Cotton End Forest School

SEND Information Report 2020-21

SEND provision at the school

Cotton End Forest 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.

**Special arrangements in relation to COVID-19**

From September, the government announced plans for all children to return to school on a full-time basis. Following the guidelines provided below

<https://www.gov.uk/governemt/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Cotton End Forest school will be providing the following:

* Children will be taught in ‘bubbles’
* Preschool/Reception
* Year 1 and year 2
* Year 3,4,5 and 6 in Key stage 2

Each year group will have set teachers and teaching assistants assigned to them.

Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a ‘recovery curriculum’ to cover any knowledge and skills missed during COVID-19 as well as any well-being needs children may have.

Children will have access to all provisions as listed in the SEND provision section of the information report. These include:

* Activities linked to outcomes on their Educational Health Care Plans.
* Visual support including visual timetables, working memory boards, now and next boards.
* In class provisions, such as precision teaching, Numicon, Catch-up Maths and Catch-up English lessons.
* Interventions will take place within bubbles. Teaching assistants will deliver interventions following government social distancing guidelines and hygiene.
* SEND children will have access to break out spaces and calm areas if they need ‘time out’
* Children will have access to behaviour support plans if needed.
* INAP’s will be reviewed regularly by the class teachers and targets updated.
* EHCP annual reviews will be held remotely.

Transition back into school

We are aware at Cotton End Forest School that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover meetings with the incoming class teacher and the SENDCo’s have completed a whole school assessment of individual needs.

Some children with Educational, Health Care Plans have been given the opportunity to re-integrate back into school through a phased return in order to be successful. This is over a period of time of up to a maximum of 6 weeks due to COVID-19. The SEND team have agreed that for specific children with identified needs, the transition back into education may take a little longer than those without SEND. Each child at Cotton End Forest school is assessed as an individual and as a result their individual needs are catered for.

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 SENDCo’s attend individual needs meetings and pupil progress 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. The SENCDo’s also have an annual planning meeting with the Educational Psychologist to discuss strategies and support for SEN pupils at the start of the academic year. All 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’s termly to discuss progress of children and where children are not making the required progress, interventions are implemented 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 for Early Years and Key Stage 1 is Claire Gormley. She is also Assistant Head and responsible for the allocation and monitoring of Pupil Premium funding. Mrs Catchpole is the named SENDCo for Key Stage 2 and is also the Mental Health lead for the school.

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 Forest 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@cottonendforest.co.uk](mailto: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)