

## **SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT**

### **What kinds of special educational needs does the school/setting make provision for?**

Costock Primary is a mainstream school that aims to be as inclusive as possible. We strive to ensure that all pupils, regardless of their needs, make the best possible progress in school. This includes children with a variety of physical needs including wheelchair and oxygen, children with specific learning difficulties such as dyslexia and those with specific conditions. There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.

### **How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

Staff at Costock seek to identify the needs of pupils with SEN as early as possible. This is done most effectively by gathering information from parents, education, health and care services and early years settings where applicable.

Where SEN is identified prior to a child starting school we will work very closely with all the parties involved to ensure that the needs of the child are understood and a clear transition plan is in place.

We monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their potential.

Any concerns that a parent has about a child should be shared with their class teacher. Concerns will be then be logged for future reference. The school will monitor the child as appropriate and gather any relevant information. Any concerns will be discussed with parents informally or during parent's evening, although the child will not automatically placed on the SEN register at this point. If appropriate the (Special Educational Needs Coordinator) SENCO will be consulted for support and advice.

If your child has a diagnosis, Inclusion Support Service or other agencies may inform our school about a forthcoming admission of a child with Special Education Needs and Disabilities (SEND). When children transfer from other schools full information about SEND is passed to us.

### **How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?**

Reviews of a child's progress will be undertaken regularly. The review process will evaluate the impact and quality of the support and interventions and is monitored through the regular and rigorous evaluation of performance data. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

This is monitored by the SENCO and any gaps in learning are quickly identified allowing for early intervention and support. Staff make ongoing assessments regularly and keep parents informed about progress at review meetings and parent's evenings.

Interventions are tracked monitored and assessed in terms of impact on learning to ensure progress is made. The SENCO is responsible for monitoring the effectiveness of interventions and supports teachers in their reviews and evaluations

### **How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?**

School knows how all children are doing through termly evaluation of performance data, evaluation of intervention, evaluation of behaviour logs and through dialogue with pupils, parents and other involved adults. Ways in which you are able to support your child will be communicated informally by the class

teacher or through parent's evenings, structured conversations and Individual Education Plan (IEP) reviews. Our school welcomes and supports feedback from parents/carers in order to improve our provision.

### **What is the school's approach to teaching pupils with special educational needs?**

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from specialist SEN services where appropriate. We believe in the importance of good quality classroom teaching. We supplement this with carefully planned small group and 1-1 interventions that may take place outside of the classroom. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary which takes into account the wishes of the child and their parents/carers. Where possible pupils with SEND will be taught alongside their peers. Where this is not possible, the SENCO will consult with the pupil and parents alternative arrangements which is in keeping with the wishes of the pupil and parents.

### **How will the curriculum and learning be matched to my child/young person's needs?**

The curriculum will be adapted to each child which will be determined by their level of need. This will include setting aspirational targets for the child to ensure potential is reached. Regular training and learning for all staff will ensure developments in policy and practice and new approaches in supporting children with SEND are embedded in teaching practice. Regular contact and communication with parents/carers will support the creation and development of a curriculum matched to a child's specific need.

### **How are decisions made about the type and amount of support my child/young person will receive?**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning: **Assess, Plan, Do Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

For further details please access our SEND policy via the school's website.

### **How will my child/young person be included in activities outside the classroom, including school trips?**

The school curriculum is regularly reviewed by the Head to ensure that it promotes the inclusion of all pupils. Reasonable adjustments will be made to ensure children access extra-curricular activities and school visits. This may involve 1:1 Teaching Assistant (TA) support if required.

### **What support will there be for my child/young person's overall well-being?**

We strongly believe that there is more to a child's time at school than their academic progress and therefore we aim to ensure their overall well-being. This is done through sensitively managing their needs and may include 1-1 support, time with a trained counsellor, the setting up of a 'circle of friends' or if necessary a referral to Child and Adolescent Mental Health Services (CAMHS) for specialist support.

### **Who is the school/setting's special educational needs coordinator (SENCO) and what are their contact details?**

The school SENCO is Jane Mellor who can be contacted on 01509 842326 or via

[office@costock.notts.sch.uk](mailto:office@costock.notts.sch.uk)

### **What training have staff supporting special educational needs had and what is planned?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. We ensure the appropriate staff are trained for any specific medical or emotional needs of a specific child, as well as more generic training including dyslexia support and Makaton signing. As a staff we have regular training and updates of SEND issues, including medication use and resources and interventions available for our pupils in order to ensure all staff are have the confidence and are able to support pupils with SEND.

Our school is a member of the Rushcliffe Learning Alliance (RLA) and staff have access to a variety of training through the Alliance.

### **What specialist services and expertise are available or accessed by the setting/school?**

As a school we will work with any external agencies that we feel are relevant to individual children's needs within our school, these currently include:

- The Rushcliffe Primary Behaviour Partnership (specialist behaviour support)
- Health services - School Nurse
- General Practitioners
- Pediatricians and the Speech & Language Therapy service
- Ventilation Team
- PDSS (Physical Disability Specialist Service)
- OT (Occupational Therapy)

We also work with Social Care, Educational Psychologists and trained Counsellors for children. Parental consent is required for specialist support.

### **How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?**

This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises a secondary school and its feeder primary schools). For those with severe and complex needs, additional funding is retained by the Local Authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding the SENCO will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process, and other agencies, should this be considered necessary.

Facilities and equipment would be adapted to meet the child's needs through consultation with the parents/carers, school child and Local Authority.

### **What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?**

This process ensures regular and frequent communications with all specialists involved with a child.

### **What are the arrangements for consulting young people with SEN and involving them in their education?**

At Costock we create an environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupils are also interviewed

by the staff in order to ascertain their views about their learning experience. Pupil participation is encouraged throughout school; for example, access to wider opportunities for participation in school life e.g. membership of the School Council, school performances, residential trips, sports teams etc. We value and celebrate children being able to express their views on all aspects of school life.

### **What do I do if I have a concern or complaint about the SEN provision made by the school/setting?**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak with the SENCO, who will try to resolve any difficulties and also be able to advise on the school's formal procedures for complaint.

The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

### **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The school strives to build strong working relationships and links with external support services in order to fully support our SEN pupils, aid school inclusion and provide support for parents. Through the structured conversation process services will be discussed and involved in order to meet the needs of a child and family with SEND. There is also a school governor who has the responsibility of specifically overseeing SEN within school.

### **How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?**

Costock works closely with a wide range of organisations and services and is able to refer children to relevant agencies that provide additional support. Further information is available through Nottinghamshire SEND Local Offer.

### **How will the school/setting prepare my child/young person to:**

- i) Join the school/setting?
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?
- iii) Prepare for adulthood and independent living?

Where appropriate, children with identified needs will be supported with school transitions through liaisons with parents, support agencies and key staff from both settings. Where a child has identified needs prior to joining Costock every effort is made to ascertain the exact nature of their needs and the support necessary to enable them to thrive in school. On occasions this may mean employing additional staff or engaging in additional training. At points of transition within school and between Y6 and Y7 all information gathered on a child, and in particular successful strategies, are shared with the new setting. Our curriculum for pupils with SEND is adapted to include real life situations on an individual basis. This may include regular trips to local shops or farms to support real life learning and encourage independence.

### **Where can I access further information?**

Further information can be obtained by visiting the school website or by contacting SENCO Jane Mellor