



Cotwall End Primary School

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## POLICY AND PROCEDURES

Title	Special Educational Needs and Disabilities Information Report
Purpose	This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential at Cotwall End Primary School.
Policy author	Mrs G Wilkes
File name and path	Staff>Staff>Policies> Special Educational Needs and Disabilities Information Report
Consultation	Presented to SLT: Presented to staff: Presented to governors:

Policy adoption				
Revision number	Date	Amendment	Revised by	Review date
1	1.09.18	Points 6 and 10 updated	G.Wilkes	1.09.19
2	1.09.19	No updates needed	G.Wilkes	1.09.20

Adopted by Governors	
Adopted by Staff	
Signed by Chair of Governors/Headteacher	

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.**

This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Key

SEN- refers to the Special Educational Needs team

SEND- refers to a pupil with Special Educational needs and/or Disability

Regulation	Question from/to parents/carers ?	School response
1. The kinds of Special Educational Needs and Disability that are provided for.	<i>What are the kinds of SEND for which provision is available at Cotwall End Primary?</i>	<p>At Cotwall End Primary we adopt the definition of SEND as Children are identified as having SEND as stated in the Special Educational Need Code of Practice 0 – 25 Guidance 2014 when they have a significantly greater difficulty in learning than the majority of children the same age.</p> <p>At Cotwall End Primary we support students in the four broad areas of SEND:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction.</li> <li>• Cognition and Learning.</li> <li>• Social, Emotional and Mental Health difficulties.</li> <li>• Sensory or Physical difficulties.</li> </ul>

<p>2. Policies for identifying and assessing the needs of pupils with SEND, including the name and contact details of the SENCo.</p>	<p><i>How do we know if a pupil needs extra help? Who is the SENCo and how can she/he be contacted?</i></p>	<p>At Cotwall End Primary School all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. The learning and attainment of all pupils is closely monitored on a regular basis by the class teacher and the Senior Leadership Team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and learning style that needs to be applied. Class teachers may seek support from the SENCO and the Senior Leadership Team.</p> <p>Some children need educational provision that is additional to or different from that made generally for other children. Where it does appear that a child does have SEND, parents will be formally advised of this and added to the SEND Support List. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is in place to remove barriers to learning and facilitate progress from individual starting points.</p> <p>The support provided by the school consists of a four part cycle:- Assess, Plan, Do, Review.</p> <p>Targeted interventions are planned, delivered and evaluated where appropriate, for pupils with SEND this may include small group or individual work.</p> <p>SENCo is Mrs Gemma Wilkes telephone number 01384 818730</p>
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<p>3a. Arrangements for consulting with parents of children with SEND and involving them in their child's/children's education including assessing and reviewing their progress towards outcomes.</p> <p>3b. Arrangements for consulting young people with SEND and involving them in their education</p>	<p><i>How will I know how my child is getting on in school?</i></p> <p><i>How will Cotwall End Primary listen to and involve my child, with SEND, in planning for their education?</i></p>	<p>All pupils including those with SEND are assessed on a regular basis. Teachers formally assess and review progress and attainment at least three times a year which is communicated to parents through Parent Consultation Evenings, SEN reviews and provision mapping. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of pupils and their parents. The SENCO alongside the class teacher and in consultation with parents and pupils will revise the targets and provision based on the pupil's previous progress and development.</p> <p>At Cotwall End Primary pupils are encouraged to talk about their education, the provision they receive and feed into their provision plans, ownership of their targets is an important part of the assess, plan, do and review cycle. For statutory annual reviews of EHCPs (or Statements), pupils are invited to attend alongside professionals and their parents/carers if it is appropriate.</p>
<p>4. The school's arrangements for supporting pupils in moving between phases of education and preparing for adulthood</p>	<p><i>How will the school prepare and support pupils with SEND when joining Cotwall End Primary or transferring to a new school or post-16 provision?</i></p>	<p>For SEND pupils joining Cotwall End Primary from another setting we ensure relevant information is collected from the child's previous setting. Where appropriate the SENCO will meet with the SENCO from the previous setting in order to set short term targets that are appropriate for the pupil. Staff training is put into place if appropriate based on the information collated.</p> <p>Additionally to the details listed in section 2 there is a strong transition package from KS2-3 for pupils with SEND. The class teacher in Year 6 has detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases the SENCO meets with Secondary SENCO's to discuss the Special Educational Needs of individual children moving to Year 7. All records are passed onto Secondary SENCO's. Where appropriate, further meetings between school and home may</p>

		take place and an enhanced transition may be arranged
5. The school's approach to teaching pupils with special educational needs	<i>How do staff help pupils with SEND?</i>	<p>All teachers are teachers of pupils with SEND. All staff have high expectations of all pupils, including those with SEND. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO. There are a range of internal interventions that are implemented when needed, additional to this are external agencies that offer specialist provision/support as necessary. The Head Teacher continues to ensure that funding is readily available to provide an appropriate level of support for pupils with SEND</p>
6. How the school adapts the curriculum and learning environment for pupils with special educational needs	<i>How will the curriculum be matched to my child's needs?</i> <i>How accessible is the school environment</i>	<p>All pupils follow an appropriate age-related curriculum. There are a small number of pupils who have a more personalised curriculum to match their individual needs, interests and abilities. This may be from a different year group's programme of study. Their progress is then measured towards the relevant year group's end of year expectations. Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff. We have a range of different facilities to help SEND students throughout our school including hand railing for steps.</p>

<p>7. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>The school's Continued Professional Development Programme addresses emerging needs and is regularly reviewed. This programme may adaptation of resources and activities, with the aim that all pupils can access the lessons fully. Staff who are new to the school follow an induction programme which includes training and information on pupils with SEND. Training if necessary is organised by the SENCO. The SENCO has a National SENCO Qualification and is a member of the school's senior leadership team. The SENCO is also the Assistant Headteacher.</p> <p>We have a strong team of Teaching Assistants and within this team there are staff who have a range of experience and training, covering various SEN needs including; NVQ Level 2/3 qualifications, child protection, first Aid, support of students with physical and sensory difficulties, speech and language difficulties, social emotional and mental health difficulties, intervention programme training. Cotwall End Primary buys into appropriate local authority traded services including Educational Psychologists and Learning Support Service.</p>
<p>8. Evaluating the effectiveness of the provision made for pupils with SEND</p>	<p><i>How will parents know that their child/children are making progress? How is provision evaluated?</i></p>	<p>In addition to details in section 2 and 3 at key times during the school year, following teacher assessments the SENCo uses this and other relevant data to complete the cycle of assess, plan, do and review in relation to specific interventions for those pupils with SEND receiving additional support. For some pupils this will involve external agencies for example, Learning Support Service, SALT, Occupational Therapy, Physical and Sensory. During the review progress all the data is shared with parents. For statutory annual reviews of EHCPs (or Statements), pupils are invited to attend alongside professionals and their parents/carers.</p> <p>For all pupils, including those with SEND, Teaching, learning and assessment are evaluated at a departmental and leadership level, this includes lesson observations, work scrutiny,</p>

		monitoring/feedback from support staff. Termly reports are given to the schools Governing Body so they have the opportunity to review and evaluate the provision for pupils with SEND.
9. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<i>What social, before and after school, and other activities are available for pupils with SEND? How can my child and I find out about these activities? How will my child be included in activities outside the classroom, including school trips?</i>	A range of academic, sporting and other extra-curricular clubs are available at Cotwall End Primary. These are open to all pupils, including students with SEND. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs and the reasonable adjustment which may need to be made can be discussed if they wish to join such a trip. Risk assessments and health care plans are taken into account before school trips are booked.
10. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<i>What support will there be for my child's overall wellbeing?</i>	At Cotwall End Primary we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. There are members of staff who are able to provide pastoral support, these include: class teachers, phase leaders, SENCO, the pastoral lead, senior leaders, classroom teaching assistants and school health advisor. Excellent relationships have been established with a number of external agencies for example: Speech and Language team, Autism Outreach, CAMHs, Hearing/Visual Impairment service, Dudley Learning Support Service, and Dudley Educational Psychology Service. At Cotwall End we have a nurture suite, which includes 'The Hut' where our pastoral lead undertakes 1:1 and small group interventions. There is also a sensory room for pupils, which is an excellent space for interventions to be delivered.
11a. How the governing body involves other	<i>What specialist services and</i>	Cotwall End Primary can access a range of services including:-

<p>bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p> <p>11b. Pupils with SEND who are also looked after.</p>	<p><i>expertise are available at or accessed by the school?</i></p> <p><i>Is there anything different for LAC pupils?</i></p>	<p>Children's Services, Educational Psychologist, Speech and Language Service, Occupational Therapy Service, Autism Outreach Service, Learning Support Service, Physical Impairment and Medical inclusion Service, Hearing Impairment Team, Visual Impairment Team, Learning Support Service; physiotherapy, school health advisors, counselling service, SENDIASS, behaviour outreach, Specialist Early Years Service. These services are contacted when necessary and appropriate, according to the individual pupils needs. The school works closely with Dudley LEA and uses the Early Intervention/Help process when appropriate to do so.</p> <p>The designated Safe Guard Lead and Headteacher, Mrs Claire Williams, updates the Governing Body, on a termly basis about the needs and progress of all pupils who are looked after, this includes any who have SEND</p>
<p>12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>The Dudley local offer pages provide information on a range of support services:</p> <p>Dudley MBC Local Offer information: <a href="http://www.dudley.gov.uk/resident/localoffer/">http://www.dudley.gov.uk/resident/localoffer/</a></p> <p>Dudley SEN Team, Westox House, Dudley MBC, Phone: 01384 814214.</p> <p>Website at: <a href="http://www.dudley.gov.uk/localoffer">www.dudley.gov.uk/localoffer</a>.</p> <p>Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number: 01384 236677</p> <p>Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS</p> <p><a href="http://www.dudley.gov.uk/resident/learning-school/parentalsupport/dudleysendiass/">http://www.dudley.gov.uk/resident/learning-school/parentalsupport/dudleysendiass/</a></p> <p>Connexions is an organisation which is able to offer advice on learning and work opportunities:</p> <p>Call: 01384 811400</p> <p>Email: <a href="mailto:Connexions@dudley.gov.uk">Connexions@dudley.gov.uk</a></p> <p><a href="http://www.connexionsdudley.org/">http://www.connexionsdudley.org/</a></p>



		Child and Adolescent Mental Health Service( CAMHS): <a href="http://www.dwmh.nhs.uk/child-adolescent-mental-health-servicescamhs/">http://www.dwmh.nhs.uk/child-adolescent-mental-health-servicescamhs/</a> Young Minds <a href="http://www.youngminds.org.uk/">http://www.youngminds.org.uk/</a>
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Dudley MBC Local Offer information: <a href="http://www.dudley.gov.uk/resident/localoffer/">http://www.dudley.gov.uk/resident/localoffer/</a>
14. Arrangements for handling complaints from parents of children with SEND about the provision made at the school	<i>What do I do if I feel my child is not having their needs met?</i>	In the first instance parents/carers should contact the school to raise their concerns to any member of staff but preferably to the SENCO. This can be by telephone or letter. There is a complaints policy available on request or on the website.

**Signed (Head teacher)..... Date.....**

**Signed (SEND Governor)..... Date.....**

**Signed (SENCO)..... Date.....**