

Cockwood SEND Information Report

Previous Academic Year, 2022-2023

Cockwood SEND Profile

The number of children at Cockwood School with identified Special Needs is: 11/90

The percentage of Special Needs is therefore: 12%

The number of children with an Education, Health and Care Plan (EHCP) is: 0 (2 pending)

The number of pupils we have working within the provision map system this year; 36

These numbers of pupils (provision map system) include any children who have received an additional intervention above their normal class teaching. Many of these may only be on the provision map system for a short term booster. This year, many of these children received additional tutoring as part of the Government funded post-Covid Catch-Up programme.

	Number	%
Class 3	12 / 25	48%
Class 2	12 / 33	36%
Class 1	12 / 32	37%

Total; 36 / 90

Identifying pupils with Special Educational Needs

The earlier that SEND needs are identified the better the child's chances of reaching his or her full potential. We expect our teachers to identify SEND early so that a plan can be made to support a child's development from the start.

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others. Many children and young people will have SEND of some kind at some time during their education.

Early Years providers (for example, nurseries or child minders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education.

Broad Areas of Need

Communicating and interacting

–for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning

–for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties

– for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs

–for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.
The Quality First Teaching approach which we adopt makes higher quality teaching normally available to the whole class meaning that fewer pupils will require such support.

If a parent is worried about their child's development, behaviour or progress, we expect them to talk to their child's teacher first, and then the school's special educational needs co-ordinator (SENDCo), Mrs Gill Watts.

We train teachers to identify SEND, and have a policy on identifying and supporting children with SEND. Through consistent use of the Devon Graduated Response Tool we are able to implement an effective cycle of Assess, Plan, Do, Review to implement and evaluate support strategies to meet children's individual and evolving needs. To find out more about our school's policy and school offer please refer to the school's website.

The SEND policy provides clear detail to parents and is updated annually.

What happens when we identify a child with specific needs?

Children needing extra provision over and above what is provided by Quality First Teaching are listed on the Class Provision maps. These are shared with staff across the whole school and are reviewed at the end of the term and the approach evaluated. Parents are informed if there is a need at this point and further action may also be identified.

We expect Quality First Teaching to be delivered within our classrooms, and therefore pupils are not removed for interventions unless that is advantageous.

If we involve external agencies we will agree a programme with them and they will be expected to keep us informed of a pupil's progress.

Last year (2022-23) we used the services of an Educational Psychologist, Speech and Language Therapists, The Specific Learning Difficulty (SpLD) advisor, the Communication and Interaction Team, Occupational Therapist, the SEMH Team, Open Minds and the School Nurse.

What could happen if your child is identified for further support?

There are 3 levels:

1. Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work and interventions which may be run in the classroom or outside, or run by a teacher or a Teaching Assistant (TA)

2. Specialist support. e.g. Speech and Language Therapy - as per the SEN Code of Practice 2014.

Sometimes, children are identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. This support may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), or from outside agencies such as the Education Psychology Service (EPS).

What could happen if your child is identified for this type of support?

- You would be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
 - The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- When a child has reached this level of assessment they are generally considered to be placed on the School's Special Needs Register. The parents are informed and regular My Plan type review meetings are held during the year to set targets and monitor progress.

3. Specified Individual support

Specified Individual support This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team, Sensory Service (for students with a hearing or visual need), The Communication and Interaction Team or outside agencies such as the Speech and Language Therapy (SALT) Service. For your child this would mean that the school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made, a Panel of Professionals (with a lot of information about your child, including some from you), will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHCP will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Progress of SEND pupils

SEND pupils

2022-23 SEND Performance Data – against ARE

These are based on the end of Summer term data.

10 pupils 1 child = 10 %	Reading	Writing	Maths
% of SEND pupils making expected progress	20% (2 pupils)	20% (2 pupils)	20% (2 pupils)
% of pupils making accelerated progress	40% (4 pupils)	20% (2 pupils)	30% (3 pupils)

Current position with SEND implementation

Two new EHCP applications.

SEND Funding 2022-23

We were granted continued additional SEND funding (Level 2) in March 2023 for a child in Year 6 on an EHCP.

Staff Development

Staff development that has been offered on SEND, including continuing professional development (CPD through staff meetings and individual support and professional development from the SENDCo and outside professionals such as the Speech and Language Therapist. Some training was organised on non-pupil days and then throughout the year for all support staff and some teaching staff, including a continuation of the delivery of Mindfulness (through Open Minds), Gill Watts (SENDCo) has attended training in Dyslexia screening and Dyslexia Friendly Classrooms, Adaptive Teaching and Relational Support, and cascaded key elements from these to teachers and support staff. Some training interventions were provided by our own trained staff for new staff and support staff, including Speech and Language and Early Reading / Phonics.

The SENDCo has attended some Exeter Consortium meetings and Devon local area SEND meetings. This is an opportunity for the SENDCo to receive updates on local support available, to network with other SENDCos and explore new interventions and procedures. She has also met with SENDCo's across the Ivy Education Trust to review and collate information, support and signposting for families of children with SEND.