



Coughton Church of England Primary School

SEND Information Report and School Offer

Reviewed: October 2018

Next Review: October 2019

Introduction

Coughton C of E Primary School is a co-educational, Church of England, Voluntary Controlled school with 160 children currently on roll. Through our 12 Christian Values we develop a happy family atmosphere where everybody is welcome. We work together to create a rewarding environment built on high expectations and an enthusiasm for learning. We have close links with many members of our locality, including Coughton Court, and use these to further develop an inclusive school community. We provide many educational opportunities and endeavour to create an inclusive and creative curriculum that engages and inspires all within our Coughton family.

The purpose of our school's SEND Information Report is to inform parents and carers about the provision we make to ensure we support children with Special Educational Needs and/or disabilities in all aspects of school life. This report forms part of the Warwickshire Local Offer which sets out a wide range of information about specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. You can access Warwickshire's Local Offer online at <https://www.warwickshire.gov.uk/send> where you can also find further advice, information and guidance on SEND.

The Coughton C of E SEND Policy contains further information on the provision at our school and can be found in policies section of our school website. <http://www.coughtonschool.org/Policies>

The kinds of Special Educational Needs for which provision is made at our school

A child has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special education provision to be made for them or if they have a disability which has a long-term and substantial adverse on their ability to carry out normal day-to-day activities.

We currently provide a wide array of additional and different provision within our school to support children with a range of needs, including:

- **Cognition and Learning-** moderate learning difficulties (MLD) or specific learning difficulties (SLD)
- **Sensory, Medical and Physical-** sensory processing difficulties, epilepsy, dyspraxia, Cerebral Palsy
- **Communication and Interaction-** Autistic Spectrum Disorder (ASD), ADHD, speech, language and communication needs
- **Social, Emotional and Mental Health-** attachment difficulties, anxiety, depression

Accessibility

We currently have facilities on site and are happy to discuss individual access requirements and adaptations. At present we have:

- Single storey building that is accessible to all
- Toilet adapted for disabled users
- A small dedicated room for up to 2 children for nurture (Hazel room)

Assessment and Identification

At Coughton the early identification of children with SEND is a priority as this significantly improves the long term outcomes for the child. We use a graduated approach throughout the school in order to best support the individual.

Class teachers carefully monitor the progress of their pupils on a daily basis as part of their teaching. This is supported by Teaching Assistants and this enables them to support or extend children effectively. Every term formal progress meetings are carried out between the class teacher and the Senior Leadership Team (SLT).

These provide the opportunity to discuss children who have not made expected progress. This may be because it is slower than that of their peers, it may fail to match their previous rate of progress, it might fail to close the attainment gap between the rate of progress or it might be widen that gap. During these meetings staff consider ways in which the child can be further supported. These children will be clearly identified and strategies and interventions will be put into place to provide them with additional support.

We currently provide additional support on an 8 week cycle, evaluating the interventions after 3 and 7 weeks. These interventions enable the children to receive provision that is relevant to them and will enable them to make progress. The SEND Co-ordinator (SENCo) works closely alongside class teachers and TAs to ensure that these are effective and productive. During the fourth and eighth week these interventions are evaluated and this is used to inform future provision. When a child's progress is still causing concern the SENDCo, alongside the class teacher, will meet with parents to discuss the next steps to be taken. This may include receiving support from external agencies such as the Speech and Language Team or being observed within the classroom by a Specialist Teacher.

Children identified as having SEN may need a higher level of support and will be placed upon the SEND Register. These children will then be accessing SEN Support and will have a Pupil Passport created for them by their class teacher and the SENDCo. This is reviewed termly and updated with goals that they can work towards and see their progress with. The passport also contains information about their strengths and their likes and dislikes. It is a working document that supports the child throughout their school day and also informs staff of strategies that work for them.

Statutory Assessment – Education and Health Care Plans (EHCP)

If a child continues to demonstrate a significant cause for concern with their learning that is not met by the interventions put in place then statutory assessment will be considered. The EHC Plan is a lengthy process and requires the gathering of information from many different sources, both inside and outside of school. It will detail information about a child from their birth to 25 years of age and includes information from an array of agencies including health care professionals involved with the child. The views of the child and their family are also taken

into account and form the centre of this document.

Through ongoing discussions and consultations with parents/carers a decision to request a Statutory Assessment can be made. The request is made to Warwickshire Local Authority or Worcestershire and is defined by a specific timescale and statutory procedures. For further information about EHCPs visit the Warwickshire <https://www.warwickshire.gov.uk/requestehcassessment> or Worcestershire website http://www.worcestershire.gov.uk/info/20542/education_health_care_plans/1798/education_health_care_plans_ehcp/4

Provision

At Coughton we provide an array of support for each child within our school throughout the school day. Our staff provide quality first teaching that takes into account the needs of each child and can be seen through:

- Differentiated activities
- Active learning techniques
- Different methods to record e.g. iPads, Easi-Speak microphones, photographs
- Materials used and level of support provided

Our teachers are all fully qualified and undertake continued professional development (CPD) to support them with teaching all children effectively. Our Teaching Assistants also receive further training and development opportunities that are frequently run alongside their class teacher. This training has including Team Teach, Autism training as well as training around Play Therapy and using the PACE approach. This training is ongoing and in line with the new Code of Practice.

Some of the interventions we currently run are:

- Extra Forest School sessions
- Time with our school dog, Hero
- Sensory circuits- a track around the hall that helps to refocus the mind
- Brain breaks

- Gardening Friends
- TRUGs Club (Teaching Reading Using Games)
- Power of One & Two- daily support with number facts
- Play Therapy
- Lifespace mentoring
- Pre and post teaching
- From September 2018 we will be training to become a nurture based THRIVE school
- Lunchtime games led by our midday meals supervisors

With the support and advice of many external agencies we have been able to adopt different strategies that support and assist our children with SEND. Such advice has included:

- Task boards that list small steps to complete a task
- iPads, iPods and laptops to record work
- writing slops and pencil grips
- coloured overlays and tinted paper in exercise books
- considerate placement within the classroom e.g. close to the front
- sensory resources to support children with additional sensory needs e.g. Therabands, wobble cushions, fiddle resources.

All our classrooms contain a visual timetable, working walls and easy to access, labelled resources. The children are able to access phonics and word mats to assist with their spellings which are also supported through our use of No Nonsense Spelling strategies. Classrooms also contain Easi-speak microphones to assist with written recording and writing frames are used where appropriate.

Our staff run a range of lunchtime and after school clubs that all children within the school are welcome to join. These include; cooking club, gardening club, football, homework club, choir, mindfulness club. We also have professionals who run clubs after school. These include; Artbase, football, multi-sports, dodgeball, Starstruck.

In Year 6 children are invited to attend a residential trip. This is a wonderful opportunity to build links with their peers and take part in a range of physical and team-building activities outside of the school setting. Where necessary the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Emotional and social development of children with SEND

At Coughton we recognise the importance of emotional wellbeing and develop this throughout our day and amongst our whole school community. The staff adopt the PACE approach to supporting children with managing their emotions (Playfulness, Acceptance, Curiosity and Empathy) and take part in various training to enable effective communication. All classes carry out weekly circle times to create to further support children with emotional wellbeing. This is also offered through various interventions:

- Happy to be me
- Play Therapy
- Lifespace
- Extra Forest Scgool
- Time with our school dog, Hero
- Mindfulness strategies
- Friendship groups

External Support Services

We work alongside many agencies when supporting the children within our school.

Child and Parental Involvement

At Coughton C of E Primary School we understand how important it is to involve all children with their learning. Through our use of BLP (Building Learning Power) we enable children to understand the way they are learning and techniques they can use to support themselves. Through our use of School Council we facilitate opportunities for the children to make decisions about the school and the experiences that we provide.

All children will receive reports on their progress three times a year and parents will be given the opportunity to meet with class teachers twice a year. An optional parents evening is also available in the summer term and

parents are able to make appointments to meet with the class teacher or SENCo via the office. Whilst children are on the SEND Support Register they will have three additional meetings each year to discuss their Pupil Passports and next steps. This document enables children to understand methods that support them with their learning and ways they can support themselves. It is used as a working document and can be edited and updated when necessary. This document is informed by all members of staff who work with the child alongside parents and external agencies.

Transition

We use various strategies to support children during transitions to ensure that they run as smoothly as possible. Being a small setting, children are frequently interacting with all the teaching staff and developing relationships with them. For children who might find transition difficult we are able to support them with extra visits to their new classroom, tasks to complete alongside their new teacher/teaching assistant and social stories that can address some of their concerns.

Every year children will take part in a morning of transition activities with their new class teacher and in their new classroom. This includes 'getting to know you' activities and provides opportunities to ask questions and discover what their new classroom looks like. The old and new teacher will then meet and have a formal transition meeting to further discuss each child in depth.

Children entering our school from nursery will take part in transition afternoons with the Reception Class Teacher and Teaching Assistant. This allows them to familiarise themselves with their new classroom and develop relationships with the adults they will be working alongside. The Reception Class Teacher will also visit the pre-school setting and have an in-depth meeting with the child's key worker to discuss them further.

The move from primary into secondary education can be a particularly challenging time for any child. As a school we have developed strong links with many of our local secondary schools. Our children are frequently invited to taster events at these schools before and during their time in Year 6. Alongside this, most secondary settings will offer at least 2 days of transition and will send in members of their staff to meet with prospective pupils.

Evaluation of SEN Provision

How does the school evaluate its provision and when will this take place?

The school evaluates its policy and information report annually. We also complete action plans annually to evaluate our provision and identify areas for development. SEND also forms an integral part of our School Improvement Plan. We use progress and attainment data at each step of our decision making to ensure that our decisions are having an appropriate impact.

The analysis of data for 2017-18 shows that the majority of SEN children made 'expected' progress across the school.

ACRONYMS

ADD: Attention Deficit Disorder
ADHD: Attention Deficit Hyperactivity Disorder
ASD/ ASC: Autism Spectrum Disorder/ Autistic Spectrum Condition
CAF: Common Assessment Framework (Now called Early Help)
CAMHS: Child and Adolescent Mental Health Services (Now part of REACH Service)
CCG: Clinical Commissioning Groups
EHC: Education, Health & Care
EHCP: Education, Health & Care Plan
EP: Educational Psychologist
EWO: Education Welfare Officer
FF: Family Fund
FIS: Family information Service
HI: Hearing Impairment
IDS: Integrated Disability Services
IEP: Individual Education Plan
LA: Local Authority
MLD: Moderate Learning Difficulty

MSI: Multi-Sensory Impairment
OT: Occupational Therapy/Therapist
PD: Physical Disability
PDD: Pathological Demand Avoidance
PMLD: Profound and Multiple Learning Difficulties
PR: Parental Responsibility
PT: Physiotherapy/Physiotherapist
SALT/SLT: Speech & Language Therapy/Therapist
SEN: Special Educational Needs
SEND: Special Educational Needs and Disabilities
SENDCo: Special Educational Needs & Disabilities Co-ordinator
SENDIAS: Special Educational Needs and Disabilities Information, Advice and Support Service
SLD: Severe Learning Difficulties
SpLD: Specific Learning Difficulties
STS: Specialist Teaching Service
TA: Teaching Assistant
VI: Visual Impairment