

# SEN Information

Local Offer

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**Name of Education Provider: Cockington Primary School**

## 1. What special education provision is available at our setting?



**What do we do here to meet your needs?**

At Cockington our job is to ensure that your child achieves the very best they can, no matter what barrier there may be with their learning. Approximately one in five children will have special education needs at some time during their school career – this may mean having a learning difficulty and/or physical difficulty that makes it harder for them to learn than most children of the same age.

We have a team of staff who may be involved in supporting your child at Cockington. These include:-

- Your child's teacher – your first port of contact for any concerns. They are available to you at the end of the day and often through booked appointments and manage the day to day provision and education for your child.
- Teaching Assistants – who support all pupils in the class. We have several additional TAs who help support groups with their learning and/or maybe allocated to individual children with specific special educational needs.
- Licensed Thrive Practitioner & SEAL coordinator – Tanya Cunningham – who works with children who may be experiencing a particular period of trauma or emotional difficulty.
- Assistant to the Heads of Learning – Jo Hoare – who primarily works with child protection concerns, attendance issues and children with an emotional or social difficulty.
- SENCO – Philippa Roderick – who has the National Award for Special Educational Needs Co-ordination coordinates the provision of SEN in school and liaises with external agencies.
- The Academy Challenge Team as part of the Governance works with and monitors the role of the SENCo in school.
- Assistant Head with responsibility for pastoral care – John-Paul Sharman
- Headteacher – who has the day to day management of all aspects of the school, including special educational needs provision.

In addition we have a range of facilities and support that will be detailed below.

Children within school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve other staff in the school, staff who visit from Torbay's central services or staff who visit from outside agencies such as the speech and language therapy service.

## 2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

Cockington Primary School are an inclusive provider and will consider placements for any child aged 4 to 11 whose parents/carers wish them to join the school, regardless of their special educational needs, providing there is a space in that particular year group. The school follows the guidelines as set out in the Equalities Act 2010 and the SEN code of practice. If a child already has a statement of educational needs or an Education and Health Care Plan a meeting will be called during the application process for the parents and carers to discuss their child's needs and what specifically could be offered.

### 3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

As a school we follow the guidance set out in the SEND code of Practice 2001 (and its revised version 2014).

Class teachers will assess all children to identify their strengths, needs and any extra help they require. If they feel that they may need additional or different support than most children their age in terms of academic or emotional support, then with consultation with the SENCo they may be placed on the category of 'additional SEN support'. This will be shared with the parents of the individual through a setting up of an ISP (Individual Support Plan). For those children where the needs are more an assessment will be set up with the Educational Psychology Service.

For children new to the school and/or in the reception cohort there will be liaison with the nursery providers and previous schools. On entry to school at foundation stage a meeting is held with the parents to discuss their children and their specific needs with the class teacher.

Other ways in which concerns can be raised about the needs of a child maybe through liaison with external agencies, discussions with parents or a health diagnosis through a paediatrician. Often changes in behaviour can signal that something is amiss.

If your child's needs are complex or severe we may suggest that we ask the Local Authority for an Education and Health Care Assessment, which may lead to an EHC plans if there is sufficient evidence in place. (This replaces the Statutory Assessment of Special Educational Needs). This document will describe your child's SEN and the additional help required. This is a legal document. Parents are involved through all steps of this process

### 4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

The school recognises that parents have a crucial role to play in their children's education. For children new to the school and/or in the reception cohort there will be a meeting held with the parents to discuss their children and their specific needs with the class teacher. New children that join within the year are invited round and their parents asked to complete a form asking for any relevant information.

Of course as a school we welcome daily dialogue between parents, teaching assistants and parents on how a child's day has been. Home school diaries can also be set up if necessary.

Children throughout the school are regularly made aware of their academic targets. Where appropriate children are invited into annual review meetings and involved in setting the targets on their ISPs (Individual Support Plan). Parents will also be made aware of these. The school council has a proportional mix of children from the school whose views are frequently sought and have also been involved in taking a pupil voice to ascertain the views of children with special educational needs within the school.

Children are encouraged to express their views and worries with trusted members of staff. There are worry boxes positioned around the school where children can drop in a note sharing their worry, either by name or anonymously. These are then picked up by members of the senior team and dealt with appropriately.

To support children in sharing concerns, there is a link (whisper) on the home page of the website – Report an Issue- where children can contact members of the safeguarding team regarding worries.

The following websites may be useful in supporting families with online safety.

<http://parentinfo.org> (CEOP)

<http://www.net-aware.org.uk> (supported by NSPCC)

## 5. What is our approach to teaching children and young people with special educational needs?



### How will we teach you?

All staff believe that children having high self-esteem and feeling safe is crucial to their well-being. We have a caring, understanding team looking after our children and promoting resilience, cooperation and perseverance. All children are given recognition, praise and understanding

At Cockington we are very inclusive and believe that all children should be within the class as much as possible to grow and learn with their peers. We have an inclusion policy that states all children are treated equally. Through quality first teaching the curriculum is differentiated and personalised to meet the needs of and abilities within the class.

ISP's are used to identify specific activities and learning or development objects that will be fitted into daily practice.

Support staff are expected to be familiar with the medium and short term targets for children with SEN. They are expected to use teacher's planning and adapt it to suit the needs of the child. This might involve breaking work down into smaller chunks, initiating brain breaks, providing visual resources or supporting children in their organisational skills.

## 6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

All pupils in the school receive quality first teaching, from teachers with the highest possible expectations so that every child is challenged to the highest level. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Work will be adapted/differentiated to an appropriate level for all children and/or systems for support and scaffolding given e.g. key words, practical apparatus. All teaching is based on building on what your child already knows, can do and can understand.

All our classes are supported by teaching assistants, directed by the class teacher to work where the additional support is needed. All adults within the room will be aware of the child's needs and where advice from agencies has been sought this is followed through. Staff within our Early Years team and key stage one are trained in the use of Makaton and use this to help support the language development of all children.

As a school we are also improving our use of ICT in the classrooms including ipads and use these to help all children be included within the lessons.

## 7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

In Torbay there are many different external experts that can be called on to help, including the Early Years Advisory Teacher. They can also help the school access specialist equipment that might not be in the school originally.

There may be times when we might not have the resources and facilities to meet the specific needs of a child but every possible effort will be made to try and do so.

## 8. How is this provision funded?



Who pays for this?

The schools budget includes designated money for supporting children with special educational needs. The head teacher in conjunction with the school governors and school business manager decides on the budget on the basis of the needs of the children in the school. The majority of the funding provides our team of teaching assistants. The budget is allocated on a needs basis; those children with the most complex needs are given the most support.

Children with an Education & Health Care plan are allocated an additional amount of funding to meet the provision needed over and above their peers.

Some funding may come from the Pupil Premium – a set of funds allocated to schools to work with children registered for free school meals at any point in the last six years.

Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel. Schools are made accountable for how this money is spent.

All resources and support are reviewed regularly and changes made as needed.

#### 9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

Most additional learning support is planned and resourced by the class teacher. This may include:-

- Specific group work this may be run in or outside the classroom, most often, but not exclusively by a teaching assistant. This will be planned by the teacher and will focus on an area where there is a gap in understanding or development that the group has in common e.g. handwriting, phonics, maths and literacy boosters.
  - Specialist group work – Talkboost – small groups of children go out of the class to work on their communication skills with a teaching assistant. The school has invested in 3 different stages of TalkBoost which covers reception through to year 6. Children attend a 10 week course carried out 3 times a week. For more information see <http://www.ican.org.uk/talkboost>
  - Dedicated specialist speech and language provision is available for individual pupils. Assessments are made by the Speech and Language Therapist and a trained assistant carries out the programmes.
  - Dedicated specialist 'English as a Foreign' language support is provided for children who are having difficulty with English.
  - For children who need to develop their social and language skills the school is embarking on a Lego Therapy Intervention.
  - Individual support - this will be directed by the class teacher to focus on an area where there is a barrier to learning. This may be regular or just as a booster for a couple of weeks. In some cases children with severe or complex additional needs may have individual support to access all areas of the curriculum.
- Where interventions provided by the school do not have the desired outcome then specialist advice is sought.

## 10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

Firstly all staff involved with a child who may have emotional and social development needs are made aware of these.

Within each year group a designated teaching assistant runs SEAL groups (Social, emotional aspects of learning) giving children the chance to talk and build relationships. For those children who have experienced trauma or have gaps in their emotional development we have a 1:1 trained thrive practitioner who offers a programme of therapeutic intervention. For more information see <https://www.thriveapproach.co.uk/challenge/>

Members of staff are readily available for pupils to discuss issues and concerns. Where appropriate mediation sessions are carried out.

Some children also need support at lunchtime. Our Thrive practitioner supports a small group of Key Stage One children who need different provision at lunchtime. Older children within the school have access to a supervised lunchtime area where games and activities are made available and for some children an allocated worker provides a structured lunchtime best suited to a child's needs.

Those children known to find the school day challenging to manage have a school passport- this informs all staff working with these individuals of the triggers for emotional reactions and the best way to resolve these.

As a school we have a positive approach to behaviour with a clear reward system that is followed by all staff and pupils.

Attendance of every child is monitored on a daily basis and support given where needed. (See separate behaviour and attendance policies). For some individual children an individual positive reward system will be set up with opportunities for reward time. Working in partnership with parents is vital and parent contributions are welcomed and valued. For pupils with more complex emotional and social needs or where the provision has not yet impacted effectively advice may be sought from the Educational Psychology Service, Child and Adolescent Mental Health (CAHMS) and Chestnut Behavioural Outreach.

## 11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

We are aware that changing schools can be a difficult time for a child with special educational needs and try to ensure that all transition is as smooth as possible. All new children are encouraged to visit the school prior to starting and 'buddies' allocated when in class.

The EYFS teachers visit the nursery settings of each new cohort in the summer term so the children can see a familiar face. The majority of our children transfer from the adjacent Acorns pre-school, with which we have a fantastic relationship and set up a transition process. The SENCO attends the pre-school ILDP meetings in the run up to transition. The SENCo of the preferred secondary school is invited to all year 6 annual reviews and a transition package agreed once confirmation of the place has happened. Additional visits between both schools are agreed. The SENCo will attend the transition days to discuss the needs of your child with the secondary school.

When moving schools within primary all relevant information will be passed on to the new class teacher and phone contact made. In some instances a period of transition has been agreed with children having additional visits building up to a full days visit.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

We have regular opportunities to consult with support and health agencies through a multi-agency approach; which sometimes includes completing a Safeguarding Hub Enquiry Form to access support for the family as well as the child. The needs of the child will be discussed by those involved and advice given to support the child and their family. A range of support staff and midday meal supervisors have been trained in First Aid. Staff have also been trained in Epipen use.

Other professionals that might be involved;-

- **School Nurse** – works alongside us to advise and assess any medical needs. If a care plan is required this would be done alongside the nurse and parents and reviewed annually. The School Nurse also supports us with hearing tests.
- **Speech and Language Therapist** – works regular in school and alongside parents to help those children with speech and articulation problems. A referral can be made through the class teacher/SENco.
- **Educational Psychologist** – gives advice and completes assessments on children with special educational needs. A referral can be made after discussion with the class teacher and then SENCo; normally this is only with pupils who needs are felt to be quite considerable and have not responded well to previous intervention.
- **Outreach Support** –from specialist schools such as Coombe Pafford and Mayfield School who can offer advice. Behaviour support is also available.
- **Specialist Hearing and Visual Support** - to offer advice and keep up to date assessments of children with sight and hearing difficulties. Accessed through the NHS.
- **Your GP** – for any concerns that may be linked to a medical condition, your GP is the best person to offer advice and next steps. Please be aware that as an education setting we cannot diagnose a condition.
- **CAHMS** – Child and Adolescence Mental Health Services
- **Occupational Therapist**
- **Physiotherapist**
- **Visits from advisory teachers for hearing and sight.**

All information from outside professionals will be discussed with you, with the person involved directly or if this is not possible within a report.

### 13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

All children can attend extra-curricular activities and, where needed, additional support will be provided. This includes school trips, where a risk assessment will be carried out to ensure the health and safety is not compromised. It may be appropriate for a parent/guardian to be invited on the trip to aid supervision. In the unlikely event that it is considered unsafe for a child to take part in the activity alternative arrangements will be sought with the parent's consent.

A comprehensive list can be found on the website.

**14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?**



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

Children with EHC plans and a high level of additional need will have an ISP written by the class teacher. This will set out the provision agreed and measurable targets. These will be shared with parents, child and adults working with the child. If your child has not met the targets the reasons for this will be discussed, which may involve the target being adapted into smaller steps.

All information from outside professionals will be discussed with you, with the person involved directly or if this is not possible within a report. Children may move off the SEN register or indeed have their EHC plan removed if they have made sufficient progress.

Children with EHC plans will also have annual reviews arranged with all professionals involved.

**15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?**



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

The quality of practice is continuously reviewed with a yearly action plan set up. Specific interventions like Talkboost, Speech and Language and SEAL have an initial and post assessment to monitor the improvements seen.

Success of literacy and numeracy work will be assessed through an increased rate of progress and monitoring points and through informal and formal discussions.

The SEAL coordinator has half termly meetings with those involved with the intervention to discuss the impact it has had on the children within the groups.

Other ways of monitoring may include increased attendance and decreased behavioural incidents.

If a child is accessing any specific programmes the successes of this will be shared at annual or ISP reviews as well as parents evening.

## 16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

To ensure our staff have the skills and knowledge to support children with Special educational needs we access in house and external training provided by Torbay LEA and elsewhere as often as possible.

Recent training has included an inset for the Teaching Assistants on brain development of children and also Makaton and Talkboost. Professionals including the ADHD nurse and specialist speech and language outreach workers have been invited in to offer training to all staff. Many of our staff have received positive handling training. Staff are also trained to deal with any medical needs that may arise by the school nurse.

All staff are encouraged to observe the speech and language therapist and other professionals working with children within their class to ensure a thorough understanding of the children's needs.

Our Thrive practitioner is part of a community group from other schools that mentor each other and keep each other up to date on training.

The SENCo attends the majority of local network meetings to keep abreast of local initiatives and updates the staff and has also completed the National Award for SENCo's qualification at Plymouth University.

We have in place a lead teaching assistant who discusses training needs with the rest of the learning support staff and ensures all are up to date in their knowledge of the running of the school programmes.

In the academic year 2015 – 16 all teaching assistants have completed a Foundation for Teaching Assistants Training.

Several teachers and learning support assistants have attended ASD training and we have an Autism champion within the Mat who we seek advice from.

Members of staff have attended Lego therapy training and workshops on Dyspraxia.

## 17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

At Cockington the progress and attainment of all pupils is reviewed by the Senior Leadership Team. In addition the SENCo charts the progress of all children with special educational needs, at which time provision may be adjusted to meet identified needs. The school also has a meeting for writing, reading and mathematics on a monthly basis to ensure all children are making good progress. Teachers are held accountable for those children who are not.

You would normally be informed about your child's general progress and targets through the twice yearly parents' evenings and annual report.

At the end of each key stage (year 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). The results are published nationally. In addition in Year 1 children sit a phonics screening test, the results of which are shared with you.

## 18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

If as a parent you have a concern or complaint you should arrange a meeting with the class teacher in the first instance. If you feel the issue has not been resolved the next step would be to phone the school to arrange a meeting with either the head of Team or SENCo. In the event of a dispute, the school Governors, LA and head teacher will work closely with parents to resolve the matter.

Parents are also encouraged to seek advice from the Torbay Parent Partnership:  
[www.torbayppf.org.uk](http://www.torbayppf.org.uk)

## 19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

If you would like to know what provision is in place for your child or you have any concerns that your child has some additional needs please speak to your class teacher who can put a plan in place. If you are not happy that your concerns are being managed you should speak to the Team Leader for that age phase or SENCo, contactable through the school office.

If you are a new parent please ring the main school office to make an appointment with the SENCo or appropriate member of the leadership team.

## 20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

Parents seeking extra help at home for their children in terms of behavioural support can be referred by the school to social care and local authority support systems through the Early Help system. This may lead to access to parenting classes, the Family Intervention Team or the Intensive Family Support Service (see [www.torbay.gov.uk/torbaysearlyhelpoffer.pdf](http://www.torbay.gov.uk/torbaysearlyhelpoffer.pdf))

For children with a confirmed medical diagnosis a referral can be made to the Learning Disability Team who can tailor support around the more specific needs of a child.

School will also support parents who are referred to the Early Bird or Cygnet programmes by the NHS when a diagnosis of autism is confirmed.

If a young person with SEN has support from any of the above bodies communication will be sent between school and them. Invites will be sent to them for Annual Reviews.

## 21. Arrangements for supporting children who are looked after by the local authority and have SEN



### How do we help children who are looked after by Torbay Council?

The SENCo also acts as the Designated Teacher for Looked After Children. Torbay protocols are followed – with the child having termly Pupil Education Plans where both academic and social and emotional targets are set and reviewed.

Looked after Children are entitled to Pupil Premium Plus funding. This has been used so far to purchase books to help work on targets, handwriting resources and support towards extra-curricular activities.

Where possible the DT attends the Torbay LAC network meetings to keep up to date with any developments.