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**Coton-in-the-Elms C of E Primary School**

# **SEND Information Report**

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**Reviewed by: Natalie Butler (July 2020)**

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## 1. Introduction

Welcome to our SEN Information Report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the policy for pupils with Special Educational Needs and Disabilities (SEND). This information is updated annually.

## 2. Our Mission and Values

Coton in the Elms is an inclusive school where all members of the school community are valued for the contribution they make to its success. Pupils are treated as individuals and are encouraged to build upon their strengths and talents whilst setting challenging targets for their future learning.

We believe that all children can succeed and ensure that our creative curriculum inspires and challenges pupils regardless of ability or background.

The school's mission is to ensure a high-quality school and service for young people with a wide range of learning difficulties by:

- Creating and maintaining a safe, comfortable and stimulating learning environment which encourages high achievement for both pupils and staff.
- Planning and implementing a well-structured, inspirational curriculum which fulfils all statutory requirements, and which is matched to the learning needs of each pupil.
- Planning and utilising all opportunities which broaden pupils' interests, enhance individual achievements and develop each pupil's personal attitudes and social skills.
- Working collaboratively and effectively with all stakeholders including the local and wider community to ensure the best possible provision for all our pupils.

## 3. Aims

The aims of our Special Educational Need and Disability policy and practice are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress, by embedding the principles in the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical



Further information can be found at:

<https://www.gov.uk/children-with-special-educational-needs/special-educational-needs-support>

- To request, monitor and respond to parent/carers' and pupils' views to evidence high levels of confidence in the provision we provide.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted, continuing professional development.
- To support pupils with medical conditions sufficiently for their full inclusion in all school activities by ensuring consultation with health and social care professionals where necessary.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our pupils.

#### **4. What are special educational needs?**

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.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” Code of Practice 2014

#### **5. How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- Tracking of attainment outcomes indicate a lack of progress.
- A pupil repeatedly asks for help.
- Pupil observation indicates that they have additional needs in one of the four areas

In the past year, pupils have been supported for: Speech and Language needs, Moderate Learning Difficulties, Specific Learning Difficulties, Social, mental and emotional health and physical difficulties.



## **6. What should I do if I think my child may have special educational needs?**

If you have concerns, then please firstly discuss these with your child's teacher. This then may result in a referral to the school Special Educational Needs Coordinator (SENCo), Mrs Butler (Mrs Smith whilst she is on Maternity Leave) who can be contacted via the school office on 01283 761361.

All parents will be listened to; their views and their aspirations for their child will be central to the assessment and provision that is provided by our school.

## **7. How will I know how the school supports my child?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with "reasonable adjustments" to increase their access to the taught curriculum.

The quality of teaching is monitored through several processes that includes:

- classroom observation by the senior leadership team, including the SENCo, and external verifiers
- ongoing assessment of progress made by pupils in specific intervention groups
- work sampling on a regular basis
- scrutiny of planning and delivery
- teacher meetings with the SENCo
- pupil and parent feedback when reviewing target attainment and targets
- whole school pupil progress tracking
- attendance and behaviour records

All pupils classified with SEND have individual targets to ensure ambition and progression. These are discussed with parents at events such as Parents Evenings, and pupils' attainment is tracked using the whole school tracking system. Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in Pupil Progress meetings that are undertaken between the class teacher and members of the Senior Leadership Team.

When teachers are concerned about a child's progress or behaviour, they will fill in a Teacher Concern Form. Teachers will add examples of activities or in class support which they have put in place to try and support the child's needs. If pupils fail to make progress in the identified areas, children move to our monitor level. This is where it is decided that action is required to support increased rates of progress, and an Assess, Plan, Do and Review model will be implemented. An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. The pupil will be



monitored at this time, interventions will be provided and targets set. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. The pupil will be monitored at this time, interventions will be provided, and targets possibly set.

A review of the impact of the differentiated teaching being provided to the child will be undertaken. If the review indicates that “additional to and different from” support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher, with advice from the SENCo.

SEN support will be recorded on a Learning Passport that will identify a clear set of expected outcomes, which will include academic targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will 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.

Services who currently support the school are:

- Support Service for Special Educational Needs (SSSEN)
- Behaviour Support Service
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHCP) being provided.

## **8. How will the curriculum be matched to my child's needs?**

Teachers plan using pupils' achievement levels, differentiating work to suit the needs of the children. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. Also, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help. Children who display dyslexic-like tendencies will be offered additional resources and support within the classroom and targeted interventions, as appropriate.



## 9. How will I know how my child is doing?

Attainments towards the identified outcomes will be shared with parents through parent's evenings and reports. Additionally, parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo. Please contact the school office who will arrange one for you.

The Headteacher and SENCo will report to the SEND Link Governor termly, to identify the current SEND provision and needs for all children on the SEN register.

## 10. How will you help me to support my child's learning?

The class teacher or SENCo may suggest ways of supporting your child's learning at the review meetings and through the school report and Parents' Evenings.

The school organises several parent workshops during the year. These are advertised in letters to parents on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

Please look at the school website. It can be found at <http://cotton-in-the-elms.derbyshire.sch.uk/>

It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

## 11. What support will there be for my child's overall well-being?

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

- An evaluated Personal, Social, Health and Economic (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, such as Cuppa and Cake meetings, are in place and presided over by the Headteacher. The school has recently introduced The Golden Dove Award, which can be awarded for a variety of reasons; from perseverance, excellence attitudes to learning, to personal progress against individual learning goals.
- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by parents, and if appropriate, the pupil. Staff who administer medicine complete training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014



## **12. What training do the staff supporting children with SEND undertake?**

In the last two years school staff have received a range of training. Awareness training has been provided to all staff for the following areas:

- How to improve the outcomes for children following a Positive Play programme.
- How to set up and organise a nurture facility
- How to support pupils with a diagnosis of dyslexia.
- How to implement a graduated approach.
- How to ensure Quality First teaching is delivered in the Classroom using Reasonable Adjustments.

Teaching Assistants have also received training in delivering intervention programmes to support communication, reading, spelling, writing and administering assessments.

The school is supported by staff from SSSEN specialist teachers who provide advice to staff to support the success and progress of individual pupils. The Support Service for Special Educational Needs (SSSEN) works directly with pupils with Education Health and Care (EHC) Plans and Graduated Response for Individual Pupil (GRIP) Plans in primary schools within Derbyshire.

## **13. How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where possible.

## **14. How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- One toilet has been adapted to ensure accessibility for visitors with a disability.



## **15. How will the school prepare and support my child when joining or transferring to a new school?**

Several strategies are in place to enable effective pupil's transition.

- On entry, a planned programme of visits is provided in the Summer Term for pupils starting 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. The SENCo meets 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 school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns.
- When transitioning to the next school, a programme in place for pupils in Year 6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN with additional visits and meeting of support staff.
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school placement. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive and accessible. Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by Coram Legal Children's Centre.  
<https://www.derbyshire.gov.uk/education/schools/school-places/secondary-admissions/parents-guide/how-to-apply/how-to-apply-for-a-secondary-school-place.aspx>
- 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 the parents notifying their child has been enrolled at another school.

## **16. How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Graduated Response for Individual Pupil



(GRIP) funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through In-class and small group support from teaching assistants, specialist support from teachers and external advisors, parent workshops, specialist resources e.g. assessment software or specialist training.

### **17. How is the decision made about how much support my child will receive?**

For pupils with SEND, but without an EHCP, the decision regarding the support required will be taken with the SENCo, class teacher and parent. For pupils with an EHCP, this decision will be reached when the plan is being produced or at an annual review.

### **18. How will I be involved in discussions about and planning for my child's education?**

This may be through discussions with the class teacher, a member of the Senior Leadership Team, which includes the SENCo. A Learning Passport will be completed and you will be invited to sign and comment, where appropriate. We will send a yearly review for parents to complete and share feedback. Parents views are vitally important to our school so we appreciate parents coming to talk to us should they have concerns or positive feedback.

### **19. SEND Support for 2020**

At the beginning of the academic year in 2019- 2020 no pupils in the school had an Education Health Care Plan but 8 pupils were placed at SEN Support on the SEN Register. A further 10 children were placed at Monitor level. This constituted 11% of the number of children on roll. Of these, 1 child was identified as having a Specific Learning Difficulty and 7 children were identified as having Moderate Learning Difficulties. As the year has progressed, we have worked with teachers to get a more accurate understanding of those children needing to be at Monitor level and which additional children should be moved onto our SEN register. Based on these discussions, teacher assessment and an increase of numbers, we now have 17 children on our SEND register. 12 with a moderate learning difficulty (some of which also have some SEMH difficulties), 1 with a cognition and learning difficulty, 2 with specific learning difficulties and 2 with SEMH difficulties.

There are a further 24 pupils monitored closely on our school provision map, either receiving universal or targeted provision. Learning Support Passports have been put in place for all children on the SEND Register, which include an in depth learning programme and the termly target. These are reviewed and updated regularly. For those who are a Monitor level and on our provision map, parents get a guide to explain the support and interventions being put in place in school to support them and regular monitoring of TA interventions takes place by the SENCo and class teachers.



## 20. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact your child's class teacher in the first instance and then if the situation has not been resolved, please speak to the SENCo, Mrs Natalie Butler (or Mrs Smith in her absence whilst Mrs Butler is on Maternity Leave). For complaints please contact the School Governor with responsibility for SEND, Aisha Mack.

Support services for parents of pupils with SEN include Derbyshire Information, Advice and Support Services (DIASS) which is the new name for the Parent Partnership Service. Further information can be found at: <https://www.derbyshireiass.co.uk/>

- **Contact**

Contact provide direct advice and support services to parent carers. They host a free national helpline which is open Monday to Friday between 9.30am and 5.00pm: **0808 808 3555**

<https://contact.org.uk/advice-and-support/our-helpline/>

- **Information, Advice and Support services**

There are Information, Advice and Support (IAS) services in every local area in England who provide dedicated and impartial advice to young people and parent carers. You can find contact details for your local IAS by following the link below.

[www.councilfordisabledchildren.org.uk/find-your-local-ias-service](http://www.councilfordisabledchildren.org.uk/find-your-local-ias-service)

- **National Network of Parent Carer Forums**

There are over 150 local Parent Carer Forums across England which are used by over 52,000 parents every year. You can find your local group using the link below.

[www.nnpf.org.uk/who-we-are/](http://www.nnpf.org.uk/who-we-are/)

- **Independent Parent Special Education Advice (IPSEA)**

IPSEA offers free and independent legally based information, advice and support to help parents get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities. They host an information service, advice line and tribunal helpline as well as training for parents, schools and local authorities.

[www.ipsea.org.uk/](http://www.ipsea.org.uk/)

- **Family Fund**

Family Fund is the UK's largest charity providing grants for disabled children and their families. Last year they provided financial support to over 70,000 families. Find out how they can help you by following the link below.

## 21. Where can I find information about the local Offer?

<http://www.derbyshireSENDdlocaloffer.org/>

## 22. Glossary

There are many SEND terms that are abbreviated. Below is a glossary of the most used SEND terms.

- SEN Special Educational Needs
- AOT Autism Outreach Team
- ASC/D Autism Spectrum Condition/Disorder
- BST Behaviour Support Team
- CAMHS Child and Adolescent Mental Health Service
- CSP Classroom Support Plan for children who are currently being closely monitored for additional needs
- DIASS Derbyshire Information, Advice and Support Services
- EHCP Education, Health and Care Plan. Previously, this has been called a 'Statement'
- EP Educational Psychologist
- GRIP Graduated Response for Individual Pupil
- LP Learning Programme (previously known as Individual Education Plan)
- LST Local Support Team
- OT Occupational Therapy
- SALT Speech and Language Therapy Service
- SEN CoP Special Educational Needs Code of Practice. The SEN Code of Practice is a legal document that sets out the requirements for SEN.
- SEN Support Special Educational Needs Support.
- SENCo Special Educational Needs Coordinator
- SEND Special Educational Needs and Disabilities

## 23. Version control

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Signed (Chair of Governors):

February 2019