



Cockwood School SEND School Offer

2020-21



- Introduction

- Our SEND Information Report has been produced as part of the Devon local offer www.devon.gov.uk/send for learners with Special Educational Needs and Disabilities (SEND). It is a legal requirement for this information to be published on the website in line with the new Children and Families Act .
- Cockwood Primary School is a small mainstream primary school where we believe in participation for all and we are committed to offering an inclusive curriculum and culture to ensure the best possible progress and outcomes for all our pupils whatever their needs or abilities. Our school vision reflects this ethos, where we aim to provide a happy and stimulating environment where all adults and children feel valued.
- At Cockwood we have a very committed team working together to ensure all children achieve their potential. We work hard to create a learning environment that is flexible enough to meet the needs of all pupils and regularly monitor and assess their progress through regular team, staff and governor meetings.

- At Cockwood School the Special Educational Needs coordinator (SENCo) is Holly Hilliard
- The SEND governor is Tania Weeks
- The Head Teacher is Lorraine Curry
-
- **SEND= Special Educational Needs and Disabilities**
- **SEN= Special Educational Needs**



• What is SEN?

- The SEND code of practice: defines SEN as:-
 - " A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - Have a significantly greater difficulty in learning than the majority of others of the same age: or
 - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."
 - If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.
 - There are four primary areas of Special Educational Needs and Disabilities (SEND) as set down by the department for Education:-
 - Communication and Interaction
 - Cognition and Learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
 - If a child has SEND, then their needs will fit into one or more of these categories.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

- Those staff that work regularly with a child soon become aware as to the progress of a child's learning and any other difficulties they may have, through continued assessment and regular observations. Initially this may be monitored by the class teacher. Certain interventions within the class are sometimes the only support the child may need. However, should there not be any improvement, the SENDCo is usually approached and support is planned to identify and address any barriers to learning through the graduated response approach (Plan,Do,Review). Outside agencies and specialist support services may also be accessed for further advice.
- If a child has been through two cycles of the graduated response and the school based provision is not having the desired impact, then the child may be placed on the school's SEND Register with the aim of seeking further support. Children can be removed and re-added to the register.
- At all times, should any of the above take place, the child, parent/carer and relevant teacher are all involved in the process.

If you think your child may have SEND your main point of contact at school should always be your child's class teacher, who will be able to discuss your concerns. If you need to speak with other staff members, such as the SENDCo, then the class teacher will be able to help you arrange this.

If a child transfers from another school any SEND information should be provided to us.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Careful and regular monitoring, at least officially once every half term and generally on a daily basis through classroom activities provide a great deal of information as to how your child is progressing. At any point should the interventions that have been put in place not seem to be effective, they will be reviewed and changed as needed.
- We also employ Learning Support Assistants (LSAs) who support in each class and deliver the interventions listed in the provision map as co-ordinated by our SENDCo.
- Through our open door policy parents/carers are welcome at any time to discuss their child's progress. If a more detailed discussion is needed then a more mutually suitable time can be arranged for all parties. (This has been reviewed and amended during the Covid Pandemic).
- Parents/carers can contact staff members by email, letter or through the school office: admin@cockwoodschool.co.uk or 01626 890471.

How will the school staff support my child? How will the curriculum be matched to my child's needs?

- Teachers are required to adapt their planning in order to cover the varied levels of ability within the classroom and the support given to your child is dependent on the learning need where any barrier to learning is identified. Sometimes this may be a physical barrier, such as a child having sight or hearing difficulties.
- There is a variety of provision put in place within the classroom to support additional needs , for example visual timetables, writing frames and rewards systems. These are all listed on the termly **Class Provision Map**.
- All children identified as needing additional provision to this will be mapped individually on their class provision map so that progress and impact can be monitored. This is reviewed and updated every term showing outcomes and next steps. This is a confidential document but individual provision can be copied and shared separately with families at meetings.

How is the decision made about the type and how much support my child will receive?

- Through assessment and observations, a need may be identified, and where necessary, advice will be sought from an outside agency or specialist. Referrals are made by the SENDCo to these agencies and a plan put in place to ensure the child is supported. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.
- The school receives an allocated amount per year to support those pupils with identified additional needs.
- The school is granted an additional amount of money for children granted an EHCP.

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

- All pupils are entitled to be involved and included in every area of the school curriculum including school trips.
- A risk assessment is always carried out before any off school site activity. As far as possible, any arrangements that need to be put into place to make sure that your child can be included will be actioned. This may include members of school staff visiting the location of the trip before it is arranged and working closely with the staff in those other locations to put any extra or special arrangements in place. It may include utilising the support of the child's parent, to ensure that the child can fully access the activities.

What support will there be for my child's overall well being?

- Cockwood is very proud of the support given to pupils and the positive ethos within the school. OFSTED noted that pupil's behaviour is outstanding and they love coming to school. We feel that our small nurturing environment and committed staff provide a safe and happy place for pupils with additional needs.
- All staff now receive regular training to support mental health education. At any time in a child's life an event may occur that disrupts or challenges a child's development. These events may be very minor but may still have an emotional impact.
- All children are encouraged to seek out an adult within school if they have any worries and/or concerns and time is always given. At times a child may need a little encouragement and our family of staff are there to help children through difficult and challenging events/periods in their lives.
- A high percentage of staff are trained in first aid and the procedures to be followed in an emergency are clear to all. An ambulance will be called if this is felt to be necessary and a member of staff will go in the ambulance with your child if the parent/carer has not arrived at the school. Advice on the administering of auto-injectors, correct use of inhalers and other medical conditions such as diabetes is regularly updated, and the first aid training requirements for staff are assessed annually.
- If your child becomes unwell in school you or another authorised person will be contacted in order to arrange for them to be collected from school.

How will my child be able to contribute their views?

- Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We have an active School Council that provide a pupil voice. We also have surveys for our older children with SEND to reflect on the extra support that is provided.
- If a pupil takes part in an intervention programme, they will reflect on their learning at the end of each session as well as contributing their views to the termly review of progress.
- If a child has a "My Plan", or an EHCP their views will be sought before and during any review meetings.

What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

- The current SENDCo (Holly Hilliard) has worked in the school for several years as a part-time teacher. She attends training sessions, meetings and attends conferences in relation to the role. She works with outside agencies, specialist services and all staff in the school to ensure the provision for our pupils is appropriate and meets their needs.
- SEND updates and training is ongoing and is part of the continued professional development for all of our staff. Training can be in house or from experts outside of the school, dependent on the need. We have two members of staff who have attended a nurture programme for Mental Health well being, we currently have one member of staff delivering Fun Fit twice a week (develops fine and gross motor skills) and staff who are First Aid trained. Training is an ongoing process.
- NB Fun Fit has been postponed this year due to Covid restrictions.
- The school works closely with other local schools in our learning community and with our partner schools in the new Academy Osprey Learning Trust (joined June 19), sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

How are the governors involved in monitoring SEND provision in the school?

- Our provision maps are shared with Governors who are able to ensure that we monitor the impact of interventions on learning across the school.
- The SENDCo reports to the governors termly, through the SEND Report to the Governors, to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One governor is responsible for SEND and meets with the SENDCo every term. The SEND governor also reports to the governing committees, to keep all the governors informed in this area.

How accessible is the school both indoors and outdoors?

- Cockwood Primary School is partly wheelchair accessible. There are slopes and handrails where needed both inside and outside the building. But there are some small steps in school which lead to the head's office, a classroom and the main office.
- Should any specialist equipment such as seating or auditory equipment be needed advice is taken from relevant professionals and equipment is supplied by mobility services from outside of the school.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

- Planning for transition is part of our provision for all learners including those with SEND. Transition between classes is discussed during the Summer Term and your child is significantly involved in the process. We work to address any worries they might have and put into place whatever may be needed to make it a smooth transition.
- We have excellent relationships with the secondary schools and preparations for the move begin in the Autumn Term when pupils are in Year 6. Towards the end of that school year there are several visits to their new secondary school where they take part in a number of activities and begin to familiarise themselves. For those children who need it, extra visits are arranged.
- The SENDCo from Cockwood Primary School is an integral part of the transition process, communicating and receiving information related to the SEND support and other needs of the pupil to, and from, the SENDCo of the feeder or receiving school. Where possible, transition meetings are arranged for the SENDCos, parents and children to share information and ask questions in the summer term before transfer.

•

How are parents involved in the school? How can I get involved? Who can I contact for further information?

- Cockwood School has an open door policy and staff are happy to address questions as they arise. A request for a more formal or longer meeting can be made at this point or through the main office. Parent/carers can also arrange to meet the Special Educational Needs Coordinator (SENDCO) - Holly Hilliard.
- Home visits are arranged in the Summer Term for the Reception Staff to visit and meet the new children and their families who will be joining the school at the beginning of the new school year in the September. Staff also visit all early years settings, to talk about each child, to meet them in their settings and establish any additional needs.
- There is a formal parents evening in the Autumn Term, Spring term and Summer term where children's individual needs and progress are discussed with the class teacher. School reports are sent out towards the end of the school academic year.
- The review process for children with additional needs will happen more formally at least twice a year, where all staff directly involved with your child, parent/carer and the child themselves will be invited to discuss progress and the next steps. If an Education Health and Care Plan is in place this is also formally reviewed annually.

Further information

- Please see the SEND policy and the SEND Information report (SIR) for further information. This can also be found on our website.
- A comprehensive list of advice and support services can also be found on the Devon Local Offer website:
www.devon.gov.uk/send
- **Other useful links**
- www.gov.uk/government/publications/send-code-of-practice-0-to-25
- www.ipsea.org.uk (Independent Parental Special Education Advice)
- www.devonias.org.uk (Devon Information & Support for SEND - formerly Parent Partnership)