



‘SEND INFORMATION REPORT’

Updated	Sep 2021
Review	Sep 2022



With God's help we CARE - BUILD - FOLLOW - THINK

School Information

Cottingham CofE Primary
Berryfield Road
Cottingham
Market Harborough
LE168XB

Specialism: Primary 4-11

www.cottinghamprimary.co.uk

01536 771391

Follow us on twitter @CottinghamCofE

Head teacher: Mr Ashley Scott BEd Hons, NPQH

head@cottinghamprimary.co.uk

SENDCo: Mrs Kate Freeman, BSc Hons, PGCE

kfreeman@trinityprimary.org.uk

Inspection details

Date of last Ofsted inspection: 3rd October 2018

Outcome of last inspection: **'Good'**

Date of last SIAMs inspection: 15th November 2017

Outcome of last inspection: **'Requires Improvement'**

The school is a calm and welcoming learning environment. Classrooms are busy places where pupils now behave well and work hard - Ofsted



Teachers inspire pupils to learn and make them want to show what they can do - Ofsted

Pupils say that lessons are both challenging and exciting, making them want to pay attention. Teachers assess pupils' work well and are clear about what they want pupils to know - Ofsted

How do we support a parent/carer with a concern about their child's learning?

In accordance with our ethos and with God's help, **caring, building, following and thinking** lie at the heart of our school. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's class teacher. This may then result in a referral to the school SENDCo, Mrs Kate Freeman.

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- parent days held to discuss progress of all children including those on the SEND

register

- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.



Teachers deal with parents in a sensitive way, understanding that it can be difficult.

Parent's day is used to discuss progress. Email contact for staff available and staff are accessible. Pastoral care also accessible.



Identifying children who may need extra help

The benefits of Early Identification are widely recognised. Class Teachers will use their assessments to identify pupils whose progress:

- Is at a significantly reduced rate than that of their peers.
- Fails to match the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Each child's progress is reviewed regularly through the use of informal and formal assessments throughout the year. We also meet regularly as staff to discuss the progress of each individual child.

Our first response to a pupil's learning will always be quality first teaching which will be differentiated to support areas of difficulty. If the gap continues to widen, the pupil will be monitored by gathering evidence related to their progress this will include the views of the parents and the pupil. During the information gathering period, interventions will be put in place to secure better progress and concerns will be referred to the school SENDCo.

If a pupil continues to make less than expected progress or continues to work at levels substantially lower than that of their peers, despite support and interventions then an external agency may need to be involved. The SENDCo will work in conjunction with the class teacher to gather evidence and decide which external agency would best fit to suit the individual needs of that pupil.

Formal parent consultations are held in the autumn and spring terms and parents also receive a written report in the summer term. If, however, there are any concerns about a child's progress between these times, teachers will contact the child's parents. Parents are also encouraged to speak to their child's class teacher if they have concerns regarding a child's progress.

Our arrangements for assessing and reviewing children's progress towards outcomes

The quality of classroom teaching provided to children with SEND is regularly monitored and reviewed to ensure that all children have the opportunity to make progress.

Children are only identified as SEND when it is clear that their needs require intervention which is "additional to" or "different from" the curriculum for all of our pupils in school which is delivered through carefully planned, high quality teaching.

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the Headteacher, SENDCo and every class teacher.

As part of our teach, plan, assess, review cycle, the progress of pupils with SEND is closely monitored and additional meetings between teaching staff and the SENDCo ensure that impact of interventions is measured in a timely way.

When there is a concern about progress of the needs of the pupil the following steps will be taken:

- The class teacher will discuss this with the SENDCo.
- Parents will be contacted for a discussion about appropriate next steps.
- Specific, measurable, achievable, realistic and timely (SMART) targets will be put in place for the child to work towards as part of an individualised learning plan (Pupil Passport)
- Intervention/support will be put in place to meet the child's needs (where possible)
- If additional funding is required to meet the needs of a pupil, the SENDCo will discuss the process with parents and ensure that they and the child are fully involved in the application and assessment process.
- Review meetings will evaluate intervention and support given and next steps decided upon.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. We also have several evidence based interventions that can be adapted to meet the pupil's individual needs.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and

exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- For some pupils with special educational needs, monitor their success at achieving the targets on their Pupil Passport.

My son has a clear understanding of the purpose of his interventions and is proud to share his achievements and show others what he can do.

Special Educational Needs and Disabilities provided for in our school:

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- ADHD
- Dyspraxia
- Visual Impairment
- Hearing Impairment
- Physical Impairment
- Medical Needs impacting on learning
- Significant speech delay
- SEMH

The school has easy access for all disabilities. The Pastoral lead worked with my child and was able to calm down any situations.

Because of 1:1 daily, the improvement that my son made within the first 4 months of being at school was astonishing and his confidence began to flourish.

When my son started at Cottingham CofE he was struggling with his speech and language. He attended regular speech and language therapy sessions. Although still struggling in EYFS, the class teacher worked closely with him every day to help him make progress.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority (where appropriate) to ascertain the suitability of our provision. As a mainstream school, it may be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

How children with SEND are supported to engage in activities available with children in the school who do not have SEND

"We are a Christian school serving our local community, which seeks to reflect in our life and work the example and teaching of Jesus Christ as set out in the Gospels.

"This is my commandment: Love each other in the same way I have loved you" John 15 verse 12

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

Our first priority is to make your child's learning experience as positive and supportive as possible. Our curriculum is fully inclusive and pupils with SEND will receive appropriate scaffold or support to enable them to access the same learning as their peers. Teachers will use a range of classroom-based strategies to ensure all teaching is of the highest quality and every child will have access to a supportive environment with teacher and TA support and a range of activities that will support and stimulate them. All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their individual needs.

Teachers will use appropriate visual timetables, checklists and personalised success criteria to support your child and they will learn in a dyslexia-friendly environment

e.g. word mats and dyslexia-friendly resources. We also offer small group or 1:1 support from a TA or class teacher, modified resources and an individualised curriculum where necessary.

If needed, we can provide quiet areas to enable children to focus, support for children to enable them to participate in school trips or residential visits and strategies to develop independent learning. We also offer visual support (e.g. sequenced pictures, mind maps) and scaffolding (e.g. writing frames, story maps, task plans) to provide a support structure to help children to complete a task and we ensure pupils have accessible resources readily available in the classroom that they can fetch if they need them.

Open-ended challenges are always provided to promote deeper thinking and independent learning.

Our teachers are happy to discuss these strategies with you and how you can use them to support learning at home.



My son is **treated the same as everyone else. He has had access to tennis and local visits for example.**

We are fully committed to promoting equal opportunities throughout the school and children with SEND have access to the same clubs and activities as those children without SEND. Risk assessments are carried out and the same opportunities are offered to children with SEND who may need additional support with the activity.

We recognise that children are individuals and they learn in different ways and different paces.

Our school is an inclusive school and we offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow.

Children's needs are identified in the termly pupil progress meetings and resources are allocated to need. All the interventions at our school are delivered by staff who have had experience in delivering these. The provision in these groups is overseen by our SENDCo.

We endeavour to fully engage all learners and ensure that children with SEND are also included by varying the teaching methods and resources that children can use, e.g. use of different colour paper (typically for those children with dyslexia traits); using alternative means of recording if handwriting is an issue; visual resources are provided for those children who need extra visual support e.g. use of concrete maths apparatus, pictures to support vocabulary used in lessons etc.

The Headteacher decides on the deployment of resources for Special Educational Needs, in consultation with the SENDCo on the basis of needs in school. By using information about SEND in school, they decide which resources, training and support are needed.



How do we provide support for improving emotional and social development including pastoral support?

We believe that children need to be happy and feel secure to make progress, and have a range of options available to support children's wellbeing. These include strategies to reduce anxiety and to promote emotional wellbeing (including communication with parents); individualised programmes of support implemented consistently by all staff so the child knows there is always someone they can speak to and seek support from.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum that aims to provide the children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We also ensure that children understand the importance of online safety and how they can manage their emotional well-being online.

However, for those children who find aspects of this difficult we offer:

- Lunch time and play time support from adults (e.g rest breaks)
- Child led Well Being champions 'Magnificent Minds.'
- Small group opportunities to develop social interaction skills
- Access to external agencies and professionals
- Centrally located worry box
- Classroom reflection areas
- Nominated spaces inside for reflection/quiet time
- Sensory garden available for reflection/quiet time
- Yoga/mindfulness sessions offered to child and parent

At Cottingham C of E Primary School, we also have a full time Pastoral Leader who supports children in school. If required, we have a School Nurse that we can contact for additional support and advice.

We also offer [Early Help Assessments](#) for families who need support.

Our school benefits from a Behaviour Policy which promotes recognition of good behaviour and positive praise and this is consistently applied in each class. In respect of Anti Bullying, there is a policy in place which has been drawn up by staff and children and is accessible to parents via the website.

What is our expertise in school to support children with SEND and how do we secure specialist expertise?

Our SENDCo holds the National SENDCo accreditation and is also a Dyslexia Specialist Teacher & Assessor (OCR Level 7 Specific Learning Difficulties (Dyslexia)). Within the

school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

Specific training needs for staff will be identified and met through the appraisal/performance management process.

All staff are able to access training which will best equip them to cater for all pupils regardless of SEND or ability. If extra training is required to meet a particular pupil's needs, the SENDCO/Head teacher will inform the member of staff of the relevant training and ensure their participation which will then be cascaded to all staff where possible.

Training sessions (CPD) pertaining to SEND are offered to staff when a particular need arises. These include:

- Epi-pen and Asthma
- Emotional Wellbeing
- Team Teach Training
- Speech and Language Training
- Autism Training
- Dyslexia Training



If training is not offered or taken up by staff then we would seek outside expertise to work with the staff and/or children.

We are very fortunate to have a full time Pastoral Leader who is an active part of the local peer group and keeps up to date of all the latest developments and training to support children with social and emotional difficulties.

We regularly work with a range of professionals including Educational Psychologists, specialist teachers and Speech Therapists. We follow the strategies and programmes provided to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support).

As a school we can provide:

- A wide range of English and Maths small group interventions delivered by class teachers and teaching assistants,

- ICT support in the form of reading, phonics and maths programmes
- Social skills programmes delivered by teaching assistants
- Emotional Literacy Support
- Drawing & Talking sessions

Our environment is designed to support children with individual needs, where possible, e.g. visual timetables, individual workstations etc. as required.

We may also draw upon external support services to help support your child with more specific needs, including Autism Outreach support, Educational Psychology Service, Speech and Language Therapy, JoGo Behaviour support services and CAMHS. We are also supported by the advice from our Trust SEND consultant, Natalie Packer.

Our arrangements for supporting children in moving between phases of education and in preparing for adulthood

Extra transition days to Secondary school have been organised. These were valuable as I don't think my son would have coped with Secondary school. He was able to get to know the staff and layout.

I feel that my son has been encouraged to achieve the best of his ability with reasonable adjustments being made to support this. At a time when schools are under constant pressure of data, I feel that my son continues to be pushed to achieve in line with his peers.

We encourage all new children and parents to visit the school prior to starting and we work to ensure smooth transition from pre-school into school and from primary school into secondary school, as well as between classes while within the school.

For children starting in Reception, a series of visits for children are planned throughout the second half of the Summer Term. Parents/carers are also invited to a meeting at the school in order to provide them with a range of information to support them in enabling their child to settle into the school routine.

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on securely and all needs are discussed and understood.

When a pupil with SEND is due to transfer to the next phase of education e.g. at the end of Year 6, the SENDCo will arrange for all pupils with SEND to have additional visits where their questions can be answered in a small group situation. All the information on the specific details of the individual needs of the pupil will be communicated to the next school's SENDCo or Learning Support Department and a meeting with the parents will be arranged so that their concerns can be addressed.

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

At any point when a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.

Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable children at the end of the primary stage of education.



The school has remained involved in EHA meetings even though my child now attends Secondary school.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we do not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

In the event of any concerns about your child or our school's provision for children, parents should in the first instance discuss their concerns with their child's class teacher. Any concerns that have not been addressed by this should be taken to the Headteacher. The school's Academy Governance Committee is the final point of contact. The Chair of the Academy Governance Committee, Mr David Sharman, can be contacted at dsharman@cottinghamprimary.co.uk

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

Parents may also wish to visit the following websites:

- Northamptonshire County Council's Local offer, outlining services available for children who have SEND:
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>
- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children with SEND and will direct visitors to their nearest IAS service: <http://www.iassnorthants.co.uk/>

The EYFS teacher recognised my son's mathematical ability but understood that he found recording difficult so she found alternative ways to evidence this.

Overall, I feel that staff consistently support children to achieve their full potential and find ways of demonstrating what the child can do without putting children under pressure.

'Living the Cottingham CofE Values each day.'

I cannot praise the school and teachers enough for the time and effort that they put into my child's development.

In year 2, the teacher discussed using a scribe as she recognised that my son's reading comprehension was stronger than would have shown if he needed to write lengthy answers.

As a staff team, they are eager to learn, they asked the school nurse lots of questions and did well at the epi-pen training.



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