



# Special Educational Needs Information Report

## Inclusion and Family Wellbeing

How we provide additional support for children and families

Version	Last Review	Reviewed by	Next Review
3	July 2023	J Smith / L McIntosh	Sep 2023
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### Coton-in-the-Elms C of E (VC) Primary School

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# Overview

<b>Inclusion Panel</b>	<b>Compass Changing Lives</b>	<b>Child and Adolescent Mental Health Services</b>	<b>Inclusion Support Advisory Service (ISAS)</b>	<b>Single Point of Access</b>	<b>Educational Health Care Plan</b>	<b>Young Carers</b>
<b>School Input</b> Referral created by SENCO following agreement with parent/guardian	<b>School Input</b> Referral created by Pastoral Mgr following agreement with parent/guardian	<b>School Input</b> Referral created by SENCO / Teacher/ Pastoral Mgr	<b>School Input</b> Referral created by SENCO following dialogue with parent/guardian	<b>School Input</b> Referral created by SENCO following agreement with parent/guardian	<b>School Input</b> Referral created by SENCO following agreement with parent/guardian	<b>School Input</b> Support with school Young Carer Lead
<b>Parent Input</b> Consent form	<b>Parent Input</b> Open dialogue with Team to understand how to best support their family	<b>Parent Input</b> Consent forms together with description of concerns	<b>Parent Input</b> No formal input required	<b>Parent Input</b> Consent forms together with description of concerns	<b>Parent Input</b> Consent forms together with description of concerns	<b>Parent Input</b> Consent Forms together with details of need
<b>External Input</b> Following successful awarding of funding, school to coordinate internal/ external resources to best support the child	<b>External Input</b> Provide access to a variety of resources from help with strategies in the home; access to counselling, mental health support through to support groups.	<b>External Input</b> If referral accepted, CAHMS can provide tailored support for your child's emotional, behavioural and mental health wellbeing.	<b>External Input</b> Targeted advise and support depending on individual needs. Review meeting with staff and parents termly.	<b>External Input</b> Specific to the external agency which the SPOA has referred to, so can vary.	<b>External Input</b> Following successful awarding of funding, school to coordinate internal/ external resources to best support the child	<b>External Input</b> Once identified, support via Young Carers Service
<b>Timescales</b> From referral to awarding of funding can take up to 6 months plus *	<b>Timescales</b> From referral to initial Compass Changing Lives team, approximately 4 weeks *	<b>Timescales</b> Dependent on CAMHS acceptance and subsequent availability and/ or waiting lists *	<b>Timescales</b> From referral to initial session can take up to 6 months plus *	<b>Timescales</b> These referrals can take up to 18 months due to the waiting list *	<b>Timescales</b> From referral to awarding of funding can take up to 20 weeks *	<b>Timescales</b> Support in school immediately. External support in place within 4 weeks*

# Support

<b>Wave 1 Interventions and SEMH Support</b>	<b>SEND Passport</b>	<b>Educational Psychologist</b>	<b>Speech, Language and Communication Needs</b>	<b>School Nurse</b>	<b>Occupational Therapist</b>
<b>School Input</b> Quality First Teaching in school. Constant monitoring and adapting child's learning environment. Small group work if / when required. Highlight any day to day learning difficulties Pastoral: Termly Nurture Groups, Positive Play, Restorative Practice and Targeted Interventions	<b>School Input</b> SEND Passport created by class teacher Focussed targets set for child Measure and review each target Assess if external support is required in addition to measures already in place	<b>School Input</b> Referral created by SENCO following dialogue with parent/guardian	<b>School Input</b> Referral created by SENCO following dialogue with parent/guardian	<b>School Input</b> Referral created by SENCO / Teacher/ Pastoral Mgr	<b>School Input</b> Referral created by SENCO / Teacher/ Pastoral Mgr
<b>Parent Input</b> No formal input required. Communicate any concerns to teacher if you see your child struggling with anything whilst at home. Consent may be required for any pastoral support.	<b>Parent Input</b> Parent / guardian complete the SEND passport from a home perspective.	<b>Parent Input</b> Consent forms together with brief description of parent concerns	<b>Parent Input</b> Consent forms together with description of concerns	<b>Parent Input</b> Consent forms together with details of what referral is for	<b>Parent Input</b> Referral can be made via your child's Doctor if not done via school
<b>External Input</b> Educational Psychologist comes in to school to assess child in learning environment Report created with recommendations for moving forward	<b>External Input</b> Speech and Language Assessments carried out in the school environment.	<b>External Input</b> School nurse will advise school as to how best support the child and provide school with next potential steps	<b>External Input</b> OT will advise by recommending changes to the school/class environment or recommending specific resources to purchase to support the child's needs		
<b>Timescales</b> Continual	<b>Timescales</b> The targets and measures are reviewed each half term, then new targets are set as necessary	<b>Timescales</b> From referral to EP assessment, this can vary from between 4 and 18 months *	<b>Timescales</b> From referral to SLCN assessment, this can vary from between 4 and 18 months *	<b>Timescales</b> Dependent on school nurse availability and/ or outside agency waiting lists *	<b>Timescales</b> Dependent on OT availability plus delivery timescale for any recommended improvements *

\* All external support timescales are estimated and subject to provider availability. We will do all we can to facilitate and progress any referral.

## Introduction

At Coton-in-the-Elms Primary School, we believe that all members of the school community should be valued for the contribution they make, be treated as individuals and be encouraged to build upon their strengths and talents, regardless of ability or background.



This booklet is intended to highlight the **Special Education Needs and Disabilities (SEND)** and **Social, Emotional and Mental Health (SEMH)** support that we can provide in the school setting, together with the options for external agency support for both the individual child and families, creating an inclusive school community.

All support is tailored to the individual needs of each child and/or family. Through this, our aim is to ensure that each child receives the best support possible to enable them to progress and move forward through their continuing educational journey.

## What can you expect from our school?

In order to best support the individual needs of your child and gain the best outcome for them, there are several elements which we bring together:

Partnership working

High quality appropriate teaching adapted to meet the needs of the child

Open and honest approach

## Gifted and Talented Support



'Gifted and talented' describes children with the ability to develop ahead of their peers:

- **'gifted'** learners are those with abilities in one or more academic subjects, such as maths or English
- **'talented'** learners are those who have practical skills in areas such as sport, music, design or creative and performing arts.

At Coton-in-the-Elms Primary School, we take the responsibility to meet the educational needs of all our children very seriously. Staff plan lessons that take into account the varying abilities of children. We recognise that keeping all pupils engaged in their learning leads to better pupil outcomes. Pupils are engaged to think critically about their learning and develop their understanding further through explanations and reasoning. It's important that pupils with an aptitude for a subject area are challenged but without overlooking embedding the fundamental skills and knowledge in which schema should be built upon.

If your child is considered to be gifted and talented, staff will provide greater challenges in lessons, and if the opportunity is available, offer further opportunities for them to develop their gifts or talents outside of the normal timetable. This can include representing the school in sporting, drama or music events.

## SEMH Support: Internal Resources

As children go through their educational journey and beyond, the emotional and social challenges that they face can be tough sometimes, even more so after the pandemic. These can all have an impact upon levels of children’s resilience, mental wellness, confidence and anxiety levels to name a few.

Support can be provided for children who are experiencing difficulties with friendship issues, changes within the home environment, difficulties with attendance, bereavement and anxieties. We have various ways of supporting your child; through Lego therapy, emotional regulation sessions, wellbeing walks, nurture group, lunchtime clubs, drawing and talking therapy or a friendship and wellness group, to name a few. We can also make referrals to external agencies where appropriate.



## SEND Support: Internal Resources

There are several stages we go through to support your child’s learning needs and this starts in the classroom with, what is known as, ‘wave one’ interventions. As a school, we ensure ‘quality first teaching’ is in place in each classroom, where teachers constantly monitor how each child is learning and adapts their classroom environment and/or teaching practices to obtain the best from each child. This may extend to small group work within the class or even before / after school.

Where children are continually experiencing learning difficulties for whatever reason, we would look to introduce a SEND Passport. This is a document where more focussed targets are introduced and input is provided from both school staff and parents. These targets are measured and reviewed after each half term to help determine what future support is required. This maybe a continuation of provision within school, or alternatively we may look to an external support provider to be adopted, relevant to the needs of each child.



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

**A.** All children have the opportunity to attend clubs and afterschool activities. Residential and day trips are open to all students, some students may require a risk assessment to ensure their safety. Parents and teachers liaise to discuss specific needs. Information is shared with trip organisers.

**Q. Who can I contact for further information?**

**A.** Mrs Jones, SENCO Lead. Telephone the school office on 01283 761361, or alternatively email: [senco@coton-in-the-elms.derbyshire.sch.uk](mailto:senco@coton-in-the-elms.derbyshire.sch.uk)

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

**A.** Resources are allocated based on evidence of need. Evidence is gathered from a variety of sources including baseline data, SATs tests, reading and spelling tests, close monitoring of progress, parental feedback and feedback / evidence from teaching staff.

**Q. *What anti-bullying measures do we have in place?***

**A.** The school's anti-bullying policy is written taking careful consideration for pupils with SEND. The policy can be viewed on our website.

**Q. *How can parents complain about the school's SEN provision and how will these complaints be handled?***

**A.** We always strive to provide the very best care and listen to our stakeholders. We acknowledge that there may be times when you have a concern. Initially the concern should be shared with the class teacher and a face to face meeting with the class teacher will be arranged. The SENCO may also be present if appropriate. If you wish to take your concern further, please arrange to meet with the Headteacher, Mrs McIntosh. If you are still unsatisfied with the outcome of your concern, you can may wish to contact our SEND Governor (Leila Ainge). You are able to seek advice and support from the Local Authority (SENDIASS) on 01629 533668, Monday to Friday, from 9.30am to 3pm or by email:

[ias.service@derbyshire.gov.uk](mailto:ias.service@derbyshire.gov.uk)

The school's external complaint's policy can be accessed here:

[External-complaints.pdf \(coton-in-the-elms.derbyshire.sch.uk\)](#)

**Q. *What is Derbyshire's Local offer?***

**A.** [Home - Derbyshire Local Offer](#)

**Q. *What is our School's SEND Policy?***

**A.** This can be viewed on our website here: [SEND-Policy-5.pdf \(coton-in-the-elms.derbyshire.sch.uk\)](#)

**Q. *How will you help me to support my child's learning?***

**A.** Children with additional needs have Learning Passports which will also outline what support you can give. You can help your child by:

- By ensuring 100% attendance and punctuality.
- Attending parents evening and planned appointments.
- Support your child with any homework set.

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

**A.** If you require information about your child's education you can speak to their teacher or the SENCO at parent's evenings. In addition, you can leave a message for them to call you back as soon as they are available.

## SEND Support: External Resources

At Coton-in-the-Elms Primary School, we buy into various external services which provide us with additional SEND support to help your child. It could be that we obtain support in more than one of these areas, it very much depends on your child's needs. Where external support is sought for your child, rest assured that the internal support will still continue as a matter of course, providing it is beneficial to your child's learning and doesn't conflict with what the external support is providing.

Below is a brief description of each of the different areas in which we can access:

**EP**

### **Educational Psychologist**

Following referral, Educational Psychologists come into the school environment to carry out assessments of children's strengths and needs, consulting with educational staff and parents / carers. This helps to improve outcomes for children and young people in their learning and social and emotional development. The outcome may result in a referral to other external resources as outlined in this booklet.

**SLCN**

### **Speech, Language and Communication Needs**

Speech, language and communication are crucial for learning, reading, socialising and making friends and for understanding and expressing emotions and feelings.

A child with speech, language and communication needs (SLCN) may:

- use speech that is difficult to understand
- struggle to say words or form sentences
- not understand the words or sentences they hear.
- have difficulties knowing how to talk and listen to others in a conversation.

This may be alongside other needs, for example learning difficulties, a hearing impairment or a diagnosis such as autism spectrum disorder or it may be the only need the child has. Children and young people develop speech, language and communication skills at different rates and do not always need an SLCN diagnosis. Some children develop speech later than their peers. Some may be learning more than one language, which can take longer. Some may have delayed speech due to temporary hearing difficulties related to glue ear. These needs usually resolve naturally over time.

**SN**

### **School Nurse**

The school nursing service works in partnership with children, young people and their families to ensure that children's health needs are supported within their school and their community.

School nurses are public health nurses who lead and deliver the Healthy Child Programme for school-aged children and young people. They work closely with education, social care and other health professionals, to help children and young people to remain healthy and accessing education.

**OT****Occupational Therapist**

Occupational therapists help identify the problem areas that children may have in their everyday lives and help them to work out practical solutions to regain or improve their independence and wellbeing in school.

**IP****Inclusion Panel**

Inclusion Panel is a mechanism for Derbyshire schools to access additional funding to support the inclusion of children and young people with additional needs. The panel may also signpost schools to other services who could offer additional advice and support. All referrals to the Inclusion Panel must be made by the school. It would usually be the SENCO who completes the application form but they must have the consent of the child or young person's parents/carers.

**CL****Compass Changing Lives**

The Compass Changing Lives team provide a variety of resources to support not just the child, but the whole family, through whatever challenges you are faced with. This can range from support in the home; help with strategies at home and in school; access to counselling; mental health support; and access to a variety of support groups. This is not linked to Social Services, it is all about supporting the family through difficult and challenging times.

**CAMHS****Child and Adolescent Mental Health Services**

CAMHS supports children and young people aged 0-18 (and their families) with a wide range of mental health difficulties. Mental health is something we all have and, just like physical health, and at some times in your child's life they may struggle with it. Sometimes children can develop mental health problems, such as feeling very sad or worrying a lot. When this happens, these difficulties can stop you living your life in the way you want to.

**ISAS****Inclusion Support Advisory Service (ISAS)**

The ISAS service aims to ensure the inclusion and achievement of children with special educational needs, by proactively responding to their unique characteristics, strengths, needs and choices. Support is accessed through the schools ISAT Inclusion Support Advisory Teacher.

**ISAS****Inclusion Support Advisory Teacher (ISAT)**

The ISAT is the key contact to support schools to help with developing the skills and understanding of specific needs. Support and advice will be offered across the 4 broad areas of need with a focus on upskilling school staff.

**SPOA****Single Point Of Access**

This is a referral system for specialist children's services. The request could be made to support emotional or behavioural challenges, or to further investigate neurological disorders such as Dyslexia, ADHD or Autism amongst others.

of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils Coton-in-the-Elms C of E Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for everyone without discrimination of any kind.

The full Accessibility Plan can be found in the policies section of our website.

**Q. What training and expertise to your staff have to support pupils with SEN?**

- A.** The SENCO is studying the NPQSEND. Staff receive ongoing training relating to SEND. The Headteacher attends annual conferences that include seminars and workshops on inclusion. The SENCO is responsible for attending regular update meetings and briefings led by the Local Authority representatives and local schools. The team of Teaching Assistants also meet regularly with the SENCO. Key messages and essential information are communicated and shared with all staff members, regarding key pupils, intervention strategies, and relevant research and policies. All training is underpinned by research and informed practice that is known to have brought about success.

All staff have completed training on Autism Awareness.

**Q. How do we involve other bodies to meet the needs of pupils with SEND?**

- A.** Working in partnership is incredibly valuable. This includes working with the child's family as well as seeking advice and support from external agencies. If we feel a pupil needs more specialist help, we can seek advice from external agencies. When specialist support is required, the school will always discuss this with parents/carers and obtain your written consent prior to making a referral.

We work with the following agencies when required (but not limited to), to provide support for pupils with SEND:

- Autism Outreach Team
- Derbyshire Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- ISAS
- Compass Changing Lives

**Q. How do we secure and provide equipment and facilities to support pupils with SEND?**

- A.** Our school provides the majority of resources and facilities that are needed. These will include adapted tasks and/or scaffolds to support your child to access the learning, if this is their identified area of need. If your child has very specific additional needs, we may look into funding for your child. This will be discussed with parents individually.

**Q. *How do we evaluate the effectiveness of our provision for the pupils with SEND?***

**A.** Our SENCO with the Pastoral and Inclusion Manager meet regularly to review the progress of all pupils with additional needs. Pupils complete a one-page profile in consultation with the SENCO or class teacher. These are updated regularly to ensure the staff have the most up to date views of the child. They attend and provide training regularly to ensure the best quality support is provided to our pupils. We complete audits of our environment and complete regular staff training, which allows us to evaluate our practice and adapt it when/if necessary. The voice of the child is incredibly important to us and we meet with the School Parliament to listen to their views of the school. We also collect pupil's views during all monitoring types. The school has a SEND link governor, who provides strategic challenge and support relating to the school's offer.

**Q. *How will the learning and development provision be matched to my child's needs?***

**A.** All lessons are appropriately adapted to enable all children to access the curriculum and make progress. Teaching staff work with Teaching Assistants (TAs) and Learning Support Assistants (LSAs) to ensure that the needs of individual children are being met.

Children have Learning Passport/Behaviour Plans for both behaviour and learning; these plans inform teaching staff of individual student's needs, provide information from external agencies and strategies to help with learning.

**Q. *What facilities do we provide to help pupils with disability access the school?***

**A.** Our school is all on one level, therefore, there are no stairs. We have a disabled toilet which can be accessed with adult supervision. We offer an alternative place for the children to eat if they find the dining hall overwhelming. The school provides an agreed safe space for children to access when they need time to self-regulate. There is a hoist and large disabled toilet space in the Nest building. The school has carried out an audit using the Sensory Toolkit and has an action plan of how they will adapt the environment to ensure it supports pupils with additional needs.

**Q. *What steps have we taken to prevent pupils with a disability from being treated less favourably than other pupils?***

**A.** We are an inclusive school, which promotes diversity. Children in our school learn about inclusion from Reception. We do this through our PHSE lessons, reading books, Collective Worship, and role modelling. Our uniform policy has been reviewed and amended to reflect support for pupils who have additional needs or barriers to wearing school uniform.

**Q. *What is our school's Accessibility Plan?***

**A.** Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage

**EHCP**

**Educational Health Care Plan**

An EHCP is a legal document which sets out the amount and type of support children and young people with special educational needs and/or disabilities need. Assessments for EHCP's are carried out by the Local Authority following a referral from the school, where they liaise with parents and carers, the school and any other external support services which are already in place to ascertain if this more formal support is required. Once an EHCP has been agreed and put in place, the funding for this will continue with your child through their educational journey. Each EHCP is tailor-made, which is why it can take time to reach an agreement between parents or carers, the school and the Local Authority to get every plan just right for your child's unique requirements. Derbyshire now use IDOX, an online system to track the progress of an application. The EHCP and all relevant documentation will be on the online system.

**YC**

**Young Carers**

A young carer is someone under the age of 18 who looks after a relative who has a disability, illness, mental health condition or drug and alcohol problems. Once identified, young carers can access support, both within school, via our young carer lead, and externally.



**Frequently asked questions**

There are always lots of questions surrounding SEND Support and there are also many misconceptions too. Here are several questions and answers, which we hope will ease your mind and dispel any myths about SEND support.

**Q. *What do I do if I have a concern about my child?***

**A.** If you have a concern about your child, you need to make an appointment with our SENCO, Mrs Jones via the school office or on the designated email address:

senco@coton-in-the-elms.derbyshire.sch.uk

although we always encourage you to speak to your child's teacher first. You can make an appointment to see your child's class teacher or the SENCO by phoning 01283 761 361. Our Governing Board has a governor who is responsible for SEND.

The school follows what is called a "Graduated Response". This involves:

1. Assessing your child's needs. This is achieved with the Class Teacher and SENCO working together.
2. Planning a set of actions with appropriate interventions and strategies to help your child. These are recorded on your child's one-page profile and shared with parents, teachers and support staff.

3. Carrying out the plans and recording progress over a set amount of time.
4. Reviewing all the procedures that have taken place. These are evaluated along with the views of the child and parents.

Pupils with an EHCP have more detailed support plans drawn up, often by external agencies and involve formal Annual Reviews.

**Q. *How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?***

- A.** When your child is allocated a place at Coton in the Elms Primary School, the teacher will make contact with either their nursery or current school to discuss any details about your child. Reports and other information are shared with the SENCO to ensure the correct intervention is put in place.

When your child moves into Year One and beyond, they will take part in regular Reading, Maths and Spelling assessments. These outcomes, along with prior attainment information help to inform us of the support your child may benefit from.

Throughout their time at school, your child's progress will be monitored through regular data meetings, teacher feedback and teaching assistants observations. If the school thinks your child is not making progress, the class teacher and/or will contact you to discuss how to move forward in support of your child.

If you believe your child may have additional needs please organise a meeting with your child's teacher in the first instance. It would be helpful but not essential if you could bring any evidence to support your concerns.

**Q. *What type of Special Educational Needs do we support in school?***

- A.** We are an Inclusive school; therefore, we will always provide an opportunity for all children in our school. We have ambition for all, where we strive to provide children opportunities to develop their resilience, self-confidence and aspiration. We recommend that you walk around our school and meet with our Headteacher and SENCO to discuss your child's needs.

We have experience working with children with ASD, ADHD, Speech and Language delays, children in wheelchairs, and many more different needs.

**Q. *What are the admissions arrangements for disabled pupils?***

- A.** You are invited to phone our school and arrange a meeting with the Headteacher and/or SENCO. We can then discuss your child's needs. If you would like your child to join our school, we ask you to contact Derbyshire County Council Admissions and they will start the process for you. Once your child's place is confirmed, the school office will issue you with a starter pack of information, including forms for completion and return by yourselves.

**Q. *How do we assess and review pupil progress towards outcomes?***

- A.** All of our teaching staff are trained in assessing all children over the academic year. We use a range of assessments, such as formative and summative assessments. Pupils with SEND are assessed

against their identified area of need, (one or more of the four areas of need: cognition and learning; learning and interaction; sensory and other physical needs; social, emotional and mental health. We also assess the children using SEND Continuums; this enables teachers to track smaller steps of progress and enables children to see their success. Each child will have a Passport which is reviewed every six weeks by the class teacher and parents are informed of the reviews. Parents are invited to an extended Parents Evening, three times a year, where the progress of the children is discussed in more detail.

**Q. *How will school staff support my child?***

- A.** Your child will be supported in a variety of ways:

- All children have daily contact with their teachers and many problems/issues can often be resolved during school time, or children can be signposted to the appropriate person. These are known as Wave One Interventions.
- A graduated response to intervention is implemented and all teaching staff will support your child by providing interesting lessons appropriately differentiated when necessary.
- Additional intervention will be put in place as needed, this can include small groups or 1:1 in English and/or Maths support or in-class support
- The Pastoral Care and Inclusion Manager together with the Assessment Lead will monitor your child's academic/emotional progress and put in appropriate interventions, as agreed with the class teacher and SENCO
- Meetings with relevant external agencies are put in place for vulnerable children.
- Homework club during school will support your child with homework tasks.
- Nurture Groups are offered to children who we feel would benefit from additional PSHE support.

**Q**

**. *How do we support pupils to transition between phases?***

- A.** A smooth transition is an important part of our support for all children. Therefore, we have created Transition Booklets for all phases. Please see the documents on our school website for more detail.

When joining our school, your child will be invited to attend a transition session prior to their arrival. When moving to secondary school, enhanced transition sessions are provided and a member of staff will support pupils with this in the summer term before they leave Coton. All documentation about special needs included in a pupil's record is transferred between schools.

**Q. *How will I know how my child is doing?***

- A.** Parents' evenings with your child's teacher will give an insight into your child's progress. You will receive both mid-term and end-of-year reports to show your child's progress.

If your child has a Learning Passport or an EHCP you will have the opportunity to talk to their class teacher and SENCO about their progress and any concerns, you may have. The children's updated targets will be sent home each term so you know what we will be working on in school.

The school has a comprehensive reward system with stickers, merits points and rewards assemblies across the school.