Cotton End Primary School

SEND Information Report 2017

SEND provision at the school

Cotton End Primary School promotes a fully inclusive environment where all children feel safe and valued. We actively seek to identify barriers to learning and endeavour to remove these barriers enabling children to achieve their full potential. We have high aspirations and expectations of all children including those with SEND. Children are treated as individuals and their needs addressed as such. We differentiate through wave 1 and 2 interventions, accommodating all Special Education needs within a mainstream setting.

Identification and assessment of pupils with SEND

Early identification is key to ensuring that a pupil can be successful in their learning journey. All children are carefully tracked and their progress monitored half termly. This is carried out through ongoing assessments and end of topic evaluations. The SENCo holds individual needs meetings at the start of each term with class teachers to discuss each individual child in their class and their specific needs. These needs are identified and strategies to support the children are put in place. SEN, pupils have an individual needs action plan which is reviewed with parents and supporting agency professionals termly, or as required. Class teachers differentiate tasks to include all pupils and any concerns about progress or development are raised at pupil progress meetings or with SENCo. Parents are kept informed throughout by means of informal discussions, consultations, scheduled meetings with staff and/or other professionals.

Arrangements for assessing and reviewing pupil’s progress

Pupils’ progress is carefully monitored and tracked through the use of action plans and class tracking sheets. Individual targets are shared with parents and reviewed termly. Parents meet with teachers on a termly basis to discuss their child’s progress and future targets for the next term. Children who are part of target groups in our Achievement for All programme, hold longer and more detailed meetings with parents called ‘structured conversations’. Teachers meet with the Headteacher and SENDCo termly to discuss progress of children and where children are not making the required progress, interventions to encourage them to meet their targets. Teachers orally share targets with pupils and written feedback and next steps are written in their books.

School policies

Our Inclusion Policy and SEND policies reflect the values embedded across the school. These are supported by our behaviour, attendance, administration of medicines and PSHCE policies.

SENDCo

Our named SENDCo is Diane Catchpole (Claire Gormley is currently on Maternity leave) who has many years of experience with SEND and has successfully completed the National Award for SEN Co-ordination Mrs Catchpole also supports vulnerable children and families in crisis. Foodbank vouchers are available from Mrs Catchpole for these families. The Headteacher, Karen Headland is also a trained SENDCo.

Training and expertise

Development and training for staff is ongoing and high profile at Cotton End.

All Teaching Assistants hold Level 2 or higher qualifications

We have staff trained in: SEND, Elklan Speech and Language, level 3 Forest School leaders, Sounds-Write, Makaton, positive behaviour management, diabetes, first aid and anti-bullying.

We are an Achievement for All School.

Equipment and facilities

The school is all on ground level with disabled toilet facilities. The school grounds are wheelchair accessible by ramp from the street. The school is equipped to educate children from aged 3-11 with specialist resources acquired when necessary.

Consulting parents

We have an open door policy with the Head teacher, staff and parents by greeting them at the gate on a daily basis and being available for meetings with all parents on request. Any concerns raised about a child are shared with parents as soon as possible. Parents and teachers meet termly with timetabled consultations. Any action plans are discussed and agreed with parents before involvement of any external agencies. Individual targets are shared with parents termly. As part of the AFA program teachers have a structured conversation with parents where targets are set and joint actions are agreed. Parents and teachers keep in touch regularly to update and review progress.

Consulting young people

Involving pupils in their learning is a vital part of development and progress. Pupil’s self- esteem is monitored bi-annually via questionnaires. Targets are shared with pupils and they are encouraged to work on their ‘next steps’. Feedback is given verbally to younger children and in written form for older pupils. Any child with an Educational and Health Care Plan will be involved in the review and implementation of the plan throughout.

Governing body-complaints procedure

Cotton End Primary School Governing Body has an agreed compliments, concerns and complaints policy. We encourage parents to speak to teachers or Headteacher in the first instance if they have a concern about their child. The named SEND governor is Rebecca Lant who would be first point of contact. She can be contacted through the school office on 01234 740100 or email office@cottonendprimary.co.uk

Other services

The Governing Body of the school support the involvement of any external agencies to meet the needs of all pupils and families across the school including those with SEND. Any involvement of support agencies is acquired through the appropriate referral procedures. These agencies include speech and language, behaviour support, educational psychology, social care, 0-19 Health team and paediatricians

Support services contact details

Parent partnership- [www.bedford.gov.uk/parentpartnership](http://www.bedford.gov.uk/parentpartnership) 01234 276267

Transition

All children joining the school in Preschool and Reception have a home visit and our staff visit any previous setting before a child starts with us. We liaise closely with our feeder schools and ensure that our pupils are well prepared for transition to the next stage of their education. Transition arrangements include visits to us from Upper School staff and visits from our children to the upper school they choose to attend. All parents are encouraged to visit the schools available to them in order to make an informed choice for their child. If a child has an Education and Health Care plan parents will be consulted about their wishes for the next stage of their education.

Where our Local offer is published

The local offer for Bedford Borough is available on Bedford Borough website: [www.bedford.gov.uk/localoffer](http://www.bedford.gov.uk/localoffer)