



Coten End Primary School – SEND Information Report 2023-24

Coten End Primary School is a mainstream Local Authority school. At Coten End, we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school. We strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

In our school we have a wide range of skills to ensure all pupils have access to quality first teaching which enables us to endeavour to meet the needs of every child. We believe children thrive when all key people in their lives work as a team to secure the very best outcomes. We are committed to working with parents and young people with SEN, following the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014, so we can work together to support your child's learning regardless of need from birth to 25 years.

The purpose of this SEND information report is to provide a clear overview of SEND provision in our school. We hope it answers any questions you may have about how we support children with special educational needs and disabilities but if you would like any further discussion around our provision, we warmly welcome enquiries through the school office.

Liz Munday is our SENDCo, and leads on the day to day operation of our SEND procedures, following guidance in the SEND Code of Practice. She monitors SEND provision, training, and the progress of children on the SEN register, working closely with class teachers to ensure children are well supported. She oversees a team of specialist teaching assistants, who are deployed across the school in a range of interventions and 1:1 work. You can contact Mrs Munday through the school office on 01926 491329 or senco2623@welearn365.com.

Kerry Pope (Assistant Head) is Inclusion Manager, with responsibility for, medical needs and mental health and wellbeing. Mrs Pope and Mrs Munday work very closely together to ensure positive outcomes for all children in school.

Our Governor for SEND, **Kevin Griffiths**, has a responsibility for monitoring and supporting the school on SEND matters on our governing body. If you would like to meet with him, please arrange this through the school office.

We have a Parent Support Advisor, **Nicky Pittaway**, who is available with advice and support for parents of children at Coten End. She can offer parenting courses, signpost to support agencies and organisations, or just provide a listening ear. If you would like to make contact with Nicky, let the school office know and they'll put you in touch. The SENDCo or Inclusion manager may also refer parents to Nicky if they need some further support.

What types of SEN do we provide for?

We consider it is essential that the curriculum is presented in a supportive, stimulating atmosphere, which values each child and encourages them to reach their full potential. Some children will need specific support at some point in their school career with something they find challenging and we aim to provide that support within a caring environment, drawing on a wide range of external expertise as appropriate. Similarly, many children are ready to embrace a high level of challenge to reach their full potential and we provide a personalised approach to their learning. Our SEN support provides for the four main areas of need:

- Communication and Interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

How do we identify and assess pupils with SEND?

At Coten End, pupils are identified as having SEND in a variety of ways, including the following:

- Concerns made by parents /carers
- Liaison with previous school/nursery setting
- Concerns raised by a teacher
- Liaison with external agencies, e.g. Speech, Language and Communication concerns assessed by a qualified therapist
- The pupil performing significantly below age related expectations or not making the progress we would expect

If a concern is raised about a barrier to a pupil's learning or progress, we use the following approaches to investigate the concern:

- Observations of the pupil
- Informal and formal assessments, results from which will inform a teacher's planning for the pupil
- Looking at work samples
- Discussion between staff, including the Special Needs Co-ordinator (SENDCo) to draw on expertise from within the school
- Discussion with parents
- Discussion between the pupil and a familiar adult to gain the child's perspective including their social, emotional and mental health needs
- Outside agencies will be consulted at the appropriate time
- The SENDCo may also provide the family with signposts to outside agencies who may offer further support to the family

What is our approach to teaching pupils with SEND?

At Coten End we believe that all teachers are teachers of pupils with special educational needs. Class teachers are responsible for the progress of pupils in their lessons. They are highly skilled practitioners, trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils

Sometimes, some children require additional support to make progress across the curriculum or with their social and emotional well-being. This enhanced level of support is called SEN support. The SENDCo is responsible for coordinating and managing interventions for an individual or small group of pupils

If a pupil is identified as having SEND then their name will be added to the SEN register, however, we recognise that pupil's needs may change over time and provision must reflect this. If the child continues to demonstrate considerable cause for concern, a request for an 'Education, Health, and Care Plan' will be made with support from outside agencies such as the Educational Psychology Service or Speech and Language professionals

How do we enable pupils with SEND to engage in activities with other pupils?

- Extra-curricular clubs and activities are available to all pupils regardless of need, and we are committed to making reasonable adjustments to ensure participation for all.
- Activities outside the classroom and school trips are available to all
- Risk assessments are carried out for each trip
- Additional adults are deployed to accompany pupils
- Health and safety audits will be conducted as and when appropriate

How do we consult parents of pupils with SEND and involve them in their child's learning?

As soon as your child's needs have been identified we will contact you and invite you to meet to discuss plans to help him or her make better progress

For children on the SEN register a Personal Learning Plan (PLP) will be written, sent home and reviewed with parents on a termly basis

What opportunities will there be to discuss my child's progress?

Planned arrangements for communicating between school and home include:

- Parents evenings held every term
- 'Come and Learn' events, where parents are invited into school and pupils share their learning at various points throughout the year.
- Termly Personal Learning Plan review meetings to discuss the child's progress and needs.
- End of year report in July, which includes a progress check (current attainment) and class teacher and head teacher comments

How do we consult with pupils and involve them in their learning?

- Your child will be involved in review meetings about them at an appropriate level.
- Personal Learning Plans and targets will be discussed with your child and they take ownership of their targets
- Discussions with children at early stages about their perception of needs and feelings.
- The children are encouraged to talk about their learning in pairs and small groups.
- Pupil interviews provide opportunities for pupils to feedback
- Children create a Pupil Passport with key information they want adults to know

How do we assess and review pupils' progress towards their outcomes?

At Coten End Primary School your child's progress is continually monitored by their class teacher, SENDCo and the Leadership team. A graduated approach of Assess, Plan, Do, Review is always used.

- Progress is reviewed every half term through observations or more formal testing or screening
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will show smaller but significant steps of progress
- At the end of each key stage (i.e. at the end of year 2 and 6) all pupils are required to be formally assessed using Standard Assessment Test (SATs)
- Pupils on the SEND register will have a Personal Learning Plan. These targets will be reviewed with both yourselves and your child
- Interventions will be tracked and impact measured to ensure progress

How do we support pupils moving between different phases of education?

- Staff work closely to share information about pupils to ensure that specific needs of individuals are met
- Additional support, including additional visits, are available for pupils with SEN to help them make successful transitions
- Parents and children are fully involved in the process
- Additional time with new teachers and in the new surroundings may be provided
- Pupils may be given Transition Passports which include photographs of their new teacher, TA and learning environment
- We work very closely with our local secondary providers and transition can be adapted to meet the needs of the individual child as deemed necessary, including extra visits and meetings with parents
- If your child is moving to another school, we would make contact with the new provider to ensure the transfer of information and the child's school files

How do we support pupils with SEN to improve their emotional and social development?

At Coten End all adults within the school community are responsible for the welfare of all our pupils. We foster a positive ethos where everyone understands the importance of a positive approach to all behaviour within a nurturing environment. We have a range of inclusive provision available to all children, including:

- Mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) curriculum in class
- Teacher led Circle Times to explore emotions, feelings and worries
- Class teachers adapting approaches within class to support a child's needs which may include 1:1 discussions with the child.

We work with parents, professionals and through our SEND identification process to identify any specific provisions that may be required for individual children or small groups. This may include:

- Small group social interventions such as 'Time to Talk'
- Peer support through buddy system or play leaders
- Access to a quieter environment
- Extra communication with Parents/Carers through times of increased need for the child
- Intervention programmes provided by Specialist Teaching Service and SENDSupported. The areas of emotional difficulties provided for are: specified social skills; friendships and relationships; anger management; loss and change; self- organisation
- The school employs a counsellor from Snowford Grange who provides weekly counselling sessions for those children with specific emotional difficulties
- Access to our nurture group Shining Stars
- Individual Regulation Support Plans that outline a bespoke approach to identifying key triggers and effective strategies, support and scripts that help when children are experiencing challenge
- Our Parent Support Advisor can support parents at home.

For those children with specific social, emotional, mental health difficulties we work closely with Warwickshire Educational Psychology Service and CAMHS, who provide further advice and support.

<https://www.cwcamhs.com/>

<https://www.warwickshire.gov.uk/epservice>

What expertise and training do our staff have to support pupils with SEND?

- The school has a Learning Improvement Plan (LIP) that includes the identified training needs for all staff to improve the teaching and learning of children with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as attachment disorder, autism, etc
- Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from IDS and medical training to support staff implementing care plans
- The SENDCo works closely with specialists from external support services who may provide advice or direct support to enable best provision for your child

How do we secure specialist expertise?

We work closely with a wide range of outside agencies to ensure our teachers have access to specialist support and provision.

- STS (Specialist Teaching Service)
- SENDSupported
- NHS SWFT Speech and Language
- Snowford Grange Counselling
- COMPASS School Health
- CAMHS/CW Rise and the Primary Mental Health Team
- Occupational Therapy Service
- Educational Psychologist
- NHS Physiotherapists

If your child has been identified as needing more specialist input, in addition to good and outstanding classroom teaching and intervention groups, referrals may be made to outside agencies to advise and support the school in enabling your child to make progress. **You will be asked to give your permission for the school to refer your child for any additional specialist professional support.**

In addition the school works closely with Children's Services to provide support for children and families. Further information about this service can be found at www.warwickshire.gov.uk/supportforchildrenandfamilies

What if my child has an Education Health Care Plan?

- If your child has an EHCP and you are thinking of joining Coten End Primary School, we'd encourage you to speak to our SENDCo, Liz Munday, through the school office. We can then arrange to discuss your child's needs, our provision, and where possible, show you around our school. We work closely with SENDAR at the Local Authority to arrange the placement of children with EHCPs
- When your child joins our school, we will liaise closely with their previous setting, attending their Annual Review meeting if possible. We will meet with you to discuss your child's provision and how we can support their needs, and you will have a chance to meet the staff who will be working with your child
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (Annual Review) organised by the SENDCo and attended by parents/carers, teachers and outside agencies involved in the pupil's education

How accessible is our school?

- The school site is on one level so is accessible to all
- There are two accessible toilets in school
- There is a separate shower room if required for those pupils with physical disabilities
- We have staff trained in Makaton and we use symbols-based communication systems

Please follow the link to view our accessibility plan. <http://www.cotenend.warwickshire.sch.uk/policies/>

How do we adapt the curriculum and learning environment?

The school makes reasonable adjustments to both the curriculum and learning environment to meet the range of special educational needs of children. This can mean teachers plan:

- Small group or 1:1 learning
- Pre-teaching content or vocabulary
- Use of Makaton, symbols or visual prompts
- Sensory breaks using our specially designed areas
- Adapted resources and materials to make them accessible for pupils with specific difficulties
- Differentiated homework
- Additional/specialised apparatus or materials (wobble cushions ,pencil grips)

How do we evaluate the effectiveness of our SEND provision?

- Monitoring of lessons, work scrutiny and analysing pupil progress data
- Parent and pupil conversations to gather feedback and ideas on how we can further support pupils with SEND
- Learning Improvement Plan monitoring, evaluating provisions and progress
- Pupil progress meetings to analyse data, track progress and discuss individual pupil needs.
- Evaluation of interventions ensuring progress is measurable

How do we handle complaints from parents of children with SEND about provision made at the school?

Whenever you have a concern about your child, you must contact their class teacher in the first instance. If you wish to discuss the matter further then contact the SENDCo **Mrs Liz Munday**, Headteacher **Mrs Sarah Sheepy**, or the SEND Governor **Mr Kevin Griffiths**. For further information please see the school website for our complaints procedure.

www.cotenend.co.uk/policies

What support services are available to parents?

- The Family Information Service (FIS) provides information on local services available to children, young people and families in the area
www.warwickshire.gov.uk/fis
- Warwickshire SEND Support and Advice Service provides information, advice and guidance to parents and carers of children with special educational needs (SEN)
<https://www.kids.org.uk/warwickshire-sendias>
- CAMHS provide a direct involvement with families supporting children with emotional wellbeing and mental health issues
<https://www.cwcamhs.com/>

<http://www.autismwestmidlands.org.uk/>

Parent Support Groups

<https://directory.warwickshire.gov.uk/search.php?ca=203&cb=107;&sort=priority2>

Where can the LA's local offer be found?

Warwickshire's Local Offer for Special Educational Needs and Disabilities can be found at www.warwickshire.gov.uk/sen . Here you will find additional information about services, policies and ways in which young adults within our area can be supported to ensure their needs are successfully met.