

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

- Early Help Offer
- 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 by following this link:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=9367D9BDC96E202560BB75AF6976E4F7?localofferchannelnew=0>

Trudie Harkin
Head teacher